

Quality Review Report 2013-2014

Glen Morris

Elementary School Q100

**111-11 118 Street
Queens
NY11420**

Principal: Laureen Fromberg

**Dates of review: November 21-22, 2013
Lead Reviewer: Maria Robustelli**

Part 1: The school context

Information about the school

P.S. 100 Glen Morris is an elementary school with 963 students from kindergarten through grade 5. The school population comprises 9% Black, 20% Hispanic, 4% White, and 67% Asian students. The student body includes 7% English language learners and 14% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2012 - 2013 was 95%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school offers rigorous, standards-based curricula and makes purposeful decisions to ensure that all students are engaged in rigorous academic tasks that promote higher order thinking skills. (1.1)
 - Across classrooms, the school has adopted new standards-based curricula that embodies all subject areas and emphasizes the Common Core Learning Standards (CCLS) and the instructional shifts. Curriculum artifacts show a balance of literary and informational text, citing evidence from text as a basis for responses, and the use of academic vocabulary. In the classrooms observed, all students, including English language learners (ELLs) and special education students participated in discussions, read from a variety of leveled text and were challenged to think critically, conceptualize the task and provide evidence to support their responses. Students are engaged in specialty area classes in visual arts, music, and dance. In addition, a science, technology, engineering, art and math (STEAM) program was created to further engage students in hands on activities aligned with standards based goals and units, thus providing an interdisciplinary approach to learning that serves to promote engagement and high levels of thinking. Furthermore, teachers work collaboratively with coaches to revise units of study based on student work and data and integrate the CCLS expectations. In addition, lesson plans include strategic student groupings with differentiated tasks and texts that anticipate areas of difficulty and plan include scaffold practices to engage all learners, including English language learners and special education students. For example, one lesson plan provided individualized support for a fourth grade reader by providing a highlighted ruler to support her to remain focused and follow the text during the classroom Literacy Block. As a result, across classrooms, all students including English language learners and special education students consistently reflect on their learning, make connections across content areas, and are exposed to learning experiences grounded in the demands of the CCLS, thus ensuring college and career readiness.
- The school embodies a set of beliefs of engaging all in meaningful work products and high level thinking tasks, resulting in increased students' academic achievement. (1.2)
 - Teaching practices are informed by the Danielson Framework for Teaching rubric and are grounded in the belief that students learn best if they are actively engaged in their own learning and working collaboratively to justify their reasoning. Classroom visits reveal students working in small groups and participating in turn-and-talk conversations about their work to deepen their understanding. For example, during a third grade lesson, students discussed the development of a character from the beginning of the book to the end and, in small groups, shared their thinking about how the character's actions impacted the story's plot. They discussed how their thinking was similar and different and how various perspectives changed their thinking. As a result of designing coherent instruction, students engage in learning experiences that push their thinking and increase students' understanding for the content taught.
 - Effective practices have been identified to create a school culture that includes student experiences to consistently develop levels of support

with appropriate scaffolds and extensions for all students' needs. Across classrooms, teachers use several strategies as entry points into learning, including verbal prompts, graphic organizers, leveled texts, technology, visual cues, peer-buddies and charts to support targeted strengths and areas for growth. Rationales for student supports and groupings were evidenced in teacher lesson plans and data binders as well as during teacher team meetings. Across classrooms, teachers acted as facilitators of learning and provided group of students leveled tasks based on their needs. For example, in a special education class, the teacher modified the lessons by having some students work in groups using different graphic organizers while providing targeted instruction to a small group of students on a specific skill. The school has also created a Gateway program to address the needs of their higher proficient learners. Students in this program are selected based on classroom assessments and performance on State tests. As a result of these instructional modifications, lessons provide multiple entry points so that all students engage in meaningful discussions and tasks.

- School leaders strategically align resources to create enhanced opportunities for student learning and build teacher capacity. (1.3)
 - In alignment with the school's instructional goals, the principal has obtained two RESO A technology grants to supplement the school's budget, and purchase laptops and SMART boards in classrooms to enhance the learning process and provide multiple entry points for students into the curricula. Partnerships with John Adams high school provide interns to assist with the use of technology. A Response to Intervention (RTI) lab provides additional student support and access to technology in small groups. The school purchased a computer program, Imagine Learning, so that teachers are able to provide tailored instruction for English language learners who need further instructional supports. In addition, the principal has also made purposeful decisions to maximize professional learning opportunities by having a math and literacy coach. The coaches support teachers with the CCLS and the instructional shifts through demonstration lessons, inter-visitations, and classroom observations. As a result, resources contribute positively to the instructional focus of the school, supporting students' achievement as evidenced in student work products.
 - The administration provides time for teachers to meet regularly to promote professional conversations around student learning. Teachers were observed during team meetings analyzing student work to identify areas of strength and next steps for individual students. This included developing strategies and sharing resources to improve student outcomes. For example, during the third grade team meeting, an analysis of student work identified inconsistency in the use of transitional words and weaknesses in essay structure and organization. Teachers collaboratively developed student supports, including peer editing and writing buddies, as well as graphic organizers and word lists to address areas of academic concerns. Teachers shared that team meetings afford them the opportunity to immediately address student needs for meeting the expectations of the CCLS. Consequently, across classrooms, most students are engaged in appropriately challenging and demanding academic instruction.
- The school has established a respectful and nurturing environment where students feel safe and supported in their personal and academic development. (1.4)

