Quality Review Report
2017-2018

P.S. 207 Rockwood Park
K-8 27Q207
159-15 88 Street
Queens
NY 11414

Principal: Eileen Davies

Dates of Review:
October 25, 2017 - October 26, 2017

Lead Reviewer: Lenneen Gibson
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. 207 Rockwood Park serves students in grade PK through grade 8. 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>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>Area of Focus</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>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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</td>
<td>Well Developed</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</td>
<td>Well Developed</td>
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</tbody>
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### Systems for Improvement

<table>
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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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</td>
<td>Well Developed</td>
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<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</td>
<td>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</td>
<td>Well Developed</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</td>
<td>Proficient</td>
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<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</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Well Developed |

Findings

The school maintains a culture of mutual trust and positive attitudes through its Positive Behavior Intervention System (PBIS) and character building assemblies, which commend students for their virtuous behavior. Classes on organization for students and character education training for staff foster the school approach to student learning experiences and social emotional training for adults.

Impact

A safe and inclusive school environment is promoted through galvanizing student voice to effectuate change in the school community. Learning experiences through the robotics team for students and social-emotional learning experiences for adults result in the adoption of effective personal and academic behaviors for the school community.

Supporting Evidence

- This school’s safe and inclusive culture that involves student voice in decision-making and school improvement efforts is exemplified through its character education program. Students read stories that outline virtues such as respect or tolerance, and students who personify specific virtues are celebrated during a monthly assembly and given certificates of commendation. The school also instituted a PBIS in the form of “bulldog bucks.” Students can redeem bulldog bucks for privileges such as extra recess, or switching tables at lunch time. Students expressed an interest in having a movie night. As a result of the student request, the student council collected the funds and the students had a movie night. Additionally, the student council raised money for a school dance and added menu items for redemption of the bulldog bucks. Moreover, students noted that pedestrian safety was an issue near the school, so they created a proposal for a street sign to promote pedestrian safety. As a result of student voice, a student-created pedestrian safety sign is permanently posted outside of the school.

- Each year the school’s robotics team works collaboratively on an inquiry project to identify a problem within the community. Through research, students devise a solution and present their findings at local competitions. This year, the students observed that a particular species of turtles in the community was becoming trapped in crab cages, thus decreasing their population. The students created a prototype of the crab cage that allowed the turtles to escape. Students reported their work to their local congressman. As a result of the students’ prototype invention, work habits, communication skills, and the collaboration of the entire school community, the Keep Wildlife Refuges Operational Act of 2017 was introduced in Congress and will be authorized until 2022, positively affecting the local turtle population. This experience had a positive impact on the personal and academic behaviors of students.

- Students in grades four and five take an organizational skills class that instructs them on skills such as time management, using a calendar to budget their time to study for exams, and organization, through keeping color coded notebooks. During the student meeting, students articulated that the class has supported them in becoming organized, and at the parent meeting, a parent also attested that her child is more organized as a result of this course. Students also use a self-regulation checklist that requires them to self-evaluate their behavior and be reflective by writing comments. In addition, staff receive social-emotional professional development on character education and therapy crisis intervention. Consequently, the learning experiences provided by the school community support the academic and personal growth of students and adults.
Area of Focus

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

Across classrooms, teaching practices, such as academic discussions and student work products that reflect high levels of thought and participation, are aligned to the school’s curricula and articulate the school’s beliefs about how students learn best. However, these practices did not reflect a coherent set of beliefs across the vast majority of classrooms.

Impact

Student work products in small group discussions reflect high levels of student participation, but do not yet show student ownership. The schools’ articulated beliefs were exemplified through hands-on experiences grounded in the Danielson Framework for Teaching.

