



The New York City Department of Education



Quality Review Report

Glen Morris Elementary School

Public School 100

**111-11 118 Street
Queens
NY 11420**

Principal: Michelle Betancourt

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Reviewer: George McLeman

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Part 1: The school context

Information about the school

The Glen Morris Elementary School teaches students from kindergarten through grade 5. It has 1108 students enrolled of whom 49 are special education students and 91 are English language learners. Eighty-five percent of the students are Title 1 eligible. This is higher than similar schools but lower than the City average. The ethnicity of the students comprises 9.2% Black, 2.5% White, 36.2% Hispanic, 52.1% Asian and other ethnic groups. The last designation encompasses English speaking Caribbean Creole students whose families come mainly from Guyana and Trinidad and Tobago. Over the last five years, the number of these students has increased markedly. The school's attendance rate is 94% which is above the average for City and similar schools. The school gained empowerment status for 2007-2008.

Empowerment schools have more flexibility to make key decisions and control the resources for their school community. Empowerment schools are free to develop or purchase professional development services, choose which schools to affiliate with, and benefit from reduced reporting and paperwork requirements.

Part 2: Overview

What the school does well

- The close focus on assessment for learning has led to significant improvements in the students' achievements over the past four years.
- The administrative team provides clear, firm and effective leadership.
- There is detailed analysis and use of data in the teaching of reading at the early grades.
- The full discussions and detailed notes on the needs and progress of English language learners and special education students promotes effective planning and learning.
- Diligent and supportive work is done by the academic intervention team.
- The students are attentive in class, and behave in a courteous and orderly way around the school.
- There is full commitment and good collaboration among the instructional staff.
- There is a comprehensive and appropriate professional development program.
- The Arts Alive after school program provides an excellent range of artistic experiences and coaching.
- The Gateway program provides an effective program for the teaching of the gifted and talented students.

What the school needs to improve

- Gain higher quality and consistency of instruction across the school.
- Intensify the interrogation of the data on students' performance in grades 4 and 5 to gain fuller understanding of their progress and achievements.
- Analyze and use the data on the achievements of the Caribbean Creole group of students to accelerate their progress.
- Provide further support and training for teachers in meeting individual needs of the students in class.

Part 3: Main findings

Overall Evaluation

This is a proficient school with well-developed features.

The school effectively uses a range of assessment data for the benefit of individual students, classrooms, groups, grades and the whole school. The analysis of the data and subsequent application of strategies have made significant contributions to the steady progress in the students' academic achievements over the last three years. The school's administrative team is dedicated to improving standards through close monitoring and analysis of students' learning. All groups, including, special education students, English language learners and high achievers gain from detailed assessment and monitoring. The rigorous evaluation of the progress of students with disabilities or are at risk of failure, and the collaboration of staff in promoting their learning, are very good. The school has a very good record of professional development based on an analysis of student performance and identified instructional need. The school recognizes the challenges it faces in developing consistency in setting appropriately challenging objectives and in addressing the range of individual needs.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is proficient.

School leaders have a good knowledge of the progress and achievements of the students across the school. The teachers gather and use data well in monitoring the progress of individual students. This is particularly evident in the teaching in the early grades where reading and writing is given high priority and the needs and progress of the children are closely watched along very well specified objectives and benchmarks. Using reading conferences and school test data, the progress of the young students is carefully mapped. In the older grades, the students' test scores in English language arts, mathematics, and social studies provide clear indication of strengths and weaknesses but this is undertaken less rigorously than in the lower grades.

The school's analysis and use of data on students who are at risk of not meeting the standard is very good. The information collated on special education students is full and detailed. Each student who has additional support in learning has a profile card that records the area for improvement, the support and the strategies used. Detailed tracking is undertaken of English language learners who take the New York State English as a second language achievement test. The school uses data to understand the performance of different ethnic groups and achievement levels by gender.

The school collects and analyses the assessment data on a school wide basis. The school leaders look at test scores from previous years across the subjects. These are compared across subjects, grades and similar schools. It was able to note, for example, that there has been a year on year increase in the students' English language arts scores.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is proficient.

Using the collated assessment data, teachers set goals and targets for individual students. Detailed planning is undertaken for the students’ progress in reading and writing. Using the Balanced Literacy program, the next steps for the students are carefully mapped. Effective goal setting is also seen in the teaching and learning of students who struggle with their learning. One of the assistant principals takes a strong interest in the progress of English language learners, special education students and English and communication arts students. She oversees detailed discussions and keeps a close watch on the detailed recordings of their needs and progress. The work of the pupil personnel team is outstanding. Effective work in assessing need, in setting appropriate next steps and in closely monitoring progress is in evidence. This has resulted in very good progress of individual students.

