

# Quality Review Report 2011-2012

**P.S. 106 Parkchester  
Elementary school X106**

**2120 ST RAYMOND'S AVENUE  
BRONX  
NY 10462**

**Principal: EUGENIA MONTALVO**

**Dates of review: March 8<sup>th</sup> and 9<sup>th</sup>, 2012  
Lead Reviewer: Yasmin Lugo Hernandez**

## Part 1: The school context

### Information about the school

P.S. 106 Parkchester is an Elementary school with 1250 students from pre-kindergarten through grade 5. The school population comprises 29% Black, 39% Hispanic, 2% White, 29% Asian students and 1% other students. The student body includes 11% English language learners and 11% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2010 - 2011 was 93.5%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- School leaders use a structured and consistent system to capture teacher effectiveness to ensure there is coherence around instructional practices and planning. (4.1)
  - o The school is part of the Talent Management Pilot. As such, they use the Charlotte Danielson Framework and teachers have received professional development on the competencies since September. The school is focused on three domains (planning and preparation, classroom environment and instruction). The school has observed teachers at least six times this year. Following the visit, the administration gives teachers actionable feedback based on the rubric that delineates the strengths and captures the next steps for each person as well as describing where they are in relation to their professional goals. For example, one teacher shared that her goal was to improve her questioning techniques. After receiving feedback from her observation, she was provided with professional development that helped her hone in on specific techniques improving the way students interacted in her classroom.
- School leaders and staff create a safe environment where students are well known by at least one adult to develop academically and emotionally. (1.4)
  - o Parents and students state that the school is a safe place where students know they can trust the staff and feel comfortable speaking to anyone about their issues or concerns. The school continues to fully implement the Positive Behavioral Interventions and Supports (PBIS) program resulting in data from the school's incident reports that shows a decrease in superintendent's suspensions from March 2009- March 2012. Additional programs such as Ballroom Dancing for 4th and 5th graders, Framing Student Success Visual Arts Program and the community based after school program also encourage positive behavior.
  - o Students in the school are known by at least one or more adults. Parents stated that the work of the school safety agent is superb. The agent knows all the students and makes every effort to verify that students are picked up by the approved guardian. The guidance staff works with students in a holistic way. They meet with teachers, parents and administration to reach a concise behavior plan for the student in jeopardy. This attention to a student's overall status has led to an increase in student performance as measured by increased attendance, positive behavior and adequate progress as shown on their report card grades.
- School leaders make strategic decisions that support the school wide goals to ensure student learning and success. (1.3)
  - o School leaders ensure teachers on grade levels meet twice weekly. The schedule was created so that teachers have a common prep at least once a week and meet each Tuesday during extended day. There is also allotted time for out of classroom support such as Title 1 Math and Reading Specialists and English as a second language teachers to meet with classroom teachers to further discuss the needs of individual students in their student load and ensure students are receiving targeted support.

- Teams of teachers and individual teachers use a variety of data to analyze student progress and make instructional decisions to improve student performance. (2.2)
  - o Teacher teams and individual teachers are involved in creating and utilizing different assessments to measure student strengths and needs. End of unit curricular assessments are supplemented by baseline writing pieces, running records and performance tasks that measure the Common Core Learning Standards. The use of these various assessments helps teachers identify individual and whole group gaps in learning. The identified needs are embedded into the daily instructional decisions leading to overall improvement in skills as measured by additional assessments. Teachers used the Acuity predictors from the fall to gauge where their students were. Instruction was then provided to students at the different levels. Teachers then monitored the progress through curriculum based assessments and teacher made assessments. Those results were used to regroup students and continue giving them instruction on their level and based on their need. This cycle of assessment and instruction led to a notable improvement for most students on the spring teacher made assessments and English language arts practice tests.
  - o Most teachers use a variety of ongoing checks for understanding. Teachers use exit slips, conference notes, peer feedback and teacher feedback. In several classes, there was evidence of teachers using their conference notes as a means to adjust their instruction. Teachers and students stated that when students lack understanding of a skill, it is targeted within a few days and reassessed to ensure student learning. There was evidence of this process in student notebooks, teacher plan books and conference notes.
- Across the school teachers are engaged in professional collaboration teams to analyze student work and teacher pedagogy so that there is an increase in student performance. (4.2)
  - o All teachers are involved in teacher team meetings and collaborative inquiry focused groups. Title 1 Reading and Math teachers, as well as cluster teachers are also part of the collaborations. Teachers meet at least twice a week to create and analyze assessments, review student work products, plan additional lessons based on needs and create tasks to meet the needs of all learners. For example, after analyzing math pre- unit assessments, teachers realized that students did not understand regrouping. Teachers went back to their Math curriculum and the CCLS in Math. After thorough analysis of all components, they realize that students' weaknesses were due to a lack in stamina and not necessarily understanding regrouping. They assessed the students using Common Core Learning Standards aligned tasks that required students to go deeper with the content instead of answering multiple regrouping questions. Students' performance increased with the created assessment and data driven instruction.
- School leaders communicate high expectations to staff, students and families resulting in a common understanding and accountability for student success. (3.4)
  - o The school leaders consistently communicate high expectations through professional development sessions, grade level meetings and individual teacher meetings. The use of the Danielson framework has set the stage for most conversations. Teachers are expected to set goals based on their students' strengths and needs, school goals and agreed upon competencies from the Danielson framework. These goals are revisited frequently and alluded to on the feedback teachers receive from the administration. The continuous

communication between school leaders and teachers has increased teacher planning and classroom pedagogy.

