Quality Review
Report
2018-2019

P.S. 100 Glen Morris
Elementary 27Q100
111-11 118 Street
Queens
NY 11420

Principal: Laureen Fromberg

Dates of Review:
December 13, 2018 - December 14, 2018

Lead Reviewer: Carlos Perez
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

P.S. 100 Glen Morris serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<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>Proficient</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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### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>
<td>Well Developed</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>
<td>Well Developed</td>
</tr>
</tbody>
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### Systems for Improvement

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<tr>
<th>To what extent does the school...</th>
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<th>Rating</th>
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</thead>
<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>
<td>Well Developed</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>
<td>Proficient</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>
<td>Proficient</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>
<td>Well Developed</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>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

Quality Indicator: 3.4 High Expectations  
Rating: Well Developed

Findings
School leaders consistently communicate high instructional and curricular expectations to the entire staff, most notably through the school’s instructional non-negotiables. There is a partnership between school staff and parents that successfully communicates all academic expectations. [ab]

Impact
There is a culture of mutual accountability associated with all schoolwide expectations. Student progress is supported by both parents and the school in order to achieve all expectations.

Supporting Evidence

- One of the ways that parents most feel like a partner in their child’s education is through student-led conferences. Students present to their parents in a presentation format, all of their progress in each subject area. During the conference students share their strengths in each subject as well as how their teachers and parents can continue to support them in order for them to achieve their next set of goals. Several parents stated how impactful it is to hear their child’s progress straight from their child and not just the teacher. One parent stated “It allows my son and me to take ownership of his learning and gives me what I need to help my child be successful.” In addition to student-led conferences, teachers from each grade conduct parent workshops once a month in a variety of topics such as English Language Arts (ELA), reading, and math. The recent workshop addressing how parents can get ready for middle school was very well attended by parents, with over 60 parents in attendance and the most recent Parent Teacher Association (PTA) meeting that had over 70 parents in attendance.

- All schoolwide expectations begin with the instructional non-negotiables. A list of non-negotiables is shared with all teacher at the start of the school year, and a copy was seen posted in every classroom visited. The non-negotiables are a combination of instructional and curricular must haves such as learning targets in the form of “I Can” statements, learning objectives for every lesson, formative assessment strategies throughout the whole lesson, and monthly student-specific goals for all students. These non-negotiables are referenced regularly in teacher observation reports, emails and school newsletters. During the meeting with teachers they regularly referenced the non-negotiables and how they are the “building block of all expectations.” One teacher explained how the list of non-negotiables is extremely helpful when planning lessons and preparing for observations. Teachers further explained that if non-negotiables are not adhered to, school leadership is quick to remind them verbally or in writing.

- All parents are given a copy of the School-Parent Compact which is a handbook that offers parents a wide array of information pertaining to the school and their children’s progress. In the handbook one of the first sections included is “Parents are Partners” and this was evidenced when speaking to parents. Parents referenced the compact and shared how they use it regularly. For example, parents shared that the section that explains that neither the school nor parents alone can ensure the educational success of the child is impactful. Parents also mentioned how the majority of teachers use either one of two school communication apps to communicate regularly with parents. Several parents shared that when they are doing homework with their child and have a question, they send a text via an app and almost immediately get a response, regardless of time of the day or day of the week. All of the parents interviewed shared that they feel like a partner with the school.
Area of Focus

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

Findings

Across classrooms teachers use and create assessments, rubrics and grading policies that are aligned to the school’s curricula. Teacher assessment practices consistently reflect ongoing checks for understanding and student self-assessment.

Impact

Most but not all feedback provided to students is actionable and meaningful. Teachers make effective adjustments that meet the learning needs of students across most but not all classrooms.

