



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

**Office of School Quality  
Division of Teaching and Learning**

# **Quality Review Report**

## **2014-2015**

**I.S. 119 The Glendale**

**Elementary-Middle School Q119**

**74-01 78 Avenue  
Queens  
NY 11385**

**Principal: Dr. Jeanne Fagan**

**Date of review: December 22, 2014  
Lead Reviewer: Dr. Joseph O'Brien**

## The School Context

The Glendale/24Q119 is an elementary/middle school with 1087 students from grade K through 3 and grades 6 through grade 8. The school population comprises 1.5% Black, 32% Hispanic, 43% White, and 17% Asian students. The student body includes 4% English language learners and 7% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 96.5%.

## 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>Celebration</b>	<b>Well Developed</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>Additional Findings</b>	<b>Well Developed</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>Well Developed</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>Well Developed</b>

## Area of Celebration

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Well Developed**

### Findings

School leaders and faculty ensure that curricula are aligned to Common Core learning standards (CCLS) and strategically integrate the instructional shifts. Rigorous habits and higher order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects.

### Impact

The school's use of engaging and rigorous curricula for all learners, including English language learners (ELLs) and students with disabilities (SWDs), results in coherent instruction, where students demonstrate their thinking across grades and subject areas while promoting college and career readiness.

### Supporting Evidence

- School leaders and teacher teams have strategically aligned curricula to the CCLS. Curriculum maps include pacing calendars that highlights critical topics taught at each grade level to ensure vertical alignment of curricula across grades and subjects. For example, the alignment of operations and algebraic thinking were outlined in grade k; understand addition and subtraction, grade one; represent and solve problems involving addition and subtraction within 20, and grade two; represent and solve problems involving addition and subtraction within 100.
- Webb's Depth of Knowledge is used to measure the rigor of curricula and academic tasks and is indicated in Unit Plans. For example, in grade six English language arts Scope and Sequence, embedded DoK level 2, 3, and 4 tasks are listed by month; September Compare/Contrast Theme and Support opinion with evidence. In Science, pacing calendars denote unit foci, and unit questions including "What are similarities and differences between organisms?" and "How can we reduce water pollution?"
- Scaffolds including adapted graphic organizers, unique word problems, and extensions for advanced students were included in maps and unit plans. Scaffolds include graphic organizers, fact charts, video clips, writing frames, and supporting evidence charts. Additionally, quantitative textual analysis including notes about the layout, complexity, structure, language and knowledge demands were provided on the revised maps as well as teacher team rationale for revisions. Differentiated activities in an eighth grade Earth Science lesson included 3 different tiered activities including "Describe the layers of the moon", "Summarize the three stages of the moon" and "List three kinds of features found on the lunar surface" as activities for flexible groups.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. Student work products and student discussions reflect high levels of student thinking and participation.

### Impact

All students, including ELLs and students with disabilities are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products. Teaching strategies that provide multiple entry points were seen across classrooms but the practice was not consistent leading to uneven access into curricula in some classrooms.

### Supporting Evidence

- Across classrooms, Students in flexible groups worked on tiered activities with unique scaffolds and resources. For example, in sixth grade English language arts, students wrote claims and counterclaims in response to 1 of 5 speeches on racial inequality. In a third grade Integrated Co-Teaching (ICT) English language arts, students worked on one of three tiered activities with differentiated texts adjusted to students reading levels including Starfall phonemic development, use of teacher adapted graphic organizers and leveled book baggies for advanced students. In a first grade gifted and talented math class, students worked independently on multi-step word problems.
- Across classrooms, teachers utilized scaffolds and supports for English language learners (ELLs). For example, adapted tasks and scaffolds for ELLs and students with disabilities were seen in ELA and math activities including visual cues, total physical response, teacher-created graphic organizers and strategies to pre-teach vocabulary.
- Questions that promoted higher ordered thinking skills were consistently posed to students, for example: “If two balloons pop, how many balloons will Alex have left?” “What does main idea mean?” “Is there anything you're beginning to notice about your findings?” “How does the rhetorical triangle help us?” and “How does the writer respond to conflicting viewpoints?”
- Lessons that included student-to-student discussions were observed. For example, sixth grade students, including ELLs and students with disabilities, participated in peer discussions providing and receiving actionable feedback, while generating high level questions related to the text. However, in some other classrooms equity of voice among students and teachers were mixed with some lost opportunities for non-volunteers to participate during class discussions and little wait time provided between questions, thus limiting student ownership of their learning.

## Additional Findings

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

The vast majority of teachers are engaged in inquiry based structured professional collaborations that have strengthened teacher instructional capacity and promote the achievement of school goals and the Common Core learning standards. Teacher teams systematically analyze assessment data and student work to adjust curricula and instruction.

### Impact

Structured professional collaborations and teacher teamwork result in school wide instructional coherence, improvements in teacher practice, and increased student achievement for all learners.