At whole school level, the administrative team sets goals and targets to make year on year improvement. Since 2001, fresh targets have been set each year for the improvement in the students’ scores in English language arts and mathematics. This has resulted in significant improvements in students’ achievements. In 2001, for example, 43.2% of students met grade levels in grades 3, 4 and 5. In 2006, this increased to 72.3%. This represents high commitment and effective use of data in accelerating learning and improving standards.

The school gives much thought to the progress of students in greatest need of improvement, and goals are set and strategies made to ensure their continual academic growth. One example is the use of an English language learners’ team which has been effective in improving the standards of those students.

Achievements and successes are celebrated in order to consistently raise student expectations. The school involves parents and caregivers with regard to the school’s and students’ goals. The parents value this type of participation in their children’s academic lives.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is well developed.

The school aligns its teaching programs well with the state mandated curriculum and is working hard to make it progressive and responsive to individual need. The Balanced Literacy program established in kindergarten through grade 3 has been successful in specifying precise skills and understanding for the teaching and learning of reading and writing. As a result, teachers are able to select small appropriate steps for the students’ progress. In the older grades, the teachers look closely at the students’ mandated test scores and compensate for weaknesses with additional emphasis on aspects of the curriculum at classroom level or through the withdrawal of students for small group instruction. The school also provides a relevant and challenging curriculum for students

who achieve beyond grade level. The school has formed a Gateway class in each grade from 1 through 5. The students' subsequent progress and achievements indicate a challenging curriculum and effective teaching and learning.

Teacher accountability is exercised through continuous and collaborative discussions on data about students' performance. There are frequent conversations between coaches and teachers on the results of test and assessment data in their classes. Although, links between strengths and weaknesses in students' scores and instructional practices are sensitively sought, differentiated instruction is not a strong feature of the school. Coaches offer support and advice where applicable.

Scheduling, personnel and financial decisions are aligned to the school's goals of improving the standards of achievement of all students. The school has invested much, for example, on academic intervention services work. This has been successful in supporting and promoting the learning of special education students. The school also offers a wide range of arts, sports and leisure activities. An imaginative and highly successful Arts Alive after school program of activities has been established. It encompasses band, orchestra, chorus, dance, drama and visual arts.

Students are very interested in learning, are self-motivated and are provided with a wide range of stimulating activities. The school keeps a close eye on attendance and any patterns of absence triggers immediate action. The attendance rate is high, partly as a result of strategies that encourage and reward good attendance. It is currently running at 94%, which is higher than City school and similar school averages.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The school places high priority on building the capacity of the instructional staff. Staff are selected on the basis of their commitment to using data to accelerate the learning of all students and to set high expectations for performance. A wide and relevant program of differentiated professional development is arranged and attended well. The introduction of major curriculum changes, for example, Balanced Reading, involved all staff members in focused training. The impact of the program is monitored by the school leaders and, as a result, aspects of the program are changed and developed. The coaches work with the administrative team to keep close notes on the progress of individual teachers. Individual targets are set with accompanying strategies such as inter-school visits or the participation in additional training workshops. The collaborative discussions, goal setting and professional learning of the staff are strengths of the school.

Observations of instruction take place regularly with follow up conferences discussing strengths and weaknesses with individual teachers. These include mandatory and informal observations. Observations drive professional development decisions. For example, school leaders noted that differentiated instruction was not consistent across the school. School and regional training and special workshops on the topic of differentiated teaching have been arranged and the coaches are continually looking at ways of supporting the staff on this issue.

Planning teams set goals and revise plans on a regular basis. The school runs very smoothly and the principal and assistant principals have the full respect and confidence of

the staff and parents to effect change. The school has strong partnerships which significantly enhance the education provided by the school. One example is the partnership with the American Ballroom Theater, which teaches 5th graders ballroom dancing.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is well developed.

The school has a detailed and well-organized Comprehensive Education Plan. The objectives in the plan are well grounded in the school's assessment statistics and the strategies clearly outline responsibilities and timescales. The plan provides clear direction for academic work and leads the school forwards.

The administrative team and the school superintendent regularly review the school's progress towards the set goals. This entails comparisons with the students' performances at similar points in previous years and in comparison with other schools. Where necessary, the objectives and the strategies are adjusted and appropriate interventions are made in the curriculum or instruction strategy. Participation in and ownership of the goals and plans include parents, teachers, administrators and students. Over the last three years, the great majority of goals have been met. As a result, the progress and the achievements of the students has improved. When goals are met by the end of the year, they are lifted for the succeeding year. When goals are not met, close analysis is made and they are modified, revised or enhanced in light of the data generated by periodic assessments. This is good management practice and reflects the vision and commitment of the school leadership to ensure continued improvement.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Glen Morris Elementary School (PS 100)	∅	✓	+
Quality Score		X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> each student, classroom, grade level, 		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> ethnic groups, English language learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			X
Overall score for Quality Statement 5			X