Supporting Evidence

- Teachers use rubrics so that students know exactly how to achieve the highest grade possible. Teachers also use rubrics provide students feedback on their assignments. Feedback provided to students accurately captures strengths and offers students a next step. For example, feedback to one student’s writing piece praised them for the amount of interesting facts they included in their assignment. The teacher went on to offer next steps that included adding more details and offered an example such as the temperature in the tundra. Feedback to a second student’s writing piece celebrated the student by highlighting the specificity of their details about the anteater. Next steps for this student included reminding the students to use connecting words; however, there was no further support or example of what connecting words might look like. Thus, in some cases there is a missed opportunity to provide meaningful feedback. Student's responses during the student meeting also suggested that feedback is not yet consistently detailed across all classrooms.

- During most classroom visits, teachers used different ways to check for understanding. In many cases, teachers conferenced with students and memorialized their conferences using a check list or by taking notes. For example, during a fourth-grade math lesson the teacher circulated the classroom and conferenced with individual students and used a predetermined check list in order to capture student responses and assess which skills students have addressed. Upon noticing that some of the responses were not even, the teacher stopped the class and reminded all students that every group member should be sharing their thoughts. However during a fourth-grade reading lesson, students followed along as the teacher read aloud to the class. The teacher asked questions, but there were few opportunities for students to engage in discussions that would allow the teacher to conference with students and assess their learning. Thus, varied checks for understanding and follow up adjustments are not yet consistent across all classrooms, resulting in missed opportunities to ensure that all learner needs were being met.

- Teachers use common assessments in math and ELA as a tool to check for students understanding as well as offering student's feedback on their assessment materials. Feedback to students was offered across all grades and subject areas. For example, feedback to a student’s fifth-grade writing assignment stated, “Wonderful job describing how each character overcame a challenge.” The teacher then offered next steps that included, “Use more descriptive words in your essay to express each character’s individual hardships.” Feedback to a student’s math assignment praised him for the amount of ways he showed his work to check his answer. Next steps to this students included reminding him to use the CUBE strategy so that he doesn’t forget important data from the word problem. However, other feedback to kindergartners at times was not child-friendly, and although actionable could be difficult for a five-year-old student to articulate next steps. For example, feedback to one kindergartner’s writing piece stated, “You did an amazing job sounding out ‘volcano’ all on your own! Let’s work on writing your letters neater.” Thus while the feedback was actionable, it was not presented in a way that individual kindergartner students could immediately interpret and act on it, missing an opportunity to engage students in a meaningful reflection on their work.
**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**

Curricula is aligned to the Common Core Learning Standards (Common Core) and strategically integrates instructional shifts, such as academic vocabulary, and is informed by student work and data. Rigorous habits and higher-order skills are emphasized throughout the school and embedded in a coherent way.

**Impact**

There is curricular coherence across grades and subject areas that promote skills connected to college and career readiness. All students, including English Language Learners (ELLs) and students with disabilities, must demonstrate their thinking and are cognitively engaged.

**Supporting Evidence**

- Coherence in planning was evidenced throughout the all curricular documents reviewed, most notably for literacy lessons. For example, kindergarten lesson plans all included “I can” statements directly connected to the lesson objective, such as “I can point to the words and read a book.” In addition, sections for language objectives and assessment of student understanding were seen across all planning documents. Fifth-grade literacy lessons included planning for high frequency words and essential questions directly connected to what students should learn as part of the lesson. Additionally, college and career readiness skills such as student discourse and group collaborations are planned for across grades and subject areas, ensuring that there is time allotted that allows students to engage in rigorous conversations using higher-order thinking questions that challenge student thinking.

- All students are challenged by the inclusion of rigorous habits and higher-order thinking that ensures that all students must demonstrate their thinking. For example, in a fourth-grade math lesson, students are engaged in various strategies to multiply two digit numbers by other two digit numbers using diagrams, partial products, cross multiplication, and the box method. Planning also ensures that students must demonstrate their thinking in writing in a variety of ways. Student groupings allow all students to engage in discussion and decide which team member will share out strategies with the class. As science, technology, engineering, and math (STEM) lesson plans included higher-order thinking questions such as “What can happen to the organisms in our ecosystem during and after an oil spill?” and allowed students to work in groups in order to discuss their findings. Each student must share their findings and also evaluate the work of their peers using an assessment survey. Planning such as this that ensures that all students, including ELLs and students with disabilities, must demonstrate their thinking was seen across the vast majority of planning documents.

