Quality Review Report

2019-2020

P.S. 101 School in the Gardens
Elementary 28Q101
2 Russell Place
Queens
NY 11375

Principal: Monique Lopez-Paniagua

Dates of Review:
November 6, 2019 - November 7, 2019

Lead Reviewer: Daniel Kim
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

P.S. 101 School in the Gardens 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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State 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 State standards and the 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>Area of Focus</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>Additional Finding</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

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

### Systems for Improvement

<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>1.3 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>Well Developed</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Well Developed</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>
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<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 State standards</td>
<td>Additional Finding</td>
<td>Well Developed</td>
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</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

The school’s approach to culture-building, discipline, and social-emotional support is driven by a theory of action. School leaders strategically align schoolwide social-emotional learning efforts with a research-based program where teachers and student leaders teach emotional self-assessment and self-regulation.

Impact

School efforts result in a safe school environment and inclusive culture that support progress toward the school’s goals, and in the student adoption of effective academic and personal behaviors.

Supporting Evidence

- The school’s theory of action for culture-building is embedded into its mission statement, if the school community “approach learning through a diverse, socially-conscious environment that promotes a strong sense of social-emotional well-being,” then students will “realize their potential” with a love of learning. This is applied consistently across the school through its positive behavioral management system, which rewards students for displaying the school’s values of steadfast, thoughtful, inclusive, nurturing, generous, empathic and respectful. These values are re-emphasized in classroom and non-classroom settings through teacher- and student-led lessons and discussions. Parents, staff, and students unanimously agreed that the school community fosters a safe and respectful climate where students’ social, emotional, physical and academic needs are readily addressed by school efforts.

- Students active in student government, known as Positive Action Leaders, initiate, guide and lead improvement efforts that impact student experiences. Student leaders advocated for changes to an indoor recess program so that it moves away from passively watching a movie to activity centers with stations around the gym so that they can continue to be active despite inclement weather. Other changes initiated by students include shifting school practices away from holiday feasts towards conducting community service projects within the neighborhood, advocating for additional resources and equipment for recess with outside funders, and changes in the bathroom use policy so that cleanliness is better maintained.

- School leaders noted that previous years, students knew what to do in various situations but had challenges regulating their emotions, lacked expressive vocabulary to discuss them, and needed concrete strategies to manage their emotions in order to do the things that they needed to do. The school community has since strategically aligned social-emotional professional development (PD), family outreach, and student learning experiences and supports through a research-based approach, where teachers and peers explicitly teach students self-assessment and self-regulation of emotions. Interviewed students unanimously stated that they have utilized various strategies, such as imagining an energy ball to help them focus, counting slowly from 20, taking a walking or stretching break, to help them resolve conflicts with not only their classmates but also with friends and relatives at home. Parents related adapting the same language at home learned from a parent workshop such as using the vocabulary that the school uses to apologize for “being in the red,” and how this has fostered a better way to talk about their emotions with their child.
Findings

Across the vast majority of classrooms, teaching strategies such as small group instruction, scaffolds, tiered work, visual, content and language supports, strategically provide multiple entry points and high-quality supports and extensions into the curricula, student work, and peer-to-peer discussions.

Impact

All learners, including Multi-Lingual Learners (MLLs) and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills. Student work products and discussions reflect high levels of participation and ownership in the vast majority, but not all, of the classrooms.

Supporting Evidence

- Grade two students in an Integrated Co-Teaching class worked on revising their non-fiction writing to reevaluate their work, notice where there are gaps and add more information to inform the reader. As students worked independently to revise their “all-about” books, some were observed utilizing various scaffolds such as paper with different ratios of picture block and writing lines, handwriting guides, or graphic organizers to organize their work. MLLs were supported with picture supports to remind them of writing strategies, as well as individual word walls. Some students were also supported with focusing guides as well as timers to self-regulate time on task and breaks. While students worked independently, two teachers met with students performing at different levels for small group instruction. One group focused on supporting students to organize their ideas for chapters, while an extension group examined the grade three editing writing checklist to self-assess their work and create a revision plan that would meet the next grade expectations.

- Grade one students in a science lesson explored properties of sound, as they created musical instruments with common household items, such as boxes, rubber bands, tape, paper tubes, and wooden sticks. Students at various levels, including students with disabilities, were supported in the planning of their musical instruments through differentiated graphic organizers. Some students worked through a planning document that focused on drawing pictures to make their thinking visible while others utilized text-based planners to focus their work and create needed material lists. Extensions included students changing their musical instruments to improve the sound or modifying their initial plans if they didn’t have the materials. Students were observed experimenting with how to play their self-created instruments, or combining percussion, string, or wind components to create a unique combination instrument.

