Quality Review Report

2015-2016

P.S. 106 Edward Everett Hale

Elementary School K106

1328 Putnam Avenue
Brooklyn
NY 11221

Principal: Robert Flores

Date of review: January 7, 2016
Lead Reviewer: Michele Ashley
The School Context

P.S. 106 Edward Everett Hale is an elementary school with 502 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 2% Asian, 12% Black, 86% Hispanic, and 0% White students. The student body includes 27% English Language Learners and 20% students with disabilities. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2014-2015 was 91.8%.

School Quality Criteria

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>1.1</td>
<td>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>Focus</td>
<td>Proficient</td>
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<tr>
<td>1.2</td>
<td>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 Findings</td>
<td>Proficient</td>
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<tr>
<td>2.2</td>
<td>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 Findings</td>
<td>Proficient</td>
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<table>
<thead>
<tr>
<th>School Culture</th>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>3.4</td>
<td>Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations</td>
<td>Celebration</td>
<td>Proficient</td>
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</tbody>
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<thead>
<tr>
<th>Systems for Improvement</th>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>4.2</td>
<td>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Findings</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings
School leaders consistently communicate high expectations to the entire staff and provide training. Teachers and staff consistently communicate high expectations and provide detailed guidance supports for all students.

Impact
Systematic accountability ensures ongoing feedback to teachers and students and support that prepares students for the next level of learning.

Supporting Evidence
- The principal clearly articulates his expectations for learning through the school-wide focus, “Teachers will use a variety of techniques to increase student-to-student discussion of questions that both check and deepen understanding in all content areas. Students will engage in a variety of discussion techniques about questions that deepen and check their understanding of all content areas.” This school-wide focus is posted in every classroom and throughout the building.

- School leaders and teachers participate in ongoing professional learning. This year’s professional learning focuses on instructional planning and the delivery of instruction. For example, in November and December, grade 4 and 5 teachers participated in learning sessions on instructional delivery. These sessions utilized the Danielson Framework for Teaching classroom walkthrough checklist to help teachers reflect on their effectiveness in facilitating classroom discussion, research-based questioning strategies, and student engagement.

- School leaders disseminate non-negotiable instructional components to all teachers and conduct weekly and biweekly Danielson Framework for Teaching walkthroughs. Walkthrough checklists provide feedback on instructional practices and strategies aligned to domains one and three. A grade 4 checklist asks the teachers to “pose questions at a higher Webb’s Depth of Knowledge level” and includes sample questions; “What does Wynn Dixie’s actions tell us about the type of person she is?” Leaders also conduct bulletin board observations and provide feedback. Feedback sheets include low inference observations, targeted feedback, and next steps. A grade 5 sheet states, “Student feedback must be task related and give examples of students’ next steps.”

- During the student meeting, five out of six students stated that they receive feedback on their work “all the time.” One student stated the she receives feedback “most of the time”. Students were able to read feedback from their work and identify next steps to improve their work in the future. One student stated that her teacher’s comments have taught her to reread her text because she used to have a lot of spelling errors and missed details.

- Grade 5 students shared that the fifth grade teachers expect them to focus and pay attention to details. One student shared that he received support from his teacher and counselor to complete the middle school worksheet. He states that completing the sheet helped him choose schools that are right for him.
**Area of Focus**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**
School leaders and faculty purposefully plan and revise curriculum to ensure that it is aligned to Common Core Learning Standards and provides access to English Language Learners and students with disabilities. Curricula include instructional shifts but strategies for strategic integration are not identified.

**Impact**
The lack of coherent strategy for the integration of the instructional shifts hinders cognitive engagement and the promotion of college and career readiness for all students.

**Supporting Evidence**
- Across grades, curriculum maps and unit plans identify content specific and cross-curricula Common Core Learning Standards and integrate instructional shifts. However, curricula across grades do not share strategic identified strategies for integration of shifts.

- Across classrooms, lesson plans identify Common Core Learning Standards. Lesson plans include activities aligned to the Common Core and instructional shifts. A science lesson plan identifies reading and writing standards and a plan for students to respond to higher order questions and cite text evidence. The lesson includes the prompt “Where does it state in the text that…” An English Language Arts lesson plan states that students will “write an opinion on topics or texts, supporting a point of view with reasons and information by quoting accurately from the text.”

- Grade teams make adjustments to curriculum based on student data. Teams have added key vocabulary, probing questions, self-assessments, and checks for understanding to their curricula maps. The grade 2 team made adjustments to the January curricula maps for science and social studies to provide additional time to complete lessons not finished in December. Based on student data, the kindergarten team extended the “make ten” unit before moving on to adding numbers.

- Lessons reviewed include plans and adjustments to provide access to English Language Learners and students with disabilities. An English Language Arts lesson prescribed that students have a vocabulary list and sentence starters in advance. An opinion writing lesson plan included an adapted note-taking sheet for students with disabilities. The adapted note-taking sheet included sentence starters for forming an opinion, and providing supporting reasons, text evidence, and a conclusion. Lesson plans have yet to include plans for the lowest and highest achieving students.
Additional Findings

<table>
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<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Across classrooms teaching practices and strategies are aligned to the curricula, reflect an articulated set of beliefs and consistently provide multiple entry points.

Impact
Engagement in questioning and discussions across classrooms allows students to demonstrate higher order thinking skills.