- All lesson plans exhibited coherence in differentiation and other ways that all students would be actively engaged throughout lessons based on a variety of classroom data. A math lesson plan included differentiated tasks for students needing additional assistance in understanding factors by allowing them to work in groups and create a factor table and list all factors. A first-grade literacy lesson identified a group of students that would be working directly with the teacher in order to address phonics deficiencies identified in prior lessons. Additional literacy lessons use an online platform brought into the school specifically to individualize instruction during guided reading to assist ELLs and other students that need additional support. Furthermore, all lesson plans have language objectives that have been specifically designed for the school’s ELL population as an additional focus to the vocabulary that students will need in each lesson.
Additional Finding

### Quality Indicator:

| 1.2 Pedagogy | Rating: | Proficient |

#### Findings

Across classrooms, teaching practices are aligned to beliefs in how students learn best, such as student-centered instruction and group discussions.

#### Impact

Students produce work products and engage in discussions that evidence high levels of thinking and participation.

#### Supporting Evidence

- During a kindergarten literacy lesson, students were given multiple opportunities to engage in partner discussions to answer a variety of questions that included “Turn to your partner and talk about your sequence of events” and “Why is a nest not a good home for a mouse?” Students were overheard sharing “Because a nest won’t stop him from being eaten” and “The mouse needs a home where is can be safer.” A second-grade writing lesson engaged students in whole-group discussions where they compared and contrasted sections of their readings. In addition, students created Venn diagrams that helped them to capture their thoughts as well. During a fourth-grade math lesson, students engaged in several group discussions where they shared what strategies they could use in order to multiply two-digit numbers by other two-digit numbers. Students also made reference to anchor charts found throughout the classroom such as Q.U.A.C.K. (question (read it), underline (important information), attack (draw a diagram and solve) check (redo the problem to check your answer), kickback (write how you solved the problem)).

- Student work products exhibited high levels of thinking, participation, and rigor. Fifth-grade students created an informative explanatory writing piece around biomes. In addition to writing pieces, students constructed their own biomes. Biomes included an aquatic biome complete with marine and plant life, grassland biomes that included animals and vegetation found in grasslands, and a desert biome that included cacti, sand, and reptiles found in the desert. Other student work products asked students and parents to work collaboratively in order to build a small piece of furniture using only newspapers and masking tape. Students were challenged to create a piece of furniture that could bear their weight. Students created benches and tables that were successfully able to bear their weight.

- Across classes visited, instruction was student-centered and allowed students to work collaboratively in groups or independently while the teacher circulated throughout class assessing student discussions or working with small groups. During several literacy lessons, students worked independently using an online platform that individualizes instruction based on reading skills while others worked in small groups with the teacher. During a kindergarten math lesson, students worked in groups to identify pairs of fives in order to build a ten frame. Students identified on their fingers and using blocks and other manipulatives in order to create multiple blocks of the number five.
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Proficient |

Findings

School leaders support all teachers with a weekly cycle of classroom observations that offers teachers effective feedback. Feedback captures teacher’s strengths and challenges and offers next steps. [ab

Impact

Feedback to teachers is actionable and articulates clear expectations that support teacher practice, promote professional growth, and are connected to the school’s instructional absolutes that include learning targets in “I Can” statements and on-going formative assessment strategies.

Supporting Evidence

- Feedback shared with teachers is grounded in the Danielson Framework for Teaching, is actionable and offers clear next steps. For example, feedback to a teacher’s formal observation captured all of the events of the lesson including the objectives and teacher strengths such as how the teacher used guided groups for students to utilize a vocabulary text and context clues to identify word meaning. Next steps that were provided urged the teacher to allow students to formulate their questions with their peers in order to challenge their thinking. An example shared is to have students engage in a whole group discussion about how they determined meaning and justify their thinking. The school leader ended the report by reminding the teacher that they would be returning soon to revisit the classroom.

