

Quality Review Report

2016-2017

P.S. 184m Shuang Wen

K-8 01M184

**327 Cherry St.
Manhattan
NY 10002**

Principal: Iris Chiu

**Dates of Review:
October 18, 2016 - October 19, 2016**

Lead Reviewer: Buffie Simmons

The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 184m Shuang Wen serves students in grade K through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

School Quality Ratings

Instructional Core		
<i>To what extent does the school...</i>	Area	Rating
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	Additional Finding	Proficient
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	Area of Focus	Developing
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	Additional Finding	Proficient

School Quality Ratings continued

School Culture

<i>To what extent does the school...</i>	Area	Rating
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	Area of Celebration	Well-Developed
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	Additional Finding	Proficient

Systems for Improvement

<i>To what extent does the school...</i>	Area	Rating
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products	Additional Finding	Proficient
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	Additional Finding	Proficient
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection	Additional Finding	Proficient
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Finding	Proficient
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	Additional Finding	Developing

Area of Celebration

Quality Indicator:	1.4 Positive Learning Environment	Rating:	Well Developed
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Findings

A highly supportive and extended family culture is evident throughout the school that promotes students' personal growth and academic development.

Impact

Students are adopting effective academic and personal behaviors as a result of a nurturing and personal learning climate with effective social and emotional structures in place.

Supporting Evidence

- Across all grades and throughout each classroom a warm and nurturing environment is apparent. All staff members respect students and families and this was confirmed in the conversations conducted with parents and students. Several adults, including school leaders who demonstrate positive rapport with students, know all students. Both parents and students believe that school leaders and staff care deeply about the students and have high expectations for them. For example, students shared work products and were eager to explain how the support they receive from their teachers helps them to be a better student. Students also shared that they have several adults that they can go to if they need help, whether it is involves academic or social emotional support.
- The mantra of the Shuang Wen School is the incorporation of dual language and appreciation of the diversity that is present throughout the school community. The principal shared the belief that dual language fosters confidence and comfort with taking risks. Students stated that they enjoy coming to school and feel safe. They feel they can speak to any adult in the building. Student opinion is taken seriously. Data from the School Survey indicated that students wanted a greater variety of programs and activities, such as clubs. Students took the initiative to organize a student government resulting in student advocacy and the creation of afterschool programs to meet their needs. Programs that are now offered include public speaking, Chinese orchestra, lion dance, Kung Fu, drama, art, and a Chinese culture class.
- The school has structures in place to ensure that students' social emotional learning needs are well met. The guidance counselor, attendance teacher and parent coordinator work as a team to support students and encourage the school's 98 percent attendance rate. The social emotional curriculum enables students to learn language and vocabulary cues to help them express their feelings, frustrations and learn how to positively complement each other. The positive impact of this curriculum is evident in the cafeteria and at recess. A decrease in incidents during lunch recess and a decrease in the number of referrals to the Pupil Personnel Team has resulted. The parent coordinator, teachers and guidance staff facilitate various workshops, such as, homework help and even learned Chinese to better support and partner with parents to aid in academic and social emotional achievement. The school has extensive after-school programs such as homework help and access to resources; test prep programs, and arts enrichment programs. Through partnerships, with the Morningside Center and Asphalt Green Recess Enrichment Program, students are offered conflict resolution and peer mediation strategies. Parents readily share their satisfaction with the school's administration and faculty. Learning Leaders and grandparents support parent engagement. They strengthen the support for early childhood students in learning Chinese, while enabling an "extended family" approach. Students are welcomed warmly in the morning reminding them of the communal inclusivity of their school.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

Teaching practices reflect incongruence between the school's belief that dual language students learn best through oral language development and actual practice. Additionally, there are uneven levels of questioning and student discussion during daily lessons across classrooms.

Impact

Inconsistencies across classrooms limit opportunities for students, particularly English language learners and students with disabilities, to participate in rigorous discussions and engage in challenging tasks.

