



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

**The Kew Garden School
P.S.99**

**82-37 Kew Gardens School
Kew Gardens, NY 11415**

Principal: Paulette Foglio

**Date of review: December 17, 2014
Lead Reviewer: Mabel Muniz - Sarduy**

The School Context

P.S.99 is an elementary school with 844 students from grade K through grade 6. The school population comprises 7% Black, 40% Hispanic, 27% White, and 22% Asian students. The student body includes 12% English language learners and 18% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2013-2014 was 95%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	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 Findings	Well Developed
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	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 Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:

**3.4 High
Expectations**

Rating:

Well Developed

Findings:

The school conveys high expectations that promote parental involvement and support learning so that staff, students and families work together toward achieving school goals

Impact:

Staff, students and families are well supported towards progress in meeting school expectations, and parents understand the schools expectations for their children.

Supporting Evidence

- In an effort to communicate high expectations to all staff, teachers receive informal and formal observations with timely feedback regarding next steps. Inter-visitations by colleagues are welcomed by staff. Teachers keep a log on classroom door where teachers sign in when they come to visit a classroom to see a best practice.
- The school creates and distributes a monthly newsletter that includes letters from administration, poetry, student council notes, grade specific news, a science corner, parent coordinator news, peace committee information and talented and gifted news. Also on a weekly basis staff comes together voluntarily to have informal conversations about how things are going throughout the week.
- The school works together to communicate the expectations for the Project Wisdom initiative, which helps students, families and staff to work toward understanding the characteristics of leadership and expected behaviors. The character trait that a student named Anna shared was “Do not unto others that which you would not have them do unto you. Make it a great day ... or not. The choice is yours.”
- Parent workshops and student events provide information for parents on the importance of high expectations. Some examples are: school success, ESL, homework strategies and more, helping with reading, what comes after the parent teacher conference, understanding your child’s IEP and Tea with Principal.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings:

While pedagogy includes questioning, the use of discussion techniques, use of strategic entry points and extensions that foster deep reasoning in student work products, teaching was uneven across the classrooms.

Impact:

Across classrooms, curricula extensions were inconsistently provided. Inconsistent use of multiple entry points into the curricula lead to uneven engagement of students.

Supporting Evidence

- In some classes visited while students were engaged in a task, in most cases, students were presented with the same task and received little feedback from teacher. Several students completed the task with no further direction while others had minimal support materials to complete task.
- During a fourth grade science lesson, students were asked to complete a writing task that included the steps in the writing process. All students used the same graphic organizer as students shared what should be included in their writing like, topic sentence, academic language and transition words. Some students seemed bored with heads down or looking with a glazed look toward front of room. Other students followed along as student to teacher dialogue took place.
- In a sixth grade collaborative team teaching class, some engagement was noted between teacher and student. The teacher asked, "Does anyone want to add on? Do you agree, why?" While the other teacher circulated around, he did not provide feedback to students. There was a missed opportunity here for the additional teacher to provide access to the task by providing scaffolds or re-teaching the math concept.
- In a sixth grade math class, all students watched a video on order of operations, and the teacher had a discussion with students about "How do we use the order of operations when we are using exponents?" Again the opportunity to provide multi – entry points for different learners was lost, as the entire class was focused on order of operations. The teacher led the conversation and different students responded to teacher. More student to student discussion may lead to active learning and engagement. This led to uneven engagement in the task at hand.

Additional Findings

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings:

The school uses common assessments in all subject areas, tracks student progress, and adjusts instructional decisions at the team and classroom level.

Impact:

The school's system to monitor progress through data analysis as well as during instruction is used regularly to guide adjustments in units and lessons to meet students' learning needs.

Supporting Evidence

- The school utilizes common assessments done in cycles in all content areas, such as Go Math, beginning, middle and end of year assessments, I Ready web- based assessments, and published writing assessments which provide information on student performance and progress.
- Data cycles are used to pinpoint student's strengths and weakness to inform next steps for instruction and to develop intervention and extensions. The school has embedded a period a day were students receive enrichment or intervention services in a small group setting.
- Student work inside the classroom bulletin boards as well as the outside boards included a task, rubric, teacher feedback aligned to CCLS.
- The grade 1 team adjusted a personal narrative unit to make it more rigorous. The team added to the task "Students were given a personal narrative packet with three pages with one for the beginning one for the middle, and one for the end. Students began writing their story using temporal words to show sequence of events in their story, to add details to describe actions and feelings, and to write a conclusion that may have a reflection of their day." This unit clearly delineates the alignment of CCLS, assessment and rubric.
- The grade K team adjusted their writing curriculum maps to include more writing, which included personal writing, opinion writing and informational writing. With assistance from the teacher, students are going to write from across three different genres aligned to CCLS. All curricula are aligned to Common Core Learning Standards (CCLS). Higher – order skills are consistently emphasized for all learners across grades and content areas.

Findings:

All curricula are aligned to Common Core Learning Standards (CCLS). Higher – order skills are consistently emphasized for all learners across grades and content areas.

Impact:

The school and faculty ensure that all curricula are aligned to CCLS and/or content standards, resulting in coherence across grades and subject areas that promote college and career readiness for all students.

Supporting Evidence

- English Language Arts (ELA) Core Knowledge, Mondo, Expeditionary Learning, Foundations' and for Math – Go Math curricula are aligned to the CCLS and address the instructional shifts, academic vocabulary, fluency, multi step problems solving and writing. In addition the school uses a spatial temporal math (STMATH) web based online program to increase math comprehension through visual learning and trial and error.
- Curricula units provide evidence that the school develops rigorous academic tasks. Through analysis of data teachers make adaptations to address the instructional shifts in the CCLS. For example, in a narrative unit for Kindergarten the teachers felt they needed to include more writing for each unit after review of writing data across the grade. They outlined each domain in their curriculum map with a skill and standard based writing. For a period of 11/3- 11/17 students were expected to use their 5 senses about a nature walk: opinion writing, my favorite farm animal, and Native Americans; I am Thankful for. Previous to this shift students only worked on personal narrative..
- The math team adjusted pacing calendars to include critical areas such as developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator 1; developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two dimensional shapes. This alignment of critical areas to CCLS will promote college and career readiness for all students.
- The school uses the Hess matrix in order to adjust curricula, units of study, and calendars to ensure rigorous habits and higher order thinking skills for students. Some ideas used to include the Hess matrix in curriculum are; Essential Questioning Techniques- pose question first, allow for “think time”, all students have opportunities to respond rather than relying on volunteers, hold students accountable by requiring and facilitating their participation and contributions and safe risk free environment.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings:

Teachers consistently examine data and student work within inquiry – based teams. Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices.

Impact:

The work of teacher teams has resulted in improved pedagogy and student progress on assessments. Shared leadership structures build capacity, transparency and trust among staff and student learning is evident.

Supporting Evidence:

- The first grade team led by the Literacy coach adjusted their curricula in order to ensure a “catch up” day was embedded into their instructional time in order to provide support or enrichment for different learners.
- Teachers articulated that they felt empowered and trusted by administration since they have input on decisions toward the development of professional opportunities for teachers as well as instructional resources across grades.
- Teachers articulated that they use several tools to adjust and make modifications to units of study. Some examples are; 6 plus 1 rubric, scope and sequence, HESS matrix’s, and the CCLS.
- Teachers are held accountable by being asked to provide agendas, sign in sheets and revision of student work to supervisors.