Supporting Evidence

- The school’s instructional focus is centered on fostering a culture of reading by promoting academic discussions. In a mathematics class with diverse learners, students were engaged in a hands-on activity emphasizing comparing ratios. Students in groups were charged with the task of making iced tea. Using a ratio table, students devised a ratio of water to ice tea sweetener and conducted a taste test to determine which iced tea recipe was the sweetest. Students in their groups were heard discussing and justifying which ratio they were going to use and why. When asked about the activity, students articulated the purpose of the activity and the intended outcomes. In another class with diverse learners, the essential question was, “How can you use double facts to find sums for near doubles facts?” During small group instruction, students used manipulatives to determine the sum of four plus five and engaged in a turn-and-talk to discern how many manipulatives were needed to make their towers even. Students in their groups mentioned that they needed to find two numbers like four plus four and needed to take one block off their tower to make it even. Students used academic vocabulary during their discussions.

- In an English Language Arts (ELA) class with diverse learners, the essential question was, “How do readers understand and explain characters’ actions in stories?” Students in small groups were directed to engage in a turn-and-talk to answer the prompt, “What did the author want us to know about the granddaughter? What do the details tell us?” Students in their groups commenced to discuss evidence from the text. One student said the author wanted us to know that the granddaughter was brave. Students were given additional opportunities to engage in student-directed conversations. However, in another ELA class, the focus of the session was developing believable characters through “scene boot camp,” by deconstructing scenes in the text. The discussions were teacher-centered, and there were missed opportunities for student-directed conversations, thus demonstrating that practices connected to high level discussions were not evidenced in the vast majority of classrooms.

- In a mathematics class with diverse learners, the learning objective required students to create division word problems to interpret the remainder. Students in small groups were tasked with writing four word problems for different scenarios for the expression 46/4. Students were observed accessing an anchor chart as a support in interpreting the expression, using strategies such as “drop it, add it, share it, and use it.” One student in a small group led the group to realize that their answer was incorrect by asking them specific questions. In another group, a student was observed drawing out the group’s process for solving the problem. Similarly, in a diverse ELA class, students were engaged in a task about the sequence of events in a story. Students were working on a scaffold that supported them in structuring the sequence of events, while discussing their events in small groups. However, practices requiring high levels of thinking are not present in the vast majority of classrooms.
Additional Finding

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

Findings

Unit plans and tasks across grades and subject areas consistently emphasize rigorous habits, are aligned to the Common Core Learning Standards, and integrate the instructional shift of academic vocabulary.

Impact

The focus on academic vocabulary was evident in curricular documents, thus building coherence in promoting college and career readiness. Rigorous, higher-order tasks are designed to provide accessibility to a variety of learners and are aligned to the Common Core.

Supporting Evidence

- A sixth-grade mathematics unit plan showed the integration of the Common Core and essential questions, such as “How do I scale up or down ratios to write the equivalent ratios?” and “What strategies can I use to complete a ratio table?” The plan hones in on the shift of academic vocabulary by indicating key academic vocabulary such as proportion, rate, metric, and unit rate. Tasks included a station activity on ratios via a taste test that compared ratios, using ratios while food shopping to find the better buy, and determining the tax and tip when dining to support real world applicability. An eighth grade unit plan addressed the Common Core, including essential questions such as, “How can we distinguish between proportional and non-proportional relationships?” A fourth grade mathematics lesson plan cited the essential question of, “How can you represent and solve multistep problems using equations?” Students were required to make authentic connections by discussing real life situations that required the use of math operations. Curricula documents showed coherence through the focus on academic vocabulary and real world applicability, thus promoting college and career readiness.

- A third-grade science task required students to write about the different tools that scientists used to collect data, such as a ruler or a graduated cylinder to measure distance or volume. Students were required to investigate a testable question by using tools such as a balance to measure mass and evidence to justify a claim. A sixth-grade mathematics task required the use concepts such as the greatest common factor and lowest common multiple to organize a shopping list for a barbecue. Students had to discern how many items to purchase based on packaging and costs. The task was modified for diverse learners by adjusting the vocabulary used in the problem. Tasks emphasized rigor as well as accessibility for diverse learners.

