Quality Review Report

2016-2017

P.S. 099 Kew Gardens
Elementary 28Q099
82-37 Kew Gardens Rd
Queens
NY 11415

Principal: Paulette Foglio

Dates of Review:
January 5, 2017 - January 6, 2017

Lead Reviewer: Luz Cortazzo
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
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</tbody>
</table>
## School Culture

*To what extent does the school...*

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Area of Celebration</td>
</tr>
</tbody>
</table>

## Systems for Improvement

*To what extent does the school...*

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

Quality Indicator: 3.4 High Expectations  
Rating: Well Developed

Findings

All staff members communicate and partner with families to support expectations for college and career readiness for all students. Staff communicates and support high expectations to students.

Impact

Effective communication and support results in a unified set of high expectations for all students, including high-needs subgroups so that they own their educational experience and are prepared for the next level. Parents support their child’s progress toward these expectations.

Supporting Evidence

- One student stated, and others agreed, that they are prepared for the next level by participating in college readiness activities in which they learn the importance of taking responsibility for themselves and visit local middle schools. One student stated that the school focus is academic language and all students keep a folder for math and one for literacy to track their vocabulary growth. The folders include graphic organizers that show high-level vocabulary. Ninety-two percent of the school’s former fifth graders passed all core academic classes in grade six at their new middle school.

- Parents are invited to participate in workshops offered by the guidance counselor outlining college and career readiness and middle school expectations for students. Parents stated that they are invited to participate in an Annual College and Career Day to share their professions with the students. Parents are encouraged to talk about the future with their children by asking “thinking questions” and to help them set goals and work to achieve them. Parents, teachers, and students participate in meetings several times during the year conveying high expectations for success. Students are able to talk about the progress they have made, the goals they have set for themselves, and the support they need in order to succeed. Teachers reported that students express ownership of their learning and are often harder on themselves than their teachers are. During the student meeting, a student with an Individualized Education Plan shared how the feedback he received from his teacher on a writing assignment about the Presidential election helped him fulfill expectations by restating the question in his response using academic language.

- During the meeting with parents, they all stated that they are regularly invited to tea with the principal where they learn about expectations for their children. Several noted that they attended open-school week which offered an overview of curricula, expectations for class work and homework, and grading policies. Others noted that they attended a middle school information session event which informed families about middle school choice. The families also expressed appreciation for the many layers of communication which school staff members provide, via the school’s website, school messenger calls, newsletters, event calendars and emails. Utilizing communication notebooks, teacher/class pages, ClassDojo, and all staff members partner with families in accelerating students’ progress towards middle school and college readiness goals. Parents also participated in home-school partnership activities such as career day, and cultural share week. They praised the school for maintaining an ‘open door’ especially on Tuesday. In the 2015-2016 School Quality Snapshot, 93 percent of parents responded positively to questions about strong family community ties.
Area of Focus

| Quality Indicator: | 2.2 Assessment | Rating: | Proficient |

Findings
Teachers create and use rubrics and assessments that are aligned with the curricula. Teachers use common assessments, but the results are not always aggregated and analyzed to determine schoolwide student progress toward goals across grades and subject areas.

Impact
Although students receive actionable feedback on student achievement the feedback is not always meaningful and varies across classrooms. An analysis of assessment results is used to adjust curricula and instruction on the classroom level, but does not yet offer a clear picture of school-level student mastery.

Supporting Evidence

- Student work is assessed using standards-based rubrics by highlighting the descriptions that most closely match the qualities of the student work. Some teachers compute an average of the performance levels to determine the overall score while others do not. Teachers also provide written feedback to students. On a grade five personal narrative, the teacher complimented the student on using well-developed and strong narrative techniques, and suggested that the student use more sensory details and gave a score of 3.6 with no indication on the rubric how the score was calculated. A grade six student was praised for selecting great details and explaining the impact of the United States presidential election and reminded to restate the question on his response with no indication of a score.

- Students use grade-appropriate checklists and rubrics to guide them as they write and to remind them to include important details. One fourth grade student used a checklist rubric to provide feedback to a peer adding, “I love your writing and how you expressed yourself, you engaged me, I wish I was there having some ice cream with you”. One first grade student used a checklist rubric to provide feedback to a peer adding, “I love that you added a lot of details.” Two fifth grade students were eager to share exemplary work posted on a bulletin board showing that they used rubrics to improve their writing between first and final drafts.

- Teachers regularly analyze information about individual student performance on common assessments to determine if students are making progress and to identify skills that need extra attention, forming small, instructional groups according to common need. In one class, one group was focused on identifying different action verbs that they will read about in Kids Excel. They were expected to recount a well-elanated nonfiction event or short sequence of events from the story in Kids Excel, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and provide a sense of closure. Another group utilized literal recall skills and understanding of the details and facts of a fiction text. They reviewed previously taught material by participating in an interactive activity of segmenting and blending phonemes by reading and spelling chains of one-syllable words in which one sound is added, substituted or omitted. Students are also identified for targeted cycles of interventions using Response to Intervention strategies. Teachers share their class-level information from pre- and post-assessments using an online document. However, other than reading level data, information about longitudinal performance from baseline to mid-year to end year is not yet aggregated to identify grade-wide patterns in order to provide a clear picture of student mastery.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

All curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts and the arts. Academic tasks emphasize rigorous habits which are embedded in a coherent way in all grades and subjects for all students.