### Supporting Evidence

- Teacher teams meet at least once per week to look at student work and to gauge the effectiveness of reading, writing, and math instruction. As a result, instruction and assessments are realigned on an ongoing basis to meet students' needs and promote student ownership of learning and growth. For example, teacher teams meet to discuss Item Skills Analysis and to identify ways to modify instruction to support students in identified areas of weakness. A review of data revealed that students were struggling with supporting claims and refuting counterclaims using textual evidence. Teacher teams created units of study that emphasized mini-lessons on counterclaim, designed additional graphic organizers to support the identification of textual evidence and provided counterargument sentence starters to augment the curriculum.
- The Instructional Leadership Team consisting of teachers and school leaders drive the development and implementation of school goals and professional learning opportunities identified through data, teacher recommendations, and observations from inter-visitations. Each team has collaboratively developed goals that strengthen teacher capacity and/or student academics. For example: the eighth grade teacher team reviewed areas to provide supports for ELLs in use of scientific language.
- Teacher teams have adapted curricula to include more tasks integrating academic vocabulary because data revealed it was an area where students struggled. The seventh grade team reviewed strategies for differentiating academic vocabulary in class and made modifications to curriculum to incorporate these strategies. This work was evidenced by detailed notes of presenters leading the professional learning, the Professional Learning plan, interclass visitation reports, and sign-in sheets of teacher team members. All teacher team agendas, student work products and team notes are shared on the online teacher collaboration platform Edmodo. Edmodo allows transparency for teacher-team work and vertical alignment of curricula. For example, Kindergarten teachers were unsure if their assessments and tasks were rigorous enough to meet the first grade standard. Using Edmodo, Kindergarten teachers were able to identify first grade tasks in ELA and math by reviewing student work products and plan backward to ensure student success in literacy.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

School leaders consistently emphasize a culture of learning that communicates high expectations to teachers, staff, families, and students and have a system of accountability for those expectations. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with parents to support student progress.

### Impact

High expectations result in a culture of mutual accountability, collaboration, and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the developmental needs of all students. School leaders successively partner with families to support student independence, progress, and ownership of learning.

### Supporting Evidence

- The school sets high expectations for all students through rigorous tasks with access for all students. Webb’s Depth of Knowledge (DoK) level 2, 3, and 4 tasks were observed across the vast majority of classrooms including solving multi-step word problems, the identification of textual evidence to support claims and counterclaims, and adapted rubrics normed across grade levels and subjects.
- Students engage in morning meetings where academic supports are provided to small groups of students who traditionally do not attend classes with each other (Gifted and Talented with 12-1-1, etc.). Morning meeting topics are focused on college and career readiness skills (i.e. effort over ability/internal drive) with student collaborative exercises that promote social and emotional skills. Additionally, weekly auditorium sessions called Second Steps with students reinforce morning meeting lessons, celebrate student and class progress and deepen understanding of character traits that build college and career readiness.
- The school provides monthly parent workshops on ways to support student goals in literacy and math. For example, workshop topics provided by instructional coaches were; “promotional criteria for grades K-3” and “Depth of Knowledge”. Progress reports, communication logs, and detailed resources for parents to collaborate with the school on student individual goals are used to assist families in supporting their child in meeting expectations connected to college and career readiness.
- Detailed academic support calendars including specific dates and directions when to assist students are provided to families. For example, “Parents, review the chapter 4 letter on page 71 in your child’s Go Math workbook.” Directions for assisting students with math are provided to families. For example, “Please work with your child to describe and define the word “same.” Ask your child to draw three objects that are the same. Ex. Draw two fruits that are the same shape”. Student goal sheets listing specific goals to work on at home are provided to families along with a yearlong signature sheet with teacher feedback denoting progress that must be returned to the school.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### **Findings**

Across the vast majority of classrooms, teachers design and use assessments, rubrics, and grading policies aligned with the school's curricula. The school uses common assessments to create a clear picture of student progress towards goals across grades and subjects, track progress, and adjust curricular and instructional decisions.

### **Impact**

Assessments are used to provide actionable and meaningful feedback to students and teachers regarding student achievement, and result in strategic adjustments to meet all students' learning needs including English language learners and students with disabilities.

### **Supporting Evidence**

- Analysis of student assessment data uncovered that students sometimes were able to answer difficult math word problems without fully understanding the math concepts. Teachers modified tasks to ensure students mastered the concepts by completing three different problems correctly and showing their strategies and math work in order to demonstrate mastery in the standard format.
- Teacher created assessments including writing rubrics and checklists were seen across grades and subjects. Across the vast majority of classrooms, adapted rubrics and checklists were incorporated into tasks and in student work products hanging on bulletin boards inside and outside the classroom. Self-assessment rubrics are posted on student desks or notebooks where necessary to inform students of next learning steps.
- The School has created an online assessment platform that assesses students via Common Core learning standards (CCLS) power strands across all core content areas. Students are assessed four times per year using the platform. The use of the platform is to focus teachers and students on the CCLS power standards thereby addressing the instructional shifts. For example, power strands in Kindergarten include; Informational Writing Task: Information, Directionality and sense of sentence, and word/spelling knowledge. This information is placed on a secure online platform for departmental teams to share and use.
- Teacher teams analyze student work for trends that inform adjustments made to curricula maps. Additionally, school-wide data is provided to assist in the identification of trends for grade, class and sub-group progress. Student goals are generated from this data and addressed through small-group instruction.
- Student work products and discussions reflect high levels of student thinking and participation. Bulletin boards with teacher adapted rubrics, checklists and assessments were seen in seven of eight classrooms. Teacher feedback referenced rubrics for student next steps. Rubrics were aligned across the vast majority of classrooms.