



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

**Office of School Quality  
Division of Teaching and Learning**

# **Quality Review Report**

## **2014-2015**

**P.S. 106 Parkchester**

**Elementary School X106**

**2120 St. Raymond's Avenue  
Bronx  
NY 10462**

**Principal: Eugenia Montalvo**

**Dates of review: January 22, 2015  
Lead Reviewer: Maria Lopez**

## The School Context

P.S. 106 Parkchester is an elementary school with 1,217 students from pre-kindergarten through grade 5. The school population comprises 26% Black, 35% Hispanic, 3% White, and 35% Asian students. The student body includes 14% English language learners and 13% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-15 was 93.1%.

## 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>Developing</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>Proficient</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>Additional Findings</b>	<b>Developing</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>Celebration</b>	<b>Proficient</b>

## Area of Celebration

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

The majority of teachers are engaged in structured, inquiry-based collaborations. Distributed leadership structures allow teachers to have a voice in key decisions across the school.

### Impact

Teacher teams look at student work, examine data results, and guide their instructional decisions ensuring student progress toward goals and strengthening instructional practice.

### Supporting Evidence

- The school has established formal and structured inquiry times where teachers analyze data and analyze student work and curriculum. For example, teachers meet for two periods a week and twice a month for common planning for this work. Teacher leaders serve as facilitators and liaisons by leading the team to look at student work, share best practices, make adjustments to curriculum, share resources and facilitated professional development sessions.
- Teacher teams communicate and collaborate with the staff members who teach English Language Learners (ELLs) with the premise of enhancing the writing skills of ELLs. For example, English as a second language (ESL) and bilingual teachers collaborate with English language arts (ELA) teachers in developing scaffolding strategies for their lesson planning. In addition, ELL teachers are beginning to implement the Shelter Instruction Observation Protocol (SIOP) that assist their planning in creating language and content objectives.
- Based on baseline assessment results the school identified a need for a writing supplemental curriculum. They utilize Lucy Calkins Teachers College Writing to help students develop writing an opinion, informational, and narrative writing. In addition, teacher teams identify trends when looking at student work to make adjustments to instruction. As a result, teacher teams share strategies to assist students to utilize transitional words in their writing, and make adjustments to the Ready Gen curriculum to improve student outcomes.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Across classrooms, teaching strategies are becoming aligned to curricula and reflecting a set of beliefs about how students learn best. Teaching strategies inconsistently provide entry points into the lesson and student discussions reflect uneven levels of student understanding.

### Impact

While beginning to be informed by the Danielson Framework for Teaching and the instructional shifts, teaching practices do not regularly offer all students ample opportunities to engage fully in learning tasks via multiple pathways that support them in demonstrating higher-order thinking skills in work products.

### Supporting Evidence

- Although lesson plans reflected differentiation strategies, classroom visits demonstrated little evidence of employed differentiated strategies. For example, in an integrated co-teaching (ICT) grade 5 classroom, there were 24 students working on projects and there was some level of differentiation with some students working on an essay, others were creating posters, some were doing research, and a group of students were talking about how to increase to a level 3 in the project. While in another grade 5 mathematics class, students were working in groups but every group was attempting to solve the same question. In addition, in an ESL class, students were placed into groups while no significant differentiation took place.
- While the school's focus is on Danielson 3b around questioning and discussion in the classroom, the majority of classroom visits were teacher-centered and did not promote depth in student conversations. For example, in a grade 4 ELA class, the teacher posted a few questions, "How are we going to come out with the reasoning?", "What are you looking up to come up with those things?" and, "Do you want to clarify? At this point the teacher directed students to select the question they wanted to share and turn and talk to their partner. Yet, in a grade 3 ICT class, there were four adults supporting the class, two teachers and two para-professionals. The adults did most of the talking while students' participation in academic conversations was limited.
- Across classrooms teachers did not develop or provide challenging tasks to engage all students in high levels of thinking and participation. Teacher voice dominated and there was minimal participation in discussions related to the lesson or to advance student thinking. Questions from across classrooms included, "Can you name a plant that insects eat?", "How are you going to find 5% of 25%?", and "If I am plotting, where will I put my variable?" The questions were teacher-directed to individual students with limited opportunities for all students to demonstrate higher-order thinking and discussions in order to produce meaningful work products.

## Additional Findings

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

School staff is in the process of aligning curricula to the Common Core Learning Standards while curricula and academic tasks inconsistently emphasize rigorous habits and higher-order skills across grade levels and/or subject areas.

### Impact

The school is limited in providing coherent, demanding and engaging curricula in all subject areas that promote college and career readiness for all learners.

