

# **Quality Review Report 2012-2013**

**Edward M. Funk Elementary**

**Elementary School Q033**

**91-37 222 Street**

**Queens**

**NY 11428**

**Principal: Erich Wagner**

**Dates of review: March 4 – 5, 2013**

**Lead Reviewer: Alycia C. Rhinehart**

## **Part 1: The school context**

### **Information about the school**

P.S. 033 Edward M. Funk is an elementary school with 1054 students from kindergarten through grade 5. The school population comprises 21% Black, 27% Hispanic, 8% White, and 43% Asian students. The student body includes 13% English language learners and 12% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2011 - 2012 was 95.0%.

### **Overall Evaluation**

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school leader has made strategic organizational decisions across all aspects of the school to support improvements in student learning and achievement. (1.3)
  - At present, the school's faculty does not include a literacy coach or a math coach. Subsequently, the school leader has strategically placed teachers who have experience in teaching multiple grades and specific content areas to support Integrated Co-Teaching and general education classrooms. For example, in an effort to improve instruction during the literacy block, the special education teacher who possesses certification in literacy provides support to other classrooms so that a wider range of students benefit from the expertise of a reading teacher during each classroom's literacy block. Furthermore, the school's partnerships with Malloy College, Queens College and Adelphi College have resulted in graduate education candidates' sourcing students with in-class, individualized support. Consequently, student writing quality is increased and additional opportunities for improving writing skill sets have been systematically advanced as substantiated by student writing on display throughout the school's classrooms and hallways.
  - The school leader has purposefully ensured that his faculty, throughout grade levels and across all classrooms, possesses a minimum of eight years of teaching experience and expertise in various curricular content areas. As stated in its Comprehensive Education Plan, this year the school endeavors to increase literacy and language arts mastery by 3%. To accomplish this goal, the principal believes that small group instruction, experienced faculty, and structured curriculum will enhance student achievement. Consequently, he has arranged for every teacher to participate in extended day, small group instruction. As a result, all students who need additional support, including English language learners and students with disabilities, benefit from the experience and expertise of the faculty and every faculty member takes responsibility for the progress of all students who need additional support. Subsequently, the need for targeted support for English language learners has been reduced in grades 3, 4 and 5 as confirmed by 75% of the school's students testing out of English language learner status by Grade 3 via the administration of the New York State English as a Second Language Achievement Test.
- The school is a safe place where, due to school initiatives, students participate in school-wide decision-making and adults clearly articulate and model expectations for academic and personal behaviors. (1.4)
  - Students in grades 1 through 5 participate in the school's student government. The principal and teachers give audience to student government delegates' suggestions and ideas once per month. For example, recently the student government requested Pajama Day and Twin Day, both of which were realized. As clear and consistent articulations of the school's social and behavioral expectations, the Growing to be Great Tree and Respect for All initiatives are upheld throughout every grade level all year long. These initiatives clarify

school-wide behavioral expectations and enhance the school's learning environment, producing a school culture that is beneficial for students' and adults' social development and academic learning.

- Expected academic, personal and professional development are advanced by the principal's effort to ensure that administrators and faculty spend time learning best practices from other schools in the district. Families are also involved in this work as they, too, have visited other schools in the district as a means for vetting ways to improve the school's learning environment. As a result students' learning experiences have been expanded to include partnerships such as a lacrosse program and collaboration with Martin Van Buren High School's orchestra – both of which have provided ongoing support of students' espousal of expected personal and academic behaviors.
- Professional expectations are linked to student learning and expectations for student learning are communicated to families frequently, fostering the school's partnership with families. (3.4)
  - The school leader has developed a teacher observation tool that is aligned with the faculty's experience and school-wide professional expectations. The administration engages teachers in conversations about teaching practice after informal walkthroughs and formal observations. As outlined in the 2012-2013 Comprehensive Education Plan, "The assistant principals will provide Professional Development workshops focusing on analyzing the Treasures Literacy program; setting individual focus goals; and providing instructional strategies for meeting those goals." This year, the focus has been strengthening teacher practice with a primary focus on full implementation of the new curricula and content. Teachers have received at least three trainings and will be receiving additional training during the summer months and ensuing academic year to support their understanding and implementation of the new literacy and math curricula currently in place. In addition, the administration has set daily planning time for each grade level in order to promote congruency of instruction across content areas and grade levels, thus providing opportunities for mutual discussion and accountability for curricula delivery amongst classroom teaching faculty.
  - Parents receive five progress reports and two report cards per year providing formal and frequent communications regarding their children's academic and social learning progress. Teachers provide homework that is aligned with the work of the grade as articulated by the curricula. Teachers have ensured that the homework provided to students are opportunities for students and families to engage in and practice grade level curricular content at home, providing parents and families a lens for viewing their children's progress in and understanding of grade level content, concepts, skills, and information. For example, in literacy, homework is centered around, "being able to decode unfamiliar words; being able to read fluently; attaining background knowledge and vocabulary to foster reading comprehension; developing appropriate active strategies to construct meaning from print-comprehension; and developing and maintaining motivation to read," as articulated in the 2012-2013 Comprehensive Education Plan. Thus, this work augments students' preparations for and families' awareness of the school's academic expectations for college- and career-readiness.