- Students communicate that they enjoy coming to school and parents state that teachers and administration create a safe environment that supports student needs. School leaders effectively implemented a positive behavior framework to provide social emotional supports, including the Second Step curriculum that strengthens student problem solving abilities and supports emotional management. A reflection room provides a space for students to reflect on their choices and discuss more positive solutions for similar situations in the future. The “Children are Respectful and Responsible Everyday” (CARE) initiative established a committee that meets monthly to review student and school-wide needs in supporting the academic and social emotional growth of students. This year, the school also developed a peer mentoring program that provides support and learning opportunities that promote character development. The program develops life skills and has shown improved school attitudes and performance, thus building self-confidence and positive relationships. A student council comprised of fourth and fifth graders was created based on student feedback and provides a student voice in school decision making, such as various community fundraising events. Monthly assemblies also recognize students who made positive choices and shown improvement. As a result, the school has demonstrated evidence of student growth in leadership skills and self-esteem as evidenced by student meetings and observations of staff interactions.
- A Student Intervention Team (SIT) meets weekly to discuss student academic and personal behaviors. Teachers, related service providers, coaches and the guidance counselor meet weekly to examine student data and brainstorm supports and strategies for individual students. Some identified strategies include parent outreach, one-on-one and small group instruction, behavioral charts, and counseling. On the most recent School Survey, 89% of parents reported that “There is an adult whom my child trusts and can go to for help with a problem.” Currently, the attendance rate is 1.7% higher than last year. As a result, the school has demonstrated a decline in incidents from 82 reported incidents at the beginning of this year compared to 288 reported incidents at this time last school year as measured by the School-wide Information System (SWIS).

What the school needs to improve

- Enhance the school’s assessment system to isolate trends and patterns in student progress and adjust instructional decisions so that all students demonstrate mastery. (2.2)
 - Teacher teams and teachers consistently collect and analyze a wide range of data, including end-of-unit tests, pre and post assessments, rubrics for aligned the CCLS across subjects to inform curricula, and instructional decisions to analyze information about student learning and achievement. There is an understanding of individual student needs across classrooms as evidenced by strategic groupings based on data collected and modifications to units of study. However, the school is currently developing an assessment system to aggregate and analyze data to consistency communicate information about student progress and data so that school-wide plans and goals can be modified during the year, thus developing strategic academic supports to increase students’ mastery of their goals and achievement.

- Across classrooms, teachers use a variety of strategies, including conferences, daily observations and rubrics, to check for student understanding to provide students with actionable feedback. However, based on observations and conversations with students, the rubric and written feedback students receive from teachers do not have sufficient information for students as they were unable to communicate next steps to increase their academic performance and the CCLS mastery.
- Strengthen efforts to foster a culture of high expectation and accountability among staff, parents, and students to build shared understanding for learning and college readiness, resulting in students' academic achievement. (3.4)
 - The school consistently communicates and supports high expectations for students through ongoing feedback and places a high priority on effective communication with families. Opportunities for family engagement include the CCLS workshops and monthly goal sheets to inform parents of student progress, and provide strategies to support student learning at home. School expectations for the attendance policy, behavior and discipline code, and academic expectations are messaged through an orientation and distribution of a parent compact handbook. Although this communication enables parents to provide support at home, based on conversations with parents, next steps are often general and do not provide targeted information and strategies for individual students. As a result, based on parent responses, the school is limited in providing meaningful feedback to families with a clear understanding of student achievement, thus hindering progress towards those expectations.

Part 3: School Quality Criteria 2013-2014

School name: P.S. 100 Glen Morris	UD	D	P	WD
Overall QR Score			X	
Instructional Core				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
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?			X	
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?			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	
School Culture				
<i>To what extent does the school...</i>	UD	D	P	WD
1.4 Maintain a culture of mutual trust and positive attitudes that supports 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 those expectations?			X	
Systems for Improvement				
<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 student 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 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?			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	
Quality Review Scoring Key				
UD Underdeveloped	D Developing	P Proficient	WD Well Developed	