### Supporting Evidence

- Some teachers use a common lesson plan template that indicates some alignment to Common Core Learning Standards and access for all learners to the curriculum. In an English language arts lesson plan in grade 4 there was some alignment to Common Core Learning Standards but low levels of differentiation. For example, on a grade 3 math lesson, it listed differentiation, as “students will get into their table groups”. In another lesson plan, differentiation was listed as a “pre-made KWL chart for ELLs and special education students”. However, not all plans include access and understanding for all learners. For example, in a math lesson for grade 3 it only addresses the objective, essential question and vocabulary and it does not show alignment to Common Core Learning Standards. Plans did not incorporate appropriate, varied tasks, resources and materials to demonstrate a progression of sequenced scaffolded strategies to meet the needs of all learners.
- In reviewing lessons plans there was an inconsistency of rigor, high-order thinking strategies, cognitively engaging, or including the instructional shifts. For example, a grade 4 reading lesson in English language arts required students to cite evidence to support their responses. However a reading lesson plan in grade 3 asked students to describe a character from the story.
- Not all student work and tasks displayed in the corridors and summative writing assessments found in unit plans across all subject areas were aligned to Common Core Learning Standards and content standards or made a connection to college and career readiness. For example, prior knowledge activities were found in a unit plan for grade 3 where students were asked to determine and compare main character traits. On a bulletin board a displayed task asked students to write an essay using transitional phrases. From the curricula review, there were few opportunities planned for students to analyze, synthesize and engage in meaningful discussion. In addition, maps do not demonstrate coherence across grades and subjects to promote college and career readiness.

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

Across classrooms teachers utilize curriculum and teacher created common assessments, rubrics, and grading policies aligned to the school's curriculum. Data tools and common assessments are used to track student progress.

### **Impact**

The school-wide focus on analyzing student data, including information from common assessments, provides teachers with information that leads to curricular and instructional adjustments and provides feedback to students and teachers.

### **Supporting Evidence**

- The school administrative team and teachers created a “Strategic Assessment Calendar” that promotes a cohesive assessment infrastructure. The common assessments are used across grades and subjects to make effective adjustments to curricula. Teacher teams revise curriculum and teacher practice based on common assessment data taking place on designated data analysis days as per the “Strategic Assessment Calendar”. For example, teachers’ generate lessons that address students’ needs based on iReady common assessments.
- Administrators and staff have developed a common grading policy that incorporates a number of facets of instruction such as class participation, exams, quizzes, and homework that is shared across grades and subjects. In addition, students self-assess by reflecting on their learning by using checklists and rubrics to evaluate progress, however students struggle with identifying next steps.
- Teachers use a variety of common assessments results from iReady, Ready Gen, Go Math, and teacher-created assessments to identify and address students’ areas of strength and areas of needs to provide feedback, to group students and to adjust curricula and instruction. For example, teachers use exit slips, “stop light”, “total participation cards”, “post-it parking lot”, Go Math quick check questions and turn and talk data to inform grouping, reteaching, and making adjustments to curriculum and instruction and to provide feedback to students. In addition, every teacher receives a class profile report to support their planning and to adjust their instruction. Reports are generated by grade, class and individual.

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

School leaders communicate high expectations to the entire staff and are developing strategies to communicate expectations connected to college and career readiness to families. Teachers and other staff members are beginning to communicate high expectations for all students.

### **Impact**

The school leaders are developing training and a system of accountability for those expectations as well as communication structures that are beginning to provide feedback to families regarding student progress toward meeting those expectations. Articulating clear guidance/advisements supports are developing the level of detail and clarity needed to prepare students for the next level.

### **Supporting Evidence**

- The administration is beginning to analyze observational data using the Danielson Framework for Teaching to inform professional development to improve teachers' instructional techniques. In reviewing the school's professional development plan there was limited correlation between the teacher observation findings and professional development offerings. For example, administrative feedback asked a teacher to work on differentiation and scaffolding techniques but there were limited professional activities in the school professional development plan on those subjects.
- The school provides parents and families information through report cards and parent-teacher conferences as scheduled by the Department of Education calendar. Monthly meetings are scheduled to inform parents of school events, assessment calendar and general community outreach. Although the school offers a culminating showcase of activities and projects related to college and career readiness at the May Parent-Teacher Conference where parents participate and are interviewed about their jobs and career experiences, this is a single themed event.
- Although the school offers parent workshops on improving students' social behavior, parents state that there needs to be more supportive structures in place to assist families in the educational process of their child. Parents state that they do not know the specifics around the curriculum and the teaching strategies they can use to support their child's work at home. Parents note the school offers English as a second language classes teaching basic language skills in speaking and writing using life experiences.