- o School leaders and staff continuously communicate high expectations with parents and students. Parents stated that conversations around the Common Core Learning Standards began last year. The school provided parents with several opportunities to learn about the new standards and the expectations for their children in meeting these. Students were able to discuss the expectations of the new standards and articulated how the work in the coming years would be around non-fiction and supporting your opinions with real facts. The school sends parents a monthly letter providing them with current information about school events, curricular units of study and reinforcing school expectations. Parents stated that the school made a clear effort in informing them about the new framework teachers were working from. A parent said, "I am happy to hear teachers here have to follow a more intense teaching protocol." Attendance sheets to meetings and school events show that parental involvement is steadily increasing.

### **What the school needs to improve**

- Increase the use of effective questioning and differentiation in all classrooms so that the needs of all learners can be met and students can complete meaningful work products. (1.2)
  - o School leaders, teacher teams and individual teachers indicate that instruction is based on students' needs and strengths. There were several classrooms where the instruction was based on student needs and strengths. In one classroom students worked on reading leveled books and completing differentiated tasks with scaffolds for different learners as the teacher worked with an above level group comprehending multi-meaning words. In another classroom, the teacher and the Title 1 reading teacher worked with different groups as individual students worked with tasks at their independent level. Students were engaged and there were many student to student conversations taking place. Though differentiation, strong questioning techniques and student participation were evident in many classrooms, there were some classrooms that engaged all students in the same task and the questioning focused mostly on recall type questions or the teacher was the lead speaker and sometimes the only speaker. The minimal conversations and differentiated tasks in some instances did not allow for all learners to maximize their work products.
- Encourage greater consistency in the use and creation of rigorous tasks and instruction to ensure that all learners are cognitively engaged. (1.1)
  - o Through an analysis of data, the school identified the need to increase the percent of English language learners at levels 3 and 4 on the New York State Math and English Language Arts assessments. As a means of improving student performance, school leaders purchased a new reading program, *Journeys*. The program brings different resources to assist teachers with differentiation of instruction. To better use the resources, teacher teams emphasize the articulation around the use of these materials to support English language learners and students with disabilities. Teachers sort through different leveled books as well as comprehension and vocabulary activities from the program to guide these learners in the acquisition of language and knowledge. However, there wasn't enough evidence that rigorous academic tasks were embedded across the curriculum to support these learners in the lessons observed. A few of the classrooms visited did not have a refined or scaffolded task to assist

learners with the understanding and completion of the task at hand. For example, though all students were engaged in a math game, there wasn't evidence that showed that the task was rigorous enough for all students to increase their math vocabulary or conceptual understanding.

- Develop systems to aggregate and organize data so that student performance and needs are captured in a more cohesive, aligned manner. (5.2)
  - o Teachers gather data from different sources and utilize this data to guide their instruction in small groups. Teachers share their findings and try to capture grade wide trends at grade level meetings. Each teacher is expected to capture this data in some sort of organizer. This data is shared with school leaders and decisions regarding additional supports for students are made. Though teachers shared different organizers, there isn't a school wide or grade wide manner in which teachers can capture and organize this data. Therefore, long term conversations around trends across the grade and how these trends capture the gaps assessments they have around the Common Core Learning Standards may be hindered.
- Continue to develop systems to monitor and evaluate the effectiveness of teacher teams and distributive leadership to ensure high student success in the long term. (5.4)
  - o Teachers and school leaders have revamped their units of study in English Language Arts and Math to include Common Core Learning Standards aligned tasks and areas deemed as needs based on thorough data analysis of varied sources. They are in the process of aligning the units so that there is a richer level of knowledge and rigor based on the Depths of Knowledge. However, there was little evidence that the school leaders have a system to evaluate the effects the decisions taken during these meetings have on the overall performance of students and teachers limiting their ability to address school wide trends and needs.
  - o School leaders support staff in their journeys into leadership roles. Some teachers stated that administration was very supportive of them as they culminated studies in administrative leadership. Teachers plan and develop the content of the grade level meetings and inquiry work based on a conversation with the school leaders. While distributive leadership is encouraged and supported, there was little evidence to support the systemic evaluative role school leaders played in these different opportunities for growth. The minimal monitoring reduces the productivity of the teams in the long term in reaching its goals and improving overall student performance.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. 106 Parkchester	UD	D	P	WD
Overall QR Score			X	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1..2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
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?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			X	
<b>Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.</b>				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			X	

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
1..4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X		

**Quality Review Scoring Key**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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