



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2015-2016

P.S. 100 Glen Morris

Elementary School Q100

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

Principal: Laureen Fromberg

**Date of review: February 5, 2016
Lead Reviewer: Evelyn Terrell**

The School Context

P.S. 100 Glen Morris is an elementary school with 967 students from grade kindergarten through grade 5. In 2015-2016, the school population comprises 49% Asian, 9% Black, 18% Hispanic, and 3% White students. The student body includes 6% English Language Learners and 16% students with disabilities. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 94.5%.

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	Celebration	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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Additional Findings	Proficient
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	Additional Findings	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	Focus	Proficient

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

School leaders align the curricular to the Common Core and the instructional shifts, using an interdisciplinary approach, with a strategic focus on math. Curricular revisions and adjustments are made to support individual and groups of students.

Impact

As a result of coherence across grades and content areas, students are exposed to college and career readiness skills with access to tasks that provide cognitive engagement.

Supporting Evidence

- Students engage in a Common Core aligned curricular that integrates the instructional shifts. This is provided through Reading Street for English Language Arts (ELA) and GoMath! An additional “*Flex*” period, which targets students in grades 2 through grade 5. Students in the targeted grades are provided small group instruction at the beginning of the school day for forty minutes, to learn and develop strategies for solving multistep math problems, push academic vocabulary, as well as develop math fluency. In addition to the “*Flex*” period, two additional periods of Math are provided during the school day so students are afforded opportunities to engage in building multistep math problem solving skills. For example, Mathletics, an online program exposes students to tasks that offer opportunities for enrichment and remediation, in order to build cognitive engagement.
- Max Scholar, an online ELA support, provides additional aid to the Reading Street program. For example, in an upper grade class, students were observed working on author’s purpose using Max Scholar on their computers. Specific strategies, such as text-based evidence, were highlighted for students as they navigated through the reading selections. In an English as a New Language (ENL) classroom, the teacher used technology to present pictures to develop vocabulary and engaged the students in a discussion about different festivals in their cultures. This is also facilitated by “Imagine learning” an online literacy program. Special education students are provided additional assisted technology supports in a lab setting, in addition to guided lessons within the classroom. The highest achieving students participate in the “Gateway” program where they engage in opportunities to create independent hands-on projects such as, “coding” and knee brace designs through the STEM curriculum.
- Curriculum revisions reflect data trends and student work. For example, to support a grade 5 unit in Earth Science, students were required to use the internet, to determine how the land has changed and how it is affecting the topography. The social studies curriculum was revised with the addition of a research project on how the government was formed. In grade 3, teachers noted that students were having difficulty with map skills. Consequently, a China Unit booklet with geography, climate and resources were added to the curriculum to support the use of map skills.
- The Creative Arts Team (CAT), Science Technology Engineering (Art) Math (STEM/STEAM), and Literacy Through Creative Expressions (LTCE) are programs that extend the integrative curriculum. The CAT curriculum provides interdisciplinary based learning units of study. Students are preparing to present *The Lion King*. Through LTCE, students have written opinion essays on “What Makes Music Rock?” They state their opinions and use a checklist to support their writing. The STEM/STEAM science projects displayed in the hallways on the solar system were outgrowths of interdisciplinary units of study.

Area of Focus

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teachers are engaged in structured professional collaborations across the school. Teachers share leadership roles within their teams.

Impact

As a result of the inquiry process, teachers are using strategies to improve students' academic achievement. Structured teamwork provides teachers with opportunities for decision-making.

Supporting Evidence

- Across the school, teachers participate in grade level inquiry teams and three vertical teams. Inquiry teams meet weekly on a common prep to engage in the analysis of student work and grade wide data trends, in order to highlight areas of students' strengths and challenges. The vertical teacher teams are in the areas of math, literacy and a school implementation team (SIT). The math and literacy vertical teams comprise of one member from each grade team. The speech teachers, the ENL teacher, the psychologist, the social worker, literacy coach, special education teachers, the guidance counselor, the principal and occupational therapist represent the SIT team. The role of the vertical team is to provide a school wide lens on the school's instructional programs through a review of formative and summative data. While the grade teams engage in professional discussions around data trend on their grade, some teachers state that there is not enough time to engage in collaborations with the grades above and below, to share their findings and engage in discussions around common instructional strategies, in order to support coherence across grades to increase achievement for all learners.
- The grade 5 inquiry team were observed reviewing a student's writing task. The facilitator guided the group in a review of the agenda and allowed each teacher to share the strengths and challenges of the student's work. The team stated that the strengths were noted in the student's identification of the problem, the writing provided an introduction, body and conclusion. The student followed the graphic organizer. The challenges noted in the writing piece were a lack of dialogue, the sequencing of events were not organized, the need for more details with descriptive language and the use of capitalization. While the team shared several instructional strategies for improvements, such as highlighting words that need capitalization, the use of 3 descriptive words and "decorating writing" to add details, there was no discussion on targeting a specific next step to support the student in meeting a specific goal.
- Each team shares in the decision making process. For example, a facilitator rotates to conduct the inquiry process on a monthly basis within the team. As a result, all members of the team share the responsibility for decision making within their teams. Most teachers express that the principal seeks their input in instructional decisions that impact students' learning across the school. However, some teachers articulated that they do not always have a voice in school wide decisions. For example, some teachers would like to see more focus on literacy, as well as math across the school during the *Flex* period.

Additional Findings

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms, instructional practices are aligned to the curricular and reflect an articulated belief around how students learn best, reflect the *Danielson Framework for Teaching* and the instructional shifts. Teaching strategies provide differentiated learning opportunities to all students.

Impact

Teaching practices aligned to an articulated belief on how students learn best, provide multiple entry points that support students at their instructional levels for increased academic achievement.