Supporting Evidence
- In all classrooms visited, students were engaged in discussion and responded to questions. In a self-contained classroom students responded to questions in response to the myth, *King Midas and the Golden Touch*. In a grade 2 social studies lesson, students created their own questions about a famous person in history. A graphic organizer supported students in developing higher order questions including prompts for who, what, when, where, how and why.

- In a grade 4 science lesson, students engaged in small group discussions on the uses of electricity in homes and businesses debating the question, “Which use do you think is more important?” Students debated their side and supported their opinion with evidence from the science text.

- In a grade 3 math lesson, students posed higher-order questions to their classmates after each group shared their charted responses to a math word problem. Student questions included: “What strategy did you use?”, “How do you know that is your answer?”, and “Is there another way to solve that problem?”

- In a grade 5 classroom, the teacher prompted students to discuss and debate their answers to text-based questions before writing. Students with disabilities shared their thinking and debated their opinion during the discussion. After discussion students were able to write written responses to the questions. One student wrote, “In the text it states ‘workers in factories use electricity to make or prepare many of the products we buy.’ I think the most important use of electricity is manufacturing.”

- In a bilingual classroom, students developed questions in response to reading the story, *El Penguin Polluelo*. Students discussed the story in Spanish in small groups and pairs and placed post-its on text pages where they had questions. The teacher facilitated a small group of struggling students, reviewing vocabulary, demonstrating use of the text glossary, and supporting them in creating their own questions in Spanish.
Quality Indicator: 2.2 Assessment  
Rating: Proficient

Findings
The school uses common assessments, self-assessment, and ongoing checks for understanding to assess student comprehension and progress toward goals.

Impact
Effective adjustments to curriculum and instruction meet all students’ learning needs.

Supporting Evidence
- Across grades, the school uses baseline assessments in reading, writing, and math. In the month of September, baseline assessments were administered using Reading Street, Ready New York, Fountas and Pinnell, and GO Math! curricula. The 2015-2016 assessment calendar also includes plans for fall and winter benchmark assessments and fall and spring performance tasks. The school uses the results of these assessments to determine student progress.

- A review of grade 2 assessment data revealed that students in grade 2 need to improve in fluency, comprehension, and phonemic awareness. The grade 2 inquiry team created an action plan with long and short-term goals for grade 2 students. One short-term goal states “Students will develop a better understanding of phonemic awareness by identifying and blending short and long vowel sounds.”

- Checks for understanding were observed in all classrooms visited. In a grade 2 classroom, the teacher asked “Who are you researching?”, “Did that happen in the present or the past?”, “What is the first thing you have to do?”, “What is the next thing you have to do?” and “How do you end that sentence?” The teacher’s questions prompted students to add details, change the tense in their sentences, add character names, and correct punctuation in their writing.

- Across classrooms students assess their own and each other’s work. In a grade 2 classroom the teacher prompted students to assess the quality of questions developed and shared by their peers. One student stated, “That is a good question and it is not too hard to answer.” In a grade 4 classroom a student suggested that her classmate add text evidence to make his statement stronger. She also provided her classmate with text evidence she found that would support his statement.

- Across classrooms visited, teachers took notes on the information obtained from the checks for understanding. Lesson plans reviewed included notes to inform teaching and support plans to provide students with additional supports. Also, lesson plans included notes on student placement for small group instruction.
Quality Indicator: 4.2 Teacher teams and leadership development  
Rating: Proficient

Findings
Teachers are engaged in structured professional inquiry-based collaborations aligned to school goals. Distributive leadership structures are in place.

Impact
Professional collaboration has strengthened pedagogical practices and enhanced leadership capacity. Teachers have a voice in key decisions that affect learning across the school.

Supporting Evidence
- Teacher teams meet weekly for common planning and every Tuesday for inquiry. Teachers follow a preset agenda, which includes a discussion of student work and students’ functional levels based on standards. The agenda includes the proposed date for the following meeting and next steps. During the grade 5 team meeting, teachers referred to the inquiry team action plan, which identifies the school-wide focus on questioning and student-to-student interaction. Based on formal and informal observations higher-order questioning and student-to-student interaction has increased and was observed across all classrooms visited.

- During a teacher team meeting teachers shared best practices to increase student comprehension and organization. One teacher recommended the use of an "Oreo cookie" graphic organizer to help students organize their thoughts before writing opinion-based essays. A second teacher shared that this graphic organizer had helped students write more coherent pieces. This teacher also noted that she shared this tool with a teacher on another grade who is also seeing positive results. Based on pre- and post-samples student writing has improved in both quality and quantity across the grade.

- A team leader facilitates grade team meetings, sets the agenda, provides resources, and discusses grade-level or team issues with school leadership. Team members have clearly defined roles that rotate each cycle to build capacity. Roles include note-taker, researcher, technical support person, and timekeeper. Across grades, teams have increased their capacity in the area of looking at student work. Teams use protocols to analyze student work, set learning goals and make specific adjustments to instruction for individual and groups of students. Across grades teachers developed action plans to improve student performance on grade level Common Core Learning Standards for targeted groups of students.

- The kindergarten team was not satisfied with the phonics component of Reading Street. They researched a more effective option and approached leadership to request the Fundations program. Leadership agreed and the kindergarten program has seen growth in letter recognition since implementation of Fundations. In addition, the grade 2 team requested an adjustment of the flow of the day to provide a larger learning block for English Language Arts. Leadership approved this request and the grade 2 team stated that they are able to complete lessons more effectively and collect more complete work products from students.

- The principal’s leadership cabinet currently includes two assistant principals, both of whom were teachers and team leaders at the school before entering the role of assistant principal.