- Student discussions and work products across the vast majority of classrooms reflect high levels of student thinking and commitment to making thinking visible. Grade three students in a mystery character study lesson read independently in texts aligned to their reading levels as they prepared to be in homogeneous “co-detective” reading partnership discussions. As they read independently, students displayed their reading goals at their desks, which included “Use mentor text to help me figure out clues and suspects,” or “write down more character traits in my reading responses.” One interviewed student shared how she set her own reading goal, “making her writing about reading stronger,” and how her teacher at a conference suggested one way to capture her ideas about characters and modeled for her. The student described choosing among different supports and how she decided to create a t-chart with suspects and clues that help her record noticings and prepare for her partner discussion. Such student articulation of goals, teacher support, and application of the scaffolds to help achieve goals were evident in the vast majority, but not all, of the classrooms visited during this Quality Review.
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

School leaders and faculty ensure that curricula are strategically aligned to State standards, and emphasize rigorous habits such as justifying positions with text evidence, and higher order skills through consistent emphasis on student discourse.

Impact

The school curricula across grades and content areas coherently promote college and career readiness, and all students must demonstrate their thinking.

Supporting Evidence

- Unit and lesson plans show alignment to content-specific state standards, with teachers and school leaders making strategic adjustments based on student achievement data and alignment to the schoolwide instructional focus of providing appropriate scaffolds and tools for all learners. English Language Arts (ELA) curriculum maps for all grades provide evidence in multiple units with a balance between literary and non-fiction texts, along with the consistent integration of the requirement for students to evaluate the quality of texts and use text-based evidence in support of their arguments. Across grade levels, unit plans in math ask students to reason abstractly and concretely as they show their thinking in multiple ways and apply their thinking in real-world situations. Across all content areas and grades, planned instructional tasks in lesson and unit plans focus attention on students engaging in collaborative discussions in one-to-one, in small and whole group settings, as well as the articulation of concrete scaffolds and supports to master strategies and content knowledge.

- Higher-order skills are emphasized in curricula and academic tasks and are embedded schoolwide in a coherent fashion. Across all grades and content areas, lesson and unit plans reference, apply and embed expectations for providing text evidence to justify student positions. For example, plans for a grade four social studies lesson include tasksing students to synthesize their independently conducted research into either the causes or the aftermath of the American Revolution, utilizing multiple sources of text at varying levels of text difficulty. Small group instruction and conferencing plans include overall questions for students to take positions as a loyalist, patriot or undecided, as well as guiding specific groups of students to identify reasons, including referencing specific colonial laws to support or argue against their position.

- Planned tasks within lesson plans and unit plans consistently emphasize rigorous habits through the use of student discourse to support student cognitive engagement, foster student ownership, and demonstrate thinking. For example, plans for grade three math lesson include students presenting to their peers different strategies solving a division problem by applying their knowledge of multiplication and division facts. Application of multiplication and division facts in a grade three math plan require students to present different strategies to solve a division problem to their peers. Students were to be guided to articulate not only their own thinking and solution to the problem, but to describe, compare, and contrast the different mathematical strategies used by their peers. Student partnerships, purposefully formed to support MLLs and students with disabilities, were to be supported in their discussions of arrays, fact families, number lines, as well as using multiplication to double-check their answers through visual content scaffolds and discussion supports such as sentence starters. Planned extension conversation topics included students identifying which strategies were more efficient and required less work to get to the solution. Such use of student discussions, along with planned content scaffolds and discussion supports, were embedded in a coherent way across grades and content areas.
## Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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#### Findings

School leaders and faculty use a variety of assessments aligned to the curricula to provide a clear portrait of student mastery. Utilizing data from common assessments and assessment practices, teachers and school leaders adjust curricula and instructional practices.

#### Impact

Assessment results are used to provide meaningful feedback to teachers and students, and all students, including MLLs and students with disabilities, demonstrate increased mastery.

#### Supporting Evidence

- School leaders and teachers use common assessments such as simulation New York State (NYS) ELA and Math tests, curricula-based assessments, and consistent student self- and peer-assessment practices to create a clear portrait of student mastery, identify student performance trends and provide actionable and meaningful feedback to teachers in order to modify their practices. For example, school leaders and teachers gathered in September for an Adjusting Instruction Meeting to identify three priority standards across grades based on student performance patterns in the NYS exams. This analysis is deepened by four schoolwide benchmark assessment cycles which draw upon reading levels, math unit assessments, and end-of-unit writing assessments, and serves as the foundation for curricular, instructional and programmatic adjustments. This feedback from the common assessments lead school leaders and teachers to strategically re-align various math and ELA units of study, embed specific supports and scaffolds for students within lesson plans, and modify student intervention assignments through cross-class guided reading groups.

- Teachers utilize assessments to provide significant feedback to students that supports their growth across content areas. Interviewed students described their goals, such as better tracking the text features in non-fiction reading to grasp the author's purpose and articulated not only actionable feedback that would impact their future work in that class, but meaningful and specific feedback that is linked to their goals. A student described receiving teacher feedback in her writing to better organize her thoughts in paragraph structure, so that the reader can better grasp her argument. She then continued to share how she was able to apply this feedback and link her ideas across paragraphs from one moment to another. She described the one-to-one conference with the teacher that followed-up on the feedback and linked it to her goal to improve her persuasive writing skills.

- Across the school, teachers utilize common assessments as well as data from in-class assessments to adjust curricular and instructional decisions to support a variety of learners. Grade four students worked to revise drafts to provide specific and concrete details to enhance their writing. Planning documents for this observed lesson referenced various sources of data including baseline writing assessments to provide support through three different levels of scaffolds to further thinking. Examples included questions to support self-evaluation of the writing and sentence starters that would aid in the application of self-analysis. While some students were working independently during the lesson, the teacher pulled a group of students together based on a review of their work to provide a strategy lesson on self-evaluating the strength of their reasons. Such use of assessments to adjust instructional decisions has led to the demonstration of increased mastery from the beginning of the year and end of year writing baseline assessment for all students, including students with disabilities and MLLs, as well as a 22 percent increase of students across grades performing at or above grade standards.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders and teachers consistently communicate instructional high expectations to the entire staff through individual, grade and department meetings, as well as expectations connected to a path of academic success to families.

Impact

Teachers share a culture of mutual accountability for instructional expectations, and successfully partner with families to support student progress toward expectations through concrete suggestions and plans that are implemented at home.

Supporting Evidence

- School leaders articulate high expectations for all staff through discussions at schoolwide PD days and faculty conferences, the teacher handbook, as well as individual, grade-specific inquiry and cross-grade department teacher team meetings. Through these individual and group meetings, school leaders detail expectations related to instruction, planning and professional collaborations. School leaders meet regularly with teachers individually to engage in reviews of professional growth, expectations for high quality teaching and learning and follow-up based on attended PD. To expand capacity in delivering effective instruction, all teachers receive feedback on their performance in relation to best practices highlighted by the Danielson Framework for Teaching.

- Through individual and team discussions at grade and common planning meetings, staff members receive PD support aligned to their needs and interests from school leaders and colleagues. Teachers collaborate weekly through a consistent and online platform used schoolwide to develop curriculum maps, content units and assessments, share student performance data for each benchmark assessments and corresponding action plans for small group instruction and scaffolds to support groups of students to access content material. Following teacher team inquiry meetings, teachers set collective plans for instructional adjustments and how they will articulate measurable impact on student performance. Such collaboration, interviewed teachers stated, results in a sense of shared trust, collaboration and accountability where teachers share not only best practices, but constantly gather feedback from colleagues to hone their instructional practices.

- Staff members form effective partnerships with families by communicating expectations that prepare students for the next level through a variety of means, including the schoolwide grading policy, teacher-led class and grade presentations for families around academic expectations, as well as individualized conferences with parents. Interviewed parents unanimously described how they receive concrete suggestions and ideas from teachers and staff members that they apply at home to further collectively support their children. Examples included: parents examining peer and teacher feedback with their child to create goals to work on at home; teachers and parents co-creating a seven-point plan that both parents and teachers can do together to support student growth; identifying specific reading strategies to practice at home so that the child can get to grade-level standards by the end of the year.
### Findings

The vast majority of teachers are engaged in grade-specific inquiry and cross-grade vertical teams, and systematically analyze key elements of teacher work including the schoolwide instructional focus of using appropriate scaffolds and supports to build student mastery.

### Impact

The work of teacher teams result in shared improvements in instructional practice and increased student achievement for all learners.

### Supporting Evidence

- Artifacts from a grade four teacher inquiry group include minutes from a series of a schoolwide practice of Deepening the Knowledge of Content meetings. In these meetings, teachers analyzed student performance data on the NYS ELA and math tests to identify priority standards where students struggled, and make changes to units and lessons in which these standards are addressed. Notes further articulate modifications to strategies for predictable small group needs and the necessary resources that such small group would need to develop student mastery. Artifacts from this teacher team include multiple versions of units of study that illustrate the range of modifications made to units throughout the year as well as across the content areas.

- During the teacher team observation, teachers across the grade bands met in vertical grade inquiry tied to the schoolwide instructional focus of providing appropriate scaffolds and supports to further student mastery. Teachers met to discuss student performance and their responses to the planned instructional adjustments during ELA lessons. Teachers came prepared to the meeting having already conducted the instructional adjustments that they had discussed in previous meetings, and used the opportunity to share out their noticings on student responses to the supports provided. Teachers within the meeting then identified interclass and intergrade trends and patterns such as building on student ownership of the scaffolds and supports, so that students themselves can identify the reasons why and when these tools are necessary to aid their own learning. They collaboratively created teacher team goals to implement, measure, and discuss by the following meeting, as well as celebrate when individual and groups of students increased their mastery and progressed in their reading levels. Such teacher team work results in schoolwide instructional coherence, where the application and utilization of various forms of student supports for both scaffolds and meaningful extensions were evident in the vast majority of classrooms visited during this Quality Review.

- Professional collaborations across the school and the systematic analysis of data have resulted in increased student achievement for all learners in the school. Four-year data reports from the NYS ELA and Mathematics exam show a positive trend in student achievement for all students, with a 8 percent gain overall in students performing in level 3 or 4 in both ELA and Math, an increase in average proficiency in both subjects, as well as improvements for all subgroups, including students with disabilities and MLLs, in both ELA and math.