- School leaders have a system in place that supports the development of all teachers. Currently, there is an assistant principal that oversees kindergarten through second grade, and another that oversees the third through fifth grades. At the midway point of the school year, those assistant principals switch to a vertical format where one oversees math in kindergarten through fifth grade and the other ELA. All feedback is aligned directly to the school’s instructional absolutes and teachers feel supported by the feedback delivered by school leaders. During the teachers meeting all teachers shared how supported they feel stating “I get so much support from our administration. They provide us with a lot of opportunities” and “Our admins give us tons of support and it is appreciated.” Teachers also shared how they are constantly emailed resources and ideas, even over the summer.

- Very often resources are shared with teachers in order to support and enhance their instruction. Feedback to one teacher included an attachment of resources connected to the math workshop model and the upside-down lesson structure to help support meaningful connections between procedures and concepts that will engage all students. Feedback to a second teacher included strengthening their higher-order questioning strategies by using those questions found on Webb’s Depth of Knowledge (DOK). The school leaders also suggested to a few teachers that they could use DOK questioning strategies to engage students in rigorous activities as a result. Thus feedback provides clear expectations to teachers and supports growth in their practice.
Findings

The vast majority of teachers are engaged in professional inquiry-based collaborations using the Data Analysis Protocol. Distributed leadership structures are embedded throughout the entire school.

Impact

Collaborations have not only strengthened teacher's instructional capacity, but there is also schoolwide instructional coherence as well as increased student achievement for all students. Teacher voice plays an integral role in key decisions that impact student learning.

Supporting Evidence

- Recent math team meetings have identified areas where students require additional support. Throughout meetings, teachers discussed and developed strategies that included rubrics and checklists for student use that address areas such as conceptual thinking and academic vocabulary. Teachers also implemented the use of the QUACK and a CUBES (circle important number, underline the question, box any math action words, evaluate the steps to take, solve and check) strategies and students were witnessed actively using those strategies. When asked how those strategies help them, some students responded, “It helps me breakdown a problem” and “It helps me to take my time and read the problem.” These strategies that were coherently seen throughout all classrooms have allowed students to make great strides in the math scores. Over the past three years, students have increased from 51 percent proficiency to this past year being 59 percent proficient on the state math exam. In addition, 73 percent of all students scored a level three or higher on the school's end of year assessment.

- There are numerous ways that distributed leadership is evident throughout the school. There is a grade leader on every grade that acts as the instructional leader and support person. Additionally, there are teachers who represent a content area on the school’s vertical team and turnkey all information from vertical team meetings to their peers on the horizontal teams. All professional development (PD) opportunities are selected and implemented by teacher leaders that represent the school’s PD team. In addition, all teachers rotate leadership roles during inquiry and lead sessions, take notes, and act as the time keeper in order to assure that professional inquiry is organized and impactful. Lastly, there is an understanding that any teachers who attends PD off campus, will return and turnkey their learning to the staff. For example, the physical education staff attended a training entitled “Move to Improve” and turnkeyed their learning to their peers. As a result, teachers and students were seen using strategies such as breathing techniques and taking frequent movement breaks during instruction as a way to allow students time to refocus during instruction.

- Past teacher team meeting notes evidenced work that teachers have done in ELA as well as new strategies and resources that have been added to ELA curricula as a result of teacher findings. For example, teachers identified a need to support students with their reading, especially for the increase in ELL students and as a result implemented a new online platform used by all students. Additionally, language objectives were implemented and are now a part of all lesson plans across grades and subjects. This has resulted in a three percent increase in proficiency for ELL students on this past year’s state ELA exam. Teachers also developed specific scaffolds such as graphic organizers that are student appropriate and friendly in order to assist students with capturing thoughts and facts. Graphic organizers were also a scaffold that was seen coherently throughout all of the classrooms visited. This work in literacy had helped all students make progress, most notably in reading. From September 2017 to June 2018, 91 percent of all students increased two or more reading levels, while 71 percent of all students increased three or more.