## What the school needs to improve

- Embed the Common Core Learning Standards (CCLS) instructional shifts in the school-wide curricula in order to fully address the academic needs of all students. (1.1)
  - The school has acquired and implemented new mathematics and literacy curricula in all classrooms across all grade levels. For example, the literacy curriculum provides learning opportunities for students who are on grade level, above grade level, and below grade level. However, integration of the instructional shifts in literacy is inconsistent throughout classrooms and across grade levels. Also, embedding the Common Core instructional shifts and adjustments to address the needs of students with disabilities and English language learners is currently in progress. Consequently, students' analysis and synthesis of curricular content and concepts are hindered.
  - The school has created and is currently refining curriculum maps in order to clearly articulate alignment of its instructional scope and sequence across classrooms within each grade level. However, curricular modifications that address the specific learning needs of students with disabilities and English Language Learners, including interdisciplinary learning opportunities, are absent, limiting the participation of all students in rigorous learning experiences.
- Employ levels of questioning that promote higher order thinking, student discussion and participation so that instructional delivery, throughout classrooms and across grade levels, is aligned with CCLS principles. (1.2)
  - Throughout classrooms, fidelity to the curricula's design guides teaching strategies. The curricular delivery structures often include learning opportunities for students who are performing above grade level, on grade level, and below grade level. Levels of questioning that promote higher order thinking skills, student discussion, and student participation, however, are inconsistent across grade levels and throughout classrooms. Additional entry points into the curricula for students with disabilities, English language learners, and the lowest performing students are inconsistently provided, impeding comprehensive progress of students throughout classrooms.
  - Instructional delivery is primarily shaped via the use of curricular worksheets, textbooks and workbooks. Student work products that demonstrate higher order thinking and high levels of student participation are evidenced in some classrooms. In many classrooms, student work and participation are demonstrated, primarily, by teacher compliance with workbooks' and textbooks' tasks. Engaging student learning at individual students' point in the learning continuum is hindered due to the absence of teacher-tailored instruction designed to meet individual students' learning needs. Consequently, the student discourse and participation necessary to increase all students' cognitive engagement in learning is restricted.
- Employ the use of formal and informal assessment data collected consistently within classrooms in order to better inform curriculum, provide feedback to students and modify classroom instruction. (2.2)
  - At present, the faculty collects curriculum assessment data weekly and at the end of each unit and use curriculum assessment data to

determine students' need for extended day support. Impact of formal assessment data collected, including end-of-unit assessments, weekly assessments, Acuity data, and ECLAS data, varies within individual classrooms. This selfsame assessment data is not analyzed in more detail to surface specific skills deficits, misunderstandings, and/or misconceptions students may have. As a result, opportunities for classroom instruction to be modified in order to maximize students' learning progress within the classroom setting are limited.

- Student conferencing notes are collected and, in some classrooms, checks for student understanding occur during instructional delivery. Student self-assessment and feedback to students throughout instruction are not explicit and consistent in practice across classrooms and throughout grade levels, obstructing opportunities for students to fully engage in forwarding progress in their own learning within the context of classroom instruction.

## Part 3: School Quality Criteria 2012-2013

School name: P.S. 033 Edward M. Funk	UD	D	P	WD			
Overall QR Score		X					
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards?		X					
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
<b>School Culture</b>							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
<b>Systems for Improvement</b>							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			X				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?		X					
4.1 Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?		X					
<b>Quality Review Scoring Key</b>							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed