Quality Review Report

2017-2018

P.S. 106 Edward Everett Hale
Elementary 32K106
1328 Putnam Avenue
Brooklyn
NY 11221

Principal: Magaly Moncayo

Dates of Review:
November 9, 2017 - November 10, 2017

Lead Reviewer: Kevin Bradley
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. 106 Edward Everett Hale 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>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>Proficient</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>
</tr>
</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<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, Proficient</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, Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</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, Proficient</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, 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, 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, Proficient</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, Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

The school’s approach to culture building, discipline, and social-emotional support such as, adopting *The 7 Habits of Happy Kids* ensures mutual trust and positive attitudes among students and adults.

Impact

Guidance and advisement structures create a safe and inclusive learning environment in which each student is known well by at least one adult and student voice is welcomed and valued.

Supporting Evidence

- A positive learning environment is promoted through *The 7 Habits of Happy Kids*. This is a peer-support program based on the premise that students naturally seek out peers during times of emotional need. The G.E.N.T.S. boys club and the P.E.A.R.L.S. girls club promote leadership qualities and opportunities to support each other socially and emotionally. These clubs are comprised of scholars who demonstrate leadership skills. A Substance Abuse Prevention and Intervention (SAPIS) counselor leads social-emotional learning opportunities for students including a program that focuses on life-skills training. Student voice is supported through the Tiger Leaders. Tiger Leaders are chosen based on classwork, attendance, demonstrating the seven habits and positive behavior. Tiger Leaders mentor, coach and are role models for other students. In addition, student voice is welcomed and valued in school; two students in the fifth grade are selected to become members of the Building Response Team (BRT) and the Safety Team meetings.

- Students are known well by at least one adult through the work of the entire staff to ensure that all students’ social-emotional needs are being met. The SAPIS counselor supports students who may be struggling as a resource for connecting students to social-emotional resources within the school and the community. Each student during the student interview pointed out a particular adult that they feel knows them well and they can go to if they have a need at school. Students reported how they feel supported, “I feel supported in this school when every time you go to [the SAPIS counselor], who teaches us something, such as, how to calm down when you are stressed, and she checks in with how we’re feeling and how to focus when we’re in the classroom.” Monthly Attendance Team meetings are scheduled to review attendance data and ascertain student attendance improvement. Students attend a monthly awards ceremony and an attendance award acknowledges students who have excellent attendance and arrive to school on time. A student of the month award is presented to students who exemplify the characteristics of academics, attitude, behavior, responsibility and attendance.

- The school’s Online Occurrence Reporting System (OORS) data reveals a downward trend in the total number of incidents for the entire school year as compared to last school year. The decrease in OORS incidents corresponds with the timeline of the implementation of the 7 Habits program to support social emotional learning that began the last school year during the spring.
## Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

### Findings

Across classrooms, teachers use or create assessments and rubrics aligned with the school’s curricula. School leaders and teachers use common assessments to determine student progress toward goals across grades and subject areas.

### Impact

Teachers provide students with actionable feedback regarding student achievement; however, practices were not evident across a vast majority of classrooms. Assessment data is used to adjust curricula and instruction; however, progress is not yet tracked to demonstrate increased student mastery.

### Supporting Evidence

- Across classrooms, samples of student work products showed teacher-written actionable feedback directing students to the steps they should take to strengthen their work. A couple of examples of that feedback were: “Next time explain what strategy you used and why you chose that strategy. Another way to estimate is to round to the nearest ten.”; “You responded to the task and you made an inference as to how the Native Americans were able to use the land. In the future, be more specific about what ‘things’ you are talking about.” Actionable feedback appears on post-it notes, index cards, and written on rubrics across the school in different grades and subjects. While actionable feedback is apparent across classrooms, student work brought to the meeting with students did not contain actionable feedback on some of the work products illustrating that this practice was not yet in place across a vast majority of classrooms.

- Teachers use rubrics to assess narrative writing, short-constructed responses, and performance tasks. Teachers also use the different rubrics associated with State exams to give feedback on text analysis and writing from sources. Teachers indicate glows and grows or areas of celebration and improvement on slips of paper attached to rubrics. Additionally, teachers use rubrics as checklists. One student reported, “By first reading them to see what the teacher expects for a higher score of four or six, we use rubrics, to understand what makes a good score or a bad score. They [teachers] give you comments about what you did wrong. We use rubrics to learn about our mistakes and do it right next time.” However, assessment practices do not yet offer a clear portrait of student mastery, as evidenced by rubric documents that include 2-point, 3-point, and 4-point scales, while the schoolwide grading policy aligns percentages to five different numerical levels, level 4 through level 0.

- Common assessments are used to determine student progress and considerations for schoolwide support. Fountas and Pinnell running records are administered multiple times throughout the year to monitor student reading levels and determine supports for students. Reading Streets common assessments are administered at the beginning of the year, middle of the year, and end of the year. Other common assessments include end-of-unit assessments in Passports for Social Studies, GO Math!, performance tasks, on-demand writing, Fundations (K-2), and the Estrellita program for English Language Learners (ELLs) K-2. The data collected from these assessments are analyzed during grade meetings and adjustments are made if necessary. Students are identified for interventions services such as Reading Rescue, Academic Intervention Services (AIS), and extended-day intervention. This results in ongoing curricular modifications across content areas; however, assessment practices are not yet used to project a clear portrait of student mastery across grades and subjects.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

**Findings**

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and the instructional shifts. Curricula and tasks are planned and refined using student work and data, with a specific focus on early literacy skills through Universal Literacy.