- An eighth-grade investigative journalism unit plan showed alignment to the Common Core, featuring essential questions that required students to learn to research and write from a journalist’s perspective while being engaging, accurate, and ethical. Tasks required students to focus on academic vocabulary while conducting a newscast and when writing an informative news story captivating readers by using descriptive language, tone, and pacing. Students were required to elaborate when completing these tasks to deepen readers’ connections. Similarly, an eighth grade social studies unit plan on the second Industrial Revolution and immigration included alignment to the standards, a focus on academic vocabulary, and essential questions such as “How does technology change the way people live and work?” The final performance task required students to construct an essay based on the second Industrial Revolution and identify ways that life in the United States was transformed as a result of technological innovations. Both unit plans promoted coherence through a focus on writing of non-fiction pieces from different perspectives while using academic vocabulary.
Findings
Across classrooms, teachers use assessments and rubrics aligned with the school’s curricula. Teachers’ assessment practices consistently reflect the use of ongoing checks for understanding, and students self-assess by using a rubric.

Impact
Lesson adjustments based on ongoing assessments are evidenced through small group instruction. Teachers provide actionable feedback to students by providing next steps.

Supporting Evidence

- In a mathematics class with diverse learners, teachers checked for understanding by having students use a color-coding system (red, yellow, green) to indicate if they needed help. Students’ cards were all showing green (therefore not requiring assistance). Students were observed using a rubric to self-assess their work, evaluating their accuracy in constructing their own word problems. One teacher checked for understanding by posing specific questions to a small group, such as, “Look at the anchor chart. Which did we use?” As the teachers circulated among the groups and noticed students having difficulty, they adjusted the lesson by providing students with questions targeted to specific areas of difficulty. For instance, one question required students to determine how many shelves they would require if they had fifty-five books and each shelf held nine books. In another mathematics class with diverse learners, students were using manipulatives when doing double facts to find the sum of the near double facts. Based on student responses during the lesson, the teacher adjusted the lesson by forming a small group in the rear of the class. The teacher continued to check for understanding through questioning, such as, “How many in one tower?”, “How many in my other tower?”, “My other tower will be…”, and “What do you notice?” Students noticed that they could take one cube from a stack to make another tower even.

- Samples of student work reviewed reflected actionable feedback. For example, a student’s writing sample included the student’s reflection to recount the story stepwise and use more action words. The feedback from the teacher commended the student for telling the story in a sequential manner but recommended adding dialogue to the story. Similarly, in a math work sample, a student wrote a reflection of his work that cited the need to be organized and show work. The teacher’s next steps indicated that the student needed to explain the strategy used to get the solution. During the student meeting, students stated that feedback helped them focus on next steps and that they got “constructive criticism.” However, the feedback provided was not meaningful for the vast majority of students.

- A sample of student work in science showed the teacher commended the student for including an “if/then” statement when forming a hypothesis. The teacher stated that the student was ready for the next step, which included a “because” statement. In a science laboratory report, the teacher commended a student for the level of detail in the experimental results. The report also included a student self-reflection that both questioned the reliability of their data and indicated what the group did well in the experiment. However, there were no actionable next steps noted in feedback given. A mathematics work sample cited the student’s reflections, such as using the teacher’s comments to revise the work. The teacher recommended that the student use numbers in the mathematical expression. A student’s writing sample included an editing checklist for peer and self-editing, with feedback articulating clear and actionable next steps.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

The school effectively keeps families abreast of their children's academic performance through online portals and events such as *Donuts with Davies* and publishing parties. Initiatives such as College Access for All and having students taking the Regents exemplify the high expectations that the school sets for its students.

Impact

High expectations for all students are set by school leaders and staff, and they support parents and students in meeting those high expectations. The culture for learning is exemplified through a continual focus on the next level, including college planning, systematic enrichment and support through a Saturday program, and research-based exit projects.