Impact

The curricula consistently promote college and career readiness. Academic tasks provide multiple opportunities for all students including students with disabilities and English Language Learners (ELLs) to demonstrate their thinking.

Supporting Evidence

- Teachers use Core Knowledge in kindergarten through grade two, Expeditionary Learning in grades three to five and Wonders in grade six for literacy instruction and GO Math! to guide math instruction in all grades. Additionally, grades three to six use the Comprehensive Ready Program including its web-based components which is in alignment with Webb’s Depth of Knowledge. Teachers use Fundations for students with disabilities. Mondo is used across the school to measure reading levels. Additionally, teachers use Math on the Spot resource through Think Central, an online program, to challenge students to explore new skills individually, and myON online reading program for use at home and in school to further individualize instruction.

- Arts programming is integrated throughout the curriculum. The staff works together as a team to provide congruent Common Core-aligned instruction across each grade level. Instruction is differentiated through the talented and gifted (TAG), and enrichment programs. One period each day is dedicated to enrichment and Academic Intervention Services (AIS) programs that meet the individual needs of all students. Students who meet the standards participate in a thematic-based program with a strong arts component. For example, grade six enrichment classes are studying political cartooning, while TAG students are using technology to research and present information and projects about World War II (WWII). A review of the Annual Arts in Schools Report indicates that the school continues to teach, support and experience all four art disciplines according to the NYS Standards for the Arts, and The NYC Blueprint, while emphasizing the Common Core. Support for the arts is embedded in the schools’ curriculum-rich activities such as, cultural partnerships, parent involvement programs in the arts, student work products, assemblies, exhibitions, and school-wide cultural events, as evidenced during the visit.

- Teachers create and share curricula and tasks for units of instruction that integrate curriculum themes and Common Core standards across disciplines. A review of unit plans indicated that, narrative writing has been a common thread for instruction across grades and content areas, including art and math. For all learners, including ELLs and students with disabilities, lesson plans identify tiered vocabulary, skills and unit goals tied to differentiated tasks, including student-selected research projects demonstrating their thinking on bulletin boards in hallways and classrooms visited. FieldTripZoom, a web-based program for social studies and science, and Spatial-Temporal Math are used to further immerse all students in rigorous content and tasks.
Findings

Across the vast majority of classrooms, teaching practices and strategies, aligned to curricula, reflect a coherent set of beliefs about how students learn best with multiple entry points and high quality supports and extensions into the curricula as well as by discussions at the team and school levels.

Impact

All learners engage deeply in challenging and engaging learning activities and demonstrate higher-order thinking skills in student work and discussions.

Supporting Evidence

- All lessons included tasks for students to participate in text-based discussions and activities that evoked higher-order thinking. For example, in a grade five social studies class, students engaged in high-level, text-based discussions during which they expressed and debated their opinions and shared their thinking. Four students drew a graphic organizer on a white board to illustrate the author’s opinion, reason, and evidence about what life was like for African Americans in the 1920s. In the same class, other students worked on a text features task, a vocabulary task and a job task. In a grade six literacy class, students focused on understanding the central idea and identify the author’s purpose in an effort to gain a comprehensive understanding of how democratic concepts develop in ancient civilizations and how they served as the foundation for the development of American democracy. Various leveled texts were used to support the objective.

- During lessons, all students engage in high-level learning activities such as conducting investigations in science, exploring ways of finding solutions to math problems. For example, in a grade five math class for students with disabilities the teacher invited students to use a common denominator to add and subtract fractions with unlike denominators. Students self-select tasks involving the use of manipulatives, visual supports and differentiated questions. Students worked alone, or with a partner to unlock the problem. They presented their findings to peers in a whole class share and offered the rationale for their decisions. Their work products illustrate high levels of student thinking, as evidenced by the work of each group. Similarly, in a grade four science class, students engaged in a hands-on investigation about which materials will conduct electricity following a mini lesson about conductors and insulators. The teacher demonstrated how to make an electrical tester and how to use the tester using different materials. Students extended the discussion to talk about which materials were insulators and which were conductors. Their work illustrated high levels of student discussion.

- All teachers, individually and through team discussions, create materials that allow for multiple entry points into learning tasks for all students. Also, students are engaged in challenging tasks through turn and talk and higher-order thinking questions using the Webb’s Depth of Knowledge (DOK) as a guide. In one fourth grade classroom, students were determining common themes found in the book, *Eagle Song* by citing text evidence. Differentiation, adaptations like re-teach, trackers, chunked passages for ELLs and students with disabilities were noted. As an extension of the task, the teacher told the enrichment group that they could select and prove their own theme using DOK level three. In a 12:1:1 special education class, teaching strategies such as individual chaining folders, missing word sentences, read aloud, oral and written questioning and student highlighted texts provided various multiple entry points to support all learners. As a result, students were highly engaged and were confident in presenting their answers using DOK language.
Additional Finding

Quality Indicator: 4.1 Teacher Support and Supervision

Rating: Well Developed

Findings

School leaders and teachers align teacher-developed goals with school-wide goals and the Danielson *Framework for Teaching* based upon feedback and student data sources. School leaders make informed decisions about professional development and succession plans for all staff members through a strategic, transparent system.

