



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Public School 106**

**Elementary School Q106**

**180 Beach 35<sup>th</sup> Street  
Queens  
NY 11691**

**Principal: Rachelle Legions**

**Date of review: January 21, 2015  
Lead Reviewer: Mary Barton**

## The School Context

Public School 106 is an elementary school with 210 students from grade Pre-Kindergarten through grade 5. The school population comprises 63% Black, 29% Hispanic, 3% White, and 5% Asian students. The student body includes 5% English language learners and 31% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 90.0%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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	<b>Focus</b>	<b>Developing</b>
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	<b>Additional Findings</b>	<b>Developing</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The principal consistently communicates high expectations to staff and provides professional learning opportunities to enable staff to meet expectations. The principal and staff provide opportunities for families to learn about their children's progress and to support them to assist with the next level of learning.

### Impact

High expectations are a part of all systems in the school's operation, thus offering clear direction towards student progress and college and career readiness.

### Supporting Evidence

- The principal has worked to raise the level of teacher and student performance. Using the *Danielson Framework for Teaching*, teachers have received targeted and actionable feedback around their performance, as well as supports to improve their practice. Additionally, professional learning opportunities during the Monday after school time provides teachers with support around the expectations of the framework along with support around particular competencies including planning and preparations and engaging instruction.
- Teachers are responsible for following a school wide model which provides coherence to track student progress. Teacher teams focus on having collaborative discussions that are data driven which inform the creation of and modification of curricula, units and lessons.
- Parents and families are welcomed to school and are provided with opportunities to become more involved in their child's education. Through the P.S. 106 Lighthouse newsletter, parents are informed of school events and workshops, as well as well what children are learning every month. Parent "curriculum and coffee" workshops have been given around the Common Core Learning Standards and around how to support students around math. Progress reports go home monthly to parents in addition to report cards. Families are invited to open houses to see children perform or present their learning.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Although teachers are beginning to incorporate tasks and classroom discussions that require higher order thinking, such tasks and discussions were uneven across classrooms. Teaching practices inconsistently provide multiple entry points into lessons.

### Impact

Work products and discussions across classrooms reflect uneven participation and demonstration of higher-order thinking skills.

### Supporting Evidence

- In a math lesson in an Integrated co-teaching classroom, one teacher dominated the discussion. Despite giving one opportunity during the period for a “turn and talk” with a partner, seven students did not engage in any discussion with peers. A number of students were also seemingly frustrated with the work around decimal division without a teacher checking in to provide support.
- In a math lesson in a special education classroom, the teacher had issues with pacing the lesson appropriately. When some students were asked to write a number sentence reflecting a picture, it was seen that they needed the support of math manipulatives that were in the classroom but they were not provided to the students for support. The teacher was reviewing a problem with another group of students and provided a solution to the students. She did not allow students to explain their thinking and to see multiple paths of inquiry resulting in missed opportunities to extend their learning.
- In most classrooms, discussions were mostly teacher dominated and teacher to student, student to teacher. In an English language arts classroom, students were presented with a read aloud on Mount Olympus. The teacher was leading a discussion with students that consisted mostly of Depth of Knowledge (DOK) level 1 questions with occasional level 2 questions posed. Students responded to the teacher with the teacher posing new questions to students who responded back to the teacher.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate instructional shifts. Teachers use student work and data to refine tasks for all students including students with disabilities and English language learners.

### Impact

Across grades and subjects, written curricula and academic tasks demonstrate coherence, rigor and planning for a diversity of learners to build higher-order thinking skills and promote college and career readiness.

### Supporting Evidence

- The school is utilizing the Core Knowledge program in English language arts in grades pre-kindergarten through grade 2. Before the implementation of a unit, teachers meet during common planning time and use the standards to create learning goals and/or outcomes for the unit. A unit baseline assessment is administered at the start of a unit. Teachers analyze data and design lessons to meet student needs. Teachers analyze summative assessment data and make revisions for future units and to use again next school year.
- The school is participating in the Judith Hochman Writing Revolution program which supplements the writing activities provided by Core Knowledge and Expeditionary Learning. This program is one that emphasizes students write strong sentences and paragraphs and cross all core subject areas. A network coach has come to the school to work with teachers around implementation of the program.
- The GoMath program is used in grades kindergarten through grade 5. Using data from formative and summative Common Core aligned assessments, it was seen that students needed additional support. "Problem Solving Fridays" were instituted to engage and support students in math tasks that are created around specific skills students need support in that are aligned to the Common Core. During this time, students collaborate and solve math problems and engage in deep conceptual thinking and quality discussion around math content. This work is reflected in curricula and unit maps.
- Teachers meet during a built-in sixth preparation period where they meet to adapt curricula based on the results of pre and post assessments for units of study. Based on data, teachers create packets for students to work on with support during a daily Response to Intervention (RTI) period known as the STAR period. Groups are flexible based on data reviewed from the RTI work and subsequent units of study.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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### **Findings**

Although there are school wide assessments, including rubrics, all related to the curricula, they are not always closely aligned to curricula outcomes. Practices to help students understand feedback based on going checks for understanding and self-assessment practices are uneven.

### **Impact**

The use of assessments does not yet lead to actionable next steps so that students know what they need to do to improve. Some teachers are not yet providing in the moment adjustments to instruction, which limits meeting all students at their entry points.

### **Supporting Evidence**

- During the student meeting, some students were able to speak to being provided with rubrics at the start of a task so that they could speak to expectations that teachers had for the particular task along with receiving feedback that informed their next steps. In other cases, student said they do not receive a rubric at the start of a task and when they receive their assignment back after completion, particular areas are circled with no written feedback connected to the rubric. This unevenness of feedback precludes all students from being able to own their work and to know their next steps moving forward.
- During classroom visits, the correct pacing of lessons was not viewed in some cases and led to checking for understanding not taking place in three of seven classrooms visited. This omission of assessment does not allow for teachers to plan with student needs in mind for subsequent lessons.
- A review of student work products shows that rubrics are used to assess student work across subject areas. In looking at specific work, there was unevenness in detailed written feedback, which was not evident across subject areas. For example, in looking at writing on corridor and classroom bulletin boards, some feedback consisted of “watch your spelling” or “improve your penmanship”.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

Structured teacher teams foster collaboration aligned to the school’s goals and offer teachers opportunities for professional growth. Teachers study data from grade level assessments and make adjustments to curricula and units of study.

**Impact**

Increased teacher collaboration and decision making fosters stronger pedagogical practices, team building and teacher input into curricula decisions.

**Supporting Evidence**

- Built into the weekly schedule is common planning time to provide professional learning and for teachers to meet and work on curricula in English language arts and math and use data to inform instruction. Teachers meet to plan four to five times a week. Additionally, teacher teams meet twice a month in vertical math and/or literacy teams to support school wide coherence on literacy and math content. Protocols are used to focus the work.
- Data is used as a part of teacher team meetings as teachers review results of common assessments such as pre and post assessments that are administered with every unit of study in English language arts and math. Adjustments are made to units of study and to lesson plans based on this analysis of data.
- Teachers monitor student progress for their entire class and they have selected five students to monitor and track as a part of their inquiry work.
- During a team meeting, teachers reviewed data from a previous unit of study to plan for small group instruction and placed specific students in small groups. They were then planning future instruction using professional learning materials and resources they had received through their training on the Judith Hochman Writing Revolution program. Teachers reported that they appreciate the opportunity to have specific time built into their schedule to meet and collaborate with one another and to have the opportunity to make instructional decisions.