



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Edward M. Funk Elementary**

**Elementary School Q033**

**91-37 222 Street  
Queens  
NY 11428**

**Principal: Erich Wagner**

**Date of review: February 25, 2015**

**Lead Reviewer: Lenon Murray**

## The School Context

Edward M. Funk is an elementary school with 1073 students from kindergarten through grade 5. The school population comprises 16% Black, 27% Hispanic, 5% White, and 52% Asian students. The student body includes 14% English language learners and 10% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 94.8%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	<b>Additional Findings</b>	<b>Proficient</b>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Focus</b>	<b>Proficient</b>
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	<b>Celebration</b>	<b>Proficient</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Additional Findings</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Proficient**

### Findings

The school uses common assessments across classrooms in all grades and content areas. They track student progress and consistently use checks for understanding.

### Impact

The school's systems that monitor progress during instruction and through data analysis are used consistently to guide adjustments in units and instruction to meet students' educational needs.

### Supporting Evidence

- The school utilizes common assessments in all content areas which provide information on student performance and progress. Some of these assessments are Fountas and Pinnell benchmarks, Measures of Student Learning assessments, pre- and post- unit tests, grade-wide formative and summative assessments and writing-on-demand.
- Teachers use multiple measures as checks for understanding across classrooms. These include interrupting the lesson to ask students probing or clarifying questions. Other techniques are individualized conferring, exit slips, peer-student checklists, thumbs up or down, colored cards and rubrics specific to the task. Students use self-assessment checklists regularly. In response to teacher checks for understanding, adjustments are frequently made during lessons. Some adjustments observed included extended time in guided reading or tutoring, use of technology, such as interactive White Boards with video clips or online tutorials, leveled texts, and a variety of graphic organizers.
- A review of teachers' clipboard notes indicated that formative assessments lead to instructional adjustments. These adjustments range from regrouping students to peer tutoring to re-teaching concepts in smaller groups.
- English language learners (ELLs) are assessed at the beginning, intermediate and advanced levels of their language mastery. Special education students are continuously measured against their Individualized Education Plans (IEPs). Struggling students in grades K to 3 are provided with intensive pull-out intervention during the school day until they are assessed to be on grade level.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

While pedagogy provides consistent instructional supports, including questioning and discussion techniques, the multiple entry points and extensions that support all learners including ELLs and SWDs varies across the school.

### Impact

Across classrooms, curricula extensions enable students to produce meaningful work products, yet there are still missed opportunities for all learners, including ELLs and SWDs, to take ownership of their learning.

### Supporting Evidence

- In all classrooms visited, teachers used a modified workshop model of teaching in which the mini-lesson is followed by demonstration and guided practice. Students turned and talked to their partners when the teacher requested that they do so. At other points in the lessons, students worked collaboratively on challenging tasks that required thinking, pairing and sharing. During discussions, students were looking to their teachers for facilitation and questions. The only questions observed to come from students were for clarification and basic understanding.
- The English as a Second Language (ESL) teacher pulls students out of class at various times during the day to provide additional language support to English language learners. She aligns her instruction with the school's goal of increasing the number of students with grade-level language proficiency. Students are required to express themselves orally and in writing during each lesson.
- During a fourth grade Integrated-Co-Teaching math class, students were assigned to groups based on their previous assessments. They were asked to identify prime numbers, composite numbers and multiples of numbers. A review of group work indicated that ELLs and struggling students were unable to explain the difference between multiples and factors using mathematical vocabulary. The students did not respond to each other's comments as they directed all comments to their teachers.
- A review of student portfolios in the majority of classes visited indicated consistent work in argumentative writing and using text-based evidence to defend a claim. The work reflected high levels of student thinking. Teacher feedback was not always tied directly to the rubric. Students were able to discuss their thinking and defended their participation when requested by classroom visitors.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

All curricula are aligned to the Common Core Learning Standards (CCLS). Higher-order thinking skills are consistently emphasized for all students across all grades and subject areas.