**Impact**

Curricula promote college and career readiness for all students. Faculty members adjust curricula so that a diversity of learners have access and are cognitively engaged.

**Supporting Evidence**

- Curricular documents reveal alignment to the Common Core Learning Standards, State content standards, and the integration of the instructional shifts. For example, in a fourth-grade curriculum map, students are asked to describe the value of a digit by using place value. In addition, a second-grade math document includes goals for students, “I can describe the value of a digit by having a collaborative discussion,” and “I can work collaboratively to visually explain ways to write a two-digit number.” Curricular documents include assignments evidencing integration of the English Language Arts (ELA) instructional shifts. For example, a second-grade curriculum map details that students will analyze the characters and the setting by providing text evidence. A first-grade pacing guide shows that students will sequence story events using a graphic organizer and will support their thinking by using text evidence.

- A fifth-grade math unit plan shows evidence of purposeful adjustment of lessons from the original plan, based on students' not using estimation and needing clarification on placing the quotient during a recent mid-chapter review. The revised unit plan includes review and reteach of dividing, using estimation and place value. A fifth-grade reading unit plan was revised due to students not using signal words to compare and contrast during one of the lessons. Using a different story as a reference, adjustment of the unit plan includes a reteach of comparing and contrasting characters, events, theme or stories.

- Students’ placement in groups and academic tasks for reading, writing and math are often adjusted in individual lesson plans, based on the results of an assessment. The lesson plan for a third-grade social studies lesson includes differentiated groupings with students identified by name. One group reads the text *Let’s Surprise Mom* and is tasked with vocabulary review including unscrambling words, writing a definition, and completing each sentence. A second group is tasked with *The Shopping Trip* in which they write words from a box to complete each sentence and write two sentences using as many vocabulary words as they can. A third group is doing *Road to New York* and tasked with writing the correct vocabulary word in the blank spaces.
### Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

**Findings**

Across classrooms, teaching strategies consistently provide multiple entry points into the curricula and students are engaged in discussions and creating meaningful work products.

**Impact**

Across classrooms, all learners, including ELLs and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products along with high levels of student thinking and participation.

**Supporting Evidence**

- During a self-contained, fifth-grade social studies lesson, students met with the teacher in front of the class for a review of academic vocabulary from the story that included profit, navigator, caravel, and expedition. One of the students connected the discussion to real life and how she used the navigation system on her phone. The teacher explained circle group, square group, and triangle group expectations before students were released to join the groups that had been predetermined by assessment data. Each group had either the teacher or a paraprofessional to work with them. Each group read a different part of the text about Portugal and Spain. During a cross-graded three and four bilingual class, students engaged in groups with differentiated activities. One newcomer group worked with the teacher using vocabulary flash cards; one pair of students worked with the student teacher on context clues; another pair were working on the computers; and three groups were working together with student leads on context clues. For the benefit of the whole class, the teacher used opportunities to share strategies she had noticed that the different groups explored, thus leading to further student engagement.

- During a third-grade lesson on biographical writing, students were working in pairs with a partner who was interviewing the other student, asking them questions to get information that was going to inform writing a biography about that person. During a fourth-grade science lesson on eating like a bird, the teacher distributed a sheet with images of different birds and their beaks; students discussed what they had noticed with their tablemates. Students noticed different shapes of beaks and one student shared with the entire class that the reason may be because they eat different things. Students thought the materials for the lab were going to represent the different beaks. During a fourth-grade Integrated Co-Teaching (ICT) class lesson on informational writing, co-teachers modeled in front of the whole class sitting on the floor with an example, including subtopics, and essential questions. There were turn-n-talk opportunities for students, and co-teachers shared out what they heard during the turn-n-talks and identified specific students to share out. Students shared out on their essential questions about whales during the next class-wide discussion. These teaching practices led to high levels of student thinking and participation.

- During a fifth-grade class on informational writing preparation, three groups of students were annotating their worksheet and each group was working on developing an anchor chart that would be used as a reference for the class during their upcoming informational writing task. During a kindergarten class, students were sitting in two groups participating in a publishing celebration with students reading and showing their stories to their peers in a group setting. The teacher sat with one of the groups and a paraprofessional sat with the other group. Students told peers first about their story, then showed the pictures they drew to accompany the story. Students rotated to give everyone an opportunity to sit in the author’s chair and tell their story to their peers. Peers offered feedback to the authors. Thus, all students engaged in thought-provoking discussions across classrooms and demonstrated high-level thinking skills in their resulting work.
Findings
School leaders consistently convey high expectations to staff through classroom visits, a faculty handbook and professional learning aligned to the Danielson Framework for Teaching. Teachers provide ongoing information to families through several venues such as Parent Engagement Tuesdays regarding expectations for college and career readiness.