Supporting Evidence

- Shuang Wen offers instruction in English and Chinese. The principal and teachers articulate the belief that students learn best through speaking and engaging in rigorous content rich discussion that requires them to reflect on and analyze new concepts. In some classes, teachers previewed vocabulary words, asked students definitions of key words and then provided the answers. However, teaching strategies do not yet consistently support high levels of student discussion. For example, opportunities for students in English and math classes to interact with each other during instruction vary across classrooms. In some classes students work in pairs or groups, however lack of guiding questions and prompts restrict opportunities for accelerated learning for all students.
- Students in most classrooms responded to questions asked by the teacher. For example, in a grade eight English Language Arts (ELA) class, the objective addressed how the setting was important to the theme of nature vs. technology. Students responded to questions asked by their peers. In some classrooms student to student discussions did take place. However, as a result of teacher directed lessons in several classes and instructions being repeated, the time for student discovery of new concepts was limited. Additionally, in most classrooms the low level of the questions presented led to inconsistent student engagement in higher-level discussion. Furthermore, uneven levels of participation were observed, thus hindering the acceleration of learning for students.
- Although teachers provide students with access to the curriculum and provide scaffolds for learning activities, there were missed opportunities to engage higher performing students during the lesson. In social studies, students engaged in a jigsaw activity based on geography landforms. Students were in groups and were working on the characteristics of different landforms. Students copied the learning target and completed a quick jot addressing "What are the advantages and disadvantages of living near a river?" The activities did not present high level questions, thus inhibiting students from engaging in higher level thinking, including high achievers. Students who mastered the topic and were ready to discuss the facts of the landforms they were assigned sat and waited which prevented additional learning from taking place. In an Integrated Co-Teaching (ICT) math class, one teacher asked and answered the questions and students were not given opportunities to share their thinking or their misconceptions.
- In most classrooms, discussions were teacher dominated with the majority of interactions involving teacher to student, student to teacher. For example, in a grade six math lesson in a collaborative special education classroom, both teachers had difficulty engaging students in the lesson. The teacher reviewed a problem, asked and answered the question and provided a solution to the students. Opportunities for students to explain their thinking and extend their learning were not provided.

Additional Finding

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The school uses curricula aligned to the Common Core Learning Standards (CCLS), including Mandarin, that promote college and career readiness. The curricula and academic tasks are refined using multiple sources of data collected across classrooms.

Impact

The curricula implemented build coherence through dual language by promoting cognitive challenge for all students, including English Language learners and students with disabilities.

Supporting Evidence

- The principal and assistant principals shared that as a school community that embraces dual language, they wanted to ensure that curricula align to their philosophy about student learning. The school uses Unified Dual language curriculum across all subjects throughout the grade, in both English and Chinese, aligned to CCLS. For example, in the pre-kindergarten ELA character study unit, students are introduced to narrative short story with conflict and evidence based literature opinion writing. This unit is further supported in Chinese where students are completing the same tasks incorporating narrative writing and oral presentation for their final project. In grade kindergarten and one, the school implemented the roller coaster model where English and Chinese are the language of instruction across all subjects on an alternating half-day schedule, and for grades two-four, students followed the side-by-side model where students receive instruction across all subjects one day in Mandarin Chinese and one day in English. For grade five-six, the Dual Language program is subject based. Bilingual certified teachers in both Mandarin Chinese and English deliver the specific subjects. Grade five students received all four core subjects (math, language arts, science and social studies) in both English and Chinese; grade six students received two core subjects (math, ELA) and two enrichment courses (art and dance) in both English and Chinese. Grades seven and eight are English only classes across all subjects.
- The principal and teachers share the belief that curricula are live documents that are revised frequently to address the needs of students. For example, a decrease in the proficiency rate in English Language Arts during 2013 through 2016 together with a deep analysis of the data, including State assessments, prompted the leadership to prioritize oral language development and purposeful grouping as a focus for all grades and content areas. Surveyed teachers selected Reading Wonders for the core ELA curriculum for grades kindergarten through five. Additionally, teachers develop their curriculum maps using the ATLAS digital platform. The current ELA curriculum was amended to include specific vocabulary to help students develop an intentional focus on the use of language. As a result, 68 percent of students met grade standards on the State ELA exams and 86 percent of students achieved grade level standards on the State math tests. Additionally, English Language Learners' (ELLs) performance on the New York State English as a Second Language Assessment Test (NYSELAT) remained in "good standing."
- Administrators and teachers have spent considerable time over the years, including summer planning time, to review and revise curriculum in all content areas and align units of study to the expectations of the CCLS. Advancement of learning for middle school students is embedded in the process, which targets eighth grade students for Algebra and Living Environment exposing a growing number of students to accelerated coursework, preparing them for secondary level work and assessments, such as the New York State Regents' exams. Last year, 95 percent of grade eight students passed the Foreign Language proficiency exam. As a result, the school is advancing learners to meet the expectations of the CCLS and prepare them for post-secondary learning.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Common assessments, such as pre and post assessments, are used to gauge student progress towards meeting goals across grades and subjects. Across classrooms, teachers use frequent checks for understanding and students self-assess their work.