Supporting Evidence

- The principal states that students learn best when the needs of the whole child are addressed and they are exposed to interdisciplinary learning with the building of prior knowledge. Teachers share that they design their lessons to reflect this belief and design curricular maps that incorporate an interdisciplinary approach. For example, lessons reflect the integration of the STEM/STEAM tasks. In a lower grade literacy lesson, the students were engaged in a lesson in which they had to solve the question, “How can I create a petroglyph using a rock and paper clip. Academic vocabulary in support of the instructional shifts included, petroglyph, replica, engineer and technology. Students engaged in problem solving as they answered the question. Students stated that they would use a softer rock or a different tool, such as a nail.
- Students in a lower grade class used math manipulatives on a ten frame to develop addition sentences. The teacher played 10 notes on the piano for the students to place a red counter for each note on the top of the ten frame and 1 yellow note on the bottom of the frame. As the teacher played a second set of notes, the students placed 10 red counters on the top half of the ten frame and 4 yellow counters on the bottom of the frame. After each problem, the teacher then instructed the students to write an addition problem to match the set of numbers. Most of the students wrote $10 + 1 = 11$ for the first math problem and $10 + 4 = 14$ for the second math problem.
- In a grade 3 class some students were working on a guided reading lesson with teacher, while the remaining students work at the computer on identifying main idea. The small group working with the teacher were required to identify who, what, when, where and how as they made decisions about the main idea. The remaining students worked at the computer using the Max Scholar software with text programed by the classroom teacher to support their instructional levels around identifying the main idea in a text. When asked what strategies they used, many students stated that they highlighted text. Students in an upper grade class used Max Scholar to identify the author’s purpose. The students were instructed to write down the evidence to support to their opinion on what the author’s purpose was. Two students stated that the author’s purpose was to “inform”. When asked how they knew this, they shared that they went back to the text and found information related to facts.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Teachers use common assessments to analyze information on student learning. Ongoing checks for understanding are consistently used to guide instruction.

Impact

An analysis of students' data and checks for understanding informs teachers' adjustments to curricular and lessons to support students' learning needs.

Supporting Evidence

- Common assessments, such as chapter tests, unit tests, TCRWP assessments, Max Scholar and Mathletics data, as well as running records and measures of student learning (MOSL) are used by teachers within the grade to gather information on students' learning outcomes. An analysis of the data is used to make adjustments to the curricular and instructional plans. For example, an evaluation of the grade one social studies end of unit test on Families, resulted in teachers adding additional activities to assess students understanding of a family, such as creating a family tree and a time-line.
- The grade 3 curriculum was adjusted to provide more work for students on using maps after a review of students work revealed that map skills was an area students needed more support in developing. Teachers used this information to update the curriculum by adding the activities that require students to use maps in their study of China. In grade 5 students are expected to use the internet to conduct research for an Earth Science unit of study. The students are assessed on skills used to research a project to determine how land has changed and how it is affecting topography.
- Data from the Flex period is collected to assess students' progress in understanding multi-step math operations, which guides the planning of lessons for reinforcement of skills, math center games and the use of the Mathletics program.
- Teachers were observed collecting student data as they conducted guided reading lessons. This data was captured on a classroom student check list to inform teachers of students' ongoing progress. Students use checklists to guide their work. Across the school, teachers norm rubrics so that all students are held accountable to the same expectations within their grade.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

High expectations aligned to the Danielson Framework for Teaching are consistently communicated to staff. Ongoing communications with families are provided to support a path to college and career readiness skills.

Impact

A culture of accountability is embedded across the school, as a result of shared high expectations. Families partner with the school to support their children's progress.

Supporting Evidence

- All teachers meet with school leaders to discuss the instructional goals for the school and their personal goals for improvements. These meetings are conducted at the beginning of the school year. The discussions are aligned to the expectations of establishing and maintaining best teaching practices that are supported by the Danielson *Framework for Teaching*. School leaders conduct walkthroughs and observations to hold teachers accountable for the expectations and goals communicated at individual conferences. In addition, teachers are provided with professional development by the ENL teacher on developing effective teaching strategies for English Language Learners, who comprise 6% of the school's population. Math and literacy coaches provide instructional supports to teachers on moving away from teacher directed lessons toward more facilitation through open-ended questioning. A school handbook is provided to all staff to memorialize expectations.
- Teachers state that they hold themselves accountable for improving their instructional practices and engage in inter-visitations with their peers to observe best practices. All teachers are provided with the PS100 "Roadmap to Success" for the 2015-2016 school year, which highlights instructional expectations, implementation of the Flex period for math, the math block schedule for each grade, STEM and STEAM focus across the school and organizational highlights that include formal and informal classroom observations. School leaders provide all teachers with a weekly newsletter, which provides an instructional focus for the week. Monthly pacing calendars are provided to each grade that are aligned to the curricular maps for the grade. All teachers participate in weekly after school professional development, led by staff members, as well as math and literacy coaches.
- Families are invited to curriculum night and receive brochures that provide information on the core curriculum, as well as the school's focus on technology to drive instruction and prepare students for college and career readiness skills. The brochures also provide information on project based learning through STEM and STEAM. The PS 100 administration secured the laptops. The school is working with PAC (Parent Advisory Committee) to design the school website and The Parent Technology Squad helped to program the laptops. Families receive monthly progress reports on their children's academic progress, along with monthly calendars to inform them of events in the school, units of study and projects. A parent shared that some older children were harassing her child after school, she went to the school for support and the issue was immediately addressed. Another stated that she uses the Mathletics program at home with her child to support expectations the school has outlined for students' progress. The Parent Advisory Committee has partnered with the school to organize a trip to Columbia University for grades 4 and 5.