### Impact

The school's decisions about curricula build coherence and promote college and career readiness for all learners including ELLs and SWDs. Across grades and content areas, academic tasks are designed to push student thinking.

### Supporting Evidence

- Literacy, writing, math and content area units of study are adjusted by teacher teams to integrate the CCLS instructional shifts across all disciplines. Some examples of intentional strategies that emphasize rigorous habits include: fluency in reading and math; creative solving of word problems; academic vocabulary; text-based and argumentative writing.
- The school's curricular maps provide evidence that the school develops rigorous and challenging academic tasks through the adaptation of instructional materials from Engage NY, the Department of Education's Common Core Library and the New York City scope and sequence for science and for social studies.
- Lesson plans in the classrooms visited included guiding questions, the standard that was being addressed, the mini lesson and a delineation of the performance tasks and assignments involved to accomplish the learning objective. Essential vocabulary, grouping and scaffolds are a part of the planning that is geared to support all students in the classrooms, including ELLs and SWDs.
- Unit plans in all the content areas demonstrated different patterns in academic tasks and the related scaffolds. Teachers reinforce college and career readiness skills, such as note-taking, group projects, discussion techniques, research skills and facilitation during student presentations. Some strategies that are used to support English language learners and special education students include sentence starters, graphic organizers, discussion prompts and visual cues.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

School leaders message high expectations consistently to staff through the Danielson Framework for Teaching in trainings and various modes of communication. Workshops and performance updates keep families aware of student progress towards college and career readiness.

### **Impact**

Structures that support the school's high expectations build collaboration and accountability among staff, students and their families. This provides a clear path towards increased student achievement and college and career readiness.

### **Supporting Evidence**

- Monthly parent calendars, weekly parent notes, daily student behavior logs and parent conferences and workshops promote clear communication to families of the school's expectations for a path to college and career readiness. Email and phone conversations take place daily as needed between parents and staff.
- The school leaders conduct frequent formal and informal observations and provide tailored feedback to teachers using the Danielson Framework. School-wide intra-visitations in other schools, inter-visitations among staff, and professional development and faculty conversations on school performance hold staff accountable for meeting expectations.
- Parents expressed support for the school's emphasis on post-secondary preparation and college and career readiness. The school provides parent workshops on the importance of exam expectations and post-secondary preparation. The school purchased an online reading program, Myon, for the entire school population. The program offers all students thousands of books to read at their appropriate reading level. Families can access the program from any device at any time.
- Students in grades three to five receive extra support in after-school and during the run-up to the State tests. The guidance counselor and the administrators support students who are at-risk of failing. Progress reports are distributed to families every two months.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

Teachers consistently examine student work and data within inquiry-based teams. The leadership structures provide a methodology for teacher input on key decisions about teaching practices and curricula.

### **Impact**

The work of teacher teams has resulted in improved teacher practice and student progress on assessments. Shared leadership structures build capacity for a voice in key decisions that affect improved student performance.

### **Supporting Evidence**

- Teacher teams meet formally weekly and informally up to three times per week on their preparation and lunch periods. The teams are self-motivated. Teams meet primarily as grade teams while special education teachers and ESL teachers participate in them.
- Teacher leaders, representing each grade, meet regularly with the instructional cabinet to plan professional development and instructional priorities. The process began this school year with a professional development committee. The professional development provided on Mondays is developed in collaboration with teacher leaders.
- Teacher teams review results on benchmark and on-going formative and summative assessments to determine student needs and make instructional decisions. For example, during an observed teacher team meeting, student work revealed that students needed additional instruction on referring specifically to the text to support their conclusions. Plans were immediately formulated to develop more explicit writing instruction.
- Teachers explained that they felt empowered to provide meaningful input on decisions affecting the selection and refinement of curricula resources, the placement and grouping of students and the interviewing and selection of new teachers.