Impact

Student progress is demonstrated through these assessments. Effective adjustments to curricula and instruction are made to meet all students' learning needs.

Supporting Evidence

- Grade and content meetings afford teachers opportunities to collaboratively create assessments and rubrics. Teachers design rubrics plus benchmark and common assessments aligned to the curriculum and schoolwide goals throughout the content areas. The results of these assessments serve as barometers of student progress. The analysis of the data results in adjustment of the curricula. For example, teachers review the interim assessments to determine areas for re-teaching. In an English Language Arts class the assessment was used to help students to plan their answers to an essay prompt, determine the need to use a graphic organizer, use close-reading techniques for the prompt, and review the rubric to ensure students knew how they were graded. When asked if they have ever used rubrics in class, students said, "We use rubrics in every class and get the rubric when we get the assignment." In some classes, students said that they are asked to contribute to the creation of rubrics.
- Teacher-created benchmark assessments in English Language Arts and math are aligned to the Common Core Learning Standards (CCLS). These assessments provide content-specific measurement of student achievement of strategies and concepts, resulting in ongoing adjustments in instructional practices and feedback that promotes student awareness of next steps to improve their learning. Other assessments, such as Fountas and Pinnell, and school-designed pre and post unit assessments across all content areas provide teachers with additional data to inform adjustments to meet students' needs. Teachers use Collaborative Analysis of Student Learning (CASL) to document progress. As teachers look at these results, they continue to hold data talks in order to identify instructional trends which inform action plans resulting in their developing purposeful learning groups to ensure all student's learning needs are met.
- The consistent use of rubrics and providing actionable feedback to students ensures that students know and understand areas in need of improvement and what next steps to take to achieve higher levels of proficiency. At the student meeting, students shared that they use rubrics to help them do their best work. Their work products evidenced the use of rubrics and self-reflection in ELA. In some classrooms, students study exemplars and develop their own rubrics. Students not only routinely use rubrics to self-assess, but in two classes students used rubrics to assess their peer's class assignments. Additionally, students have the opportunity to self-reflect on their daily learning at the end of class. These individual student reflections across classrooms serve as a useful resource to determine students' level of knowledge and understanding of unit topics.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

The principal and staff provide opportunities through workshops in Chinese and English for families to learn about their children's progress and to support and assist them with the next level of learning. Teacher teams consistently communicate dual language expectations and reading progression charts to prepare students for advancement to the next level.

Impact

High expectations are part of all systems in the school's operation, thus offering clear direction towards student progress and college and career readiness.