Impact

Feedback, that articulates clear expectations for teacher practice, supports teacher development, aligns with professional goals for teachers, and is leading to improved quality of student work products.

Supporting Evidence

- The principal begins each year by implementing initial planning conferences with teachers. Teachers are encouraged to select a professional goal based upon the Danielson *Framework for Teaching*. These goals are discussed at the initial and summative planning conferences. They are monitored and revisited during post-observation conferences where timely and meaningful feedback is provided. Suggestions and follow up may include intervisitations, visiting with coach, and attending additional professional development.

- Throughout the school year, administrators revisit data sources, including student work in order to determine improvement and identify the gaps in learning to inform and refine professional development and pedagogical practices. The Measures of Teacher Practice (MOTP) data, as well as feedback trends on observation reports, inform the school’s professional development menus and offerings. A review of the school’s professional development calendar indicates that teacher leaders lead Monday sessions, covering topics such as: differentiated instruction, DOK, creating centers, data cycles, learners’ toolkit, benchmark refresher, and behavior intervention strategies.

- As part of the school’s instructional practices, school administrators utilize various data sources to inform not only professional development, but to make informed decisions regarding grade assignments and tenure decisions about teachers. For example, an upper grade teacher with dual certification and knowledge of a second language was assigned to teach ELLs. Similarly, highly effective teachers are encouraged to host colleagues to their class for the purpose of sharing best practices, become staff developers, or lead teachers on each grade. Moreover, a staff member was encouraged and supported to move up the ranks from school aide to paraprofessional to teacher due to her performance. Observations reports are used to assess the impact of professional development. Administrators require that teachers keep records of the professional development they attend, the content and how it will impact their instruction and student outcomes. In an observation report, the evaluator provided the teacher with next steps for the Danielson *Framework for Teaching* component 3b, using questioning and discussion techniques; “Students facilitated their own discussion during a turn and talk share by selecting others to add on to or respond to each other’s answers.”
Additional Finding

Quality Indicator:

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<th>4.2 Teacher Team and Leadership Development</th>
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</thead>
<tbody>
<tr>
<td>Rating:</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>

Findings

The vast majority of teachers are engaged in inquiry-based collaborations that ensure the promotion of school goals and implementation of the Common Core Learning Standards. There are distributed leadership structures embedded in the school’s culture.

Impact

The work of teacher teams has resulted in a collection of best practices, improved pedagogy and increased collaboration. Teachers share leadership roles and make key decisions to improve student learning.

Supporting Evidence

- The vertical Behavior Intervention Team (BIT) comprised of a teacher leader from each grade, is a new initiative this year to address behavioral needs of the students. The team provides professional development sessions, conferences with teachers to address behavioral needs in the classroom, monitors student behavior, assesses and promotes positive classroom behavior. This initiative has contributed to improving the learning environment and overall school culture. Preliminary results show a decrease in the percentage of students referred for special education services, from 12 percent to 6 percent at the same time last year.

- During a grade one writing reflection meeting, teachers discussed task and rubric for a personal narrative unit. Students were asked to write a narrative in which they recounted two or more appropriately sequenced events, some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Then students had to reread their writing to self-reflect and read a partner’s writing to peer-reflect. Teachers identified what students did well, shared area of focus, what students need to work on, and unit modifications they need to make for next year, as well as changes that need to be implemented now for upcoming unit. As a team, they decided to use their discretion to allow extra days within the unit if a catch-up day is needed, or if the class needs more time on a specific lesson.

- Teacher teams use several tools to adjust and make modifications to units of study, such as HESS matrix, scope and sequence, rubrics and Common Core for the grade and subject. Then they articulate learning outcomes that illustrate performance mastery. Next, they look for instructional resources that support mastery of the standards. Finally, instruction is designed to meet the needs of the diverse learners, as evident in lesson plans, special education classes and Integrated Co-Teaching (ICT) classrooms. Teachers also facilitate professional development activities and exercise leadership on various committees as evidenced by documents reviewed and conversations with teachers during teacher team meetings.

- The principal promotes shared responsibility and ownership for the work of the school by empowering staff leadership. In meeting with the BIT vertical team, teachers and service providers spoke about the opportunities they have to be leaders in the school such as serving as leads on grade level teams and serving on grade conferences with school administrators. Also, teachers are encouraged and have a voice in decision-making regarding curricula and resources. Teachers and staff providers created an antecedent, behavior, and consequence (ABC) Chart to be used in the school to analyze the specific behavior of the child as well as the protocol used for Behavior Intervention Referral (BIT).