Impact
Ongoing accountability by school leaders during classroom visits support teachers’ understanding and awareness of expectations regarding teaching and learning. Communication with families provides opportunities for them to understand student progress toward meeting standards.

Supporting Evidence

- High expectations for teachers are communicated through frequent classroom observations by school leaders as they are provided feedback utilizing the Danielson Framework for Teaching as the standard for professionalism and high-quality instruction. A teacher commented regarding administration’s rubric-based observations, “It’s a guide for us to improve our practice.” Also, Morning Notes, informs all staff about events occurring during the day and highlights the best pedagogical practice of the week reinforcing instructional expectations. A faculty handbook clearly describes expectations of staff regarding balanced literacy, learning display boards, curriculum overview/pacing calendars, data portfolio binder/folder, data talks, goals, grading policy, guided reading, home-school communication, homework policy, independent reading, inquiry teams, intervisitations, lab sites, lesson plans, observations, and preparation periods. The staff receives professional development (PD) opportunities that are aligned to the school’s instructional focus. A PD calendar makes clear that school leaders support teachers in their understanding of expectations in addressing topics such as engaging students through literacy centers, the power of student feedback, and data-driven planning for writing: “What does our data from on-demand writing tell us?”

- Teachers communicate with parents in a variety of ways including emails, phone calls, and Class Dojo. Parents receive continuous feedback about their child’s progress through Parent Engagement Tuesdays. Teachers inform parents about students’ progress during meetings with parents on Tuesdays. The Parent-Scholar Handbook includes information regarding attendance and academic achievement expectations, promotion criteria, parent/teacher conferences, grading, and homework. Parents spoke of receiving phone calls, emails, and text messages on a regular basis informing them of their academic standing in classes. One parent shared, “My son needed a book and literature, so his teacher told me, ‘I’m going to send a book home to help him.’” Another parent mentioned, “They send home a monthly calendar; we’re well informed of activities.”

- To increase parent engagement, workshops/events are planned in response to a parent survey disseminated at the beginning of the school year. The Parent-Teacher Association, parent coordinator and School Leadership Team collaborate in scheduling workshops, such as English as a New Language (ENL) and immigration classes. The impact of communication of high expectations has been an increase in parent participation this school year thus far. During the 2016-2017 school year, the maximum parent participation in school events was 10 for an event last year. The school’s first event this year had 83 parents participating.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations. Teacher teams consistently analyze data and student work for students they share.

Impact

Teacher collaborations have strengthened their instructional capacity. Teacher team work typically results in progress toward goals for groups of students as demonstrated by Fountas and Pinnell results.

Supporting Evidence

- An observed kindergarten inquiry team worked on launching a sight-word recognition action plan. Teachers shared successes of literacy centers reinforcing sight-word recognition recently used in their classrooms. The team also did a data-dive recap and reviewed the grade-level goal of 80 percent of kindergarten students will read at level C by February 2018. Teachers reviewed a TeachHub article to select which strategies they wanted to be primary in the curriculum. Teachers decided which strategy to use to improve sight-word recognition goals. The teachers discussed strategies from the article, to use across the kindergarten classrooms, including a sight-word treasure hunt, and part of the action plan will include all sight words in their classrooms will be color-coded in blue. Next steps include pick a stick, a sight-word activity during the next four-week cycle, and highlighting sight words in blue across classrooms, targeting specific students for support in guiding reading groups, maintaining a unit one reading skills progress class checklist with student names, and using Reading Street 40 Kindergarten High Frequency Words for each unit moving forward. The team agreed a check in at the next meeting to see how this focus on the sight words has progressed, with checklist data, student sample work, what adjustments were implemented, what words the students have learned, and create another set of words for the next unit.

- Teachers have strengthened their instructional capacity through team collaborations. A teacher reported, “We all bring a wealth of resources and experiences, different teaching styles; when we sit down together we have one common goal; everyone is so willing to share resources.” Another teacher reported, “My colleagues have made me feel welcome, it has helped me, I come from upper grades; they have helped me a lot, I’ve been adjusting to my kid’s needs as a result of what I’ve learned from my colleagues.” Another teacher shared, “We look at best practices, so we’re not teaching in isolation, and we’ve made certain changes, how we really needed to integrate the curriculum, so that subjects were not taught in isolation. Our students are exposed to content multiple times based upon our work in teams.” Another teacher mentioned, “The meetings help us professionally; we’re focused on strategies to increase discussion in the classroom. During our meetings, we get to practice to be in the position of the students.”

- Student progress towards goals is evidenced by data from 2017 State assessments showing an overall increase of 4 percent of students scoring proficient in English Language Arts (ELA) as compared to the previous year. In addition, teacher teams adopted the use of Reading Rescue last school year as an intervention to build literacy skills for specific students identified during inquiry team work, which has led to a broader implementation this year. Currently, Reading Rescue data shows improvements of students reading skills with an average movement of two reading levels as assessed by Fountas and Pinnell results from the beginning of the school year.