Supporting Evidence

- School leaders communicate clear expectations through weekly reminders and newsletters to families. Teachers communicate with parents regularly through curriculum night gatherings, student report cards, phone calls, emails, conferences and publishing parties. Bulletin boards display high quality work, including projects that celebrate learning. Parents and families are always welcome to come to the school and are provided with opportunities to become more involved in their child's education. Through the Shuang Wen P.S. 184 newsletter, parents are informed of school events and workshops. Parent *curriculum and coffee* workshops provide parents concrete ideas and methods to use to support students. Families are invited to open houses to see children perform or present their learning.
- Parents shared that the school supports them in understanding what it means for their child to be college and career ready. For example, parents cited various workshops that they have attended that have helped them understand the rigor of the Common Core Learning Standards. There was a seventy-three percent acceptance of grade eight students into their top three choices of High Schools and parents believe it is directly related to the strong support their children receive. Shuang Wen School offers Specialized High School Aptitude Test (SHSAT) prep classes for students in grades seven and eight in both ELA and math. As such, forty-three percent of the grade eight students who took the Specialized High School Aptitude Test got into one of the New York City specialized high schools.
- The school calendar shares vital information on learning opportunities to assist parents in supporting students with addressing behaviors that negatively impact student learning and supporting students with literacy development. Teacher teams and administrators work together to create criteria for mastery of the skills students need to know for the next level. These expectations are created in Chinese and English and shared with families. Parents indicated that children articulate their goals to them and even share the next steps needed to improve their achievement. Parents also shared that teachers and school leaders communicate with them often and their children feel that the school is their children's second home.

Additional Finding

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Proficient
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Findings

The majority of teachers participate in Collaborative Analysis of Student Learning to inquire and promote the integration of the instructional shifts and achievement of school goals.

Impact

Improved instructional capacity of the teachers and real progress toward goals for groups of students has resulted through this consistent team collaboration and learning.

Supporting Evidence

- During grade meetings and department meetings, teachers discuss assessments and findings from student work to determine areas of focus across grades. Teachers are in teams based on the grade they teach, the subject they teach, or the school governing committee they chose to volunteer and worked with. In addition to grade teams and departmental teams, there are also the Dual Language/ENL Program Committee, Professional Learning Committee, Special Education Committee, schoolwide Event Planning Committee, and New Teachers Mentoring Support Committee. Teachers meet regularly during their weekly common planning time or on Monday or Tuesday Professional Learning times. Teachers articulated that the structured teacher collaboration helps to develop their practice and to align expectations across departments. They stated that meetings allow them an opportunity to review data in order to make intervention plans and strategies. Additionally, one of the grade five teachers explained that this collaboration is helping them to develop shared language and common expectations.
- Teachers are provided with an opportunity to attend professional development outside of the school, and are expected to share and turnkey their learning with their colleagues during team meetings. Guidance counselors, the social worker, the dean, and classroom teachers meet to assess student work, plan learning activities within units of study, and discuss student progress. Teachers appreciate this extended time to work together with colleagues. Grade-level leaders and content area teachers use team meetings to make decisions that are then proposed to the principal for schoolwide initiatives. For example, teachers are currently proposing an adjustment to the schedule to allow for time to support students who are taking the Living Environment Regents. Additionally, teachers schedule visits to one another's classrooms, provide instructional materials and documents for one another, and give each other feedback on strategies in their classrooms. As a result, teacher leadership is being strengthened schoolwide as teachers collaborate on a regular basis and contribute to key decisions that affect student learning.
- Teachers use Collaborative Analysis of Student Learning (CASL) to document students' progress, and continuously adjust their unit and lesson plans based on the data derived from students' work during the collection and analysis of CASL. Teachers identify strengths and create goals to support students. For example, grade six ELA teachers realized students needed grammar mini-lessons to improve writing. Thus, they integrated writing conferences before the final draft was completed for their students. Similarly, grade four teachers noticed that students were using mostly prior knowledge to respond to literature without referring back to the text. Teachers implemented the restate, answer, fact 1, fact 2, and tie it together strategy (RAFFT), which resulted in improved grade four students' ability in citing textual evidence.