Supporting Evidence

- The school partners with parents through different ongoing events that support the home-school connection. Parents are constantly updated about their children's academic progress through various modes of communication such as iLearn, ClassDojo, and Remind, some of which also apprise parents of assignments. In addition, teachers frequently communicate with parents via email. Report cards and progress reports are distributed every trimester, and there are weekly parent engagement meetings scheduled with teachers to discuss the progress of individual children. Student-led conferences also allow students to convey to their parents their academic progress, which students attested to. Moreover, the school partners with parents by offering them workshops, including topics like mathematical learning models such as the "upside down" classroom, providing supports for their children during the ELA State tests, fitness and well-being, recognizing the signs of drug abuse, and understanding bullying. Reading programs such as Raz Kids and technology such as iLearn and ClassDojo also help address student learning needs. The principal hosts a monthly *Donuts with Davies* to inform parents about what is happening around the school and the supports available for their children. Parents are also invited to writing publishing parties and award recognition ceremonies in the lower grades.

- Through the College Access for All initiative, students visited a City University of New York (CUNY) school and a private college. Students engaged in life skill activities such as researching the cost to attend expensive versus inexpensive colleges and simulated how to select courses from a course guide while maintaining a part-time job. Students in grade five attend a talk in which upperclassmen discuss the expectations for middle-school. Students in the upper grades also buddy with a student in the lower grades to continue this discussion on expectations. Parents are invited to the school for information sessions on the high school application process and hear from high school representatives about prospective high schools. Students are provided with enrichment and State exam test prep through the Saturday academy and after school homework help. The school's culture for learning systematically helps prepare students for the next level.

- Students in grade eight are responsible for submitting a social studies exit project which is a research-based term paper on an array of topics such as World War I, World War II, immigration, or the growth of cities. As part of the Algebra for All initiative, all eighth grade students are programmed for Common Core Algebra I in addition to Living Environment. Data from the 2017 Algebra I Regents Exam showed a one-hundred percent passing rate and a fifty-four percent mastery rate.
Additional Finding

| Quality Indicator | 4.2 Teacher Teams and Leadership Development | Rating: Proficient |

Findings
Grade and vertical teams consistently analyze student work and State exam data. Distributed leadership practices are in place.

Impact
Assessment analysis by grade and vertical teams results in improved instruction, including the sharing of best practices. Teacher voice was instrumental in adopting the Teacher College Reading and Writing Program schoolwide.

Supporting Evidence

- A mathematics vertical team was observed engaging in inquiry work by analyzing student work and using the State mathematics test data to inform teacher practice. Teachers presented their students’ work and noted the trends and patterns observed. Teachers also discussed what support was given to each student. A teacher analyzed the mathematics State assessment data in which the school scored above seventy percent passing and looked at the standards. Students were demonstrating difficulty with fractions and whole numbers, such as how to write a whole number as a fraction. The teacher identified students’ misconceptions, conferenced with students, and retaught this topic. Moving forward, the teacher stated that more conceptual problems needed to be addressed during instruction, and for diverse learners, in particular, more hands-on lessons on fractions will be incorporated. Another teacher chose a question from the State exam that only thirty-eight percent of the school answered correctly, based on the standard that addressed the properties of operations. As a next step the teacher did a reteach with her class on the topic of algebraic equations, pulled a small group for instruction, and was in the process of making a review quiz for the students. Teachers stated that the impact of the math vertical team has been the ability to differentiate instruction and provide their colleagues with best practices. Across grades, the teachers know on what standards they need to focus, notice misconceptions, and talk about ways to improve and clarify these misconceptions, thus strengthening their instructional capacity.

- A grade team looked at samples of student work to analyze the feedback provided to students. The team discussed how to make goals and feedback specific. The next steps for the team included making sure students understood the vocabulary used in the feedback and ensuring students revise their work for re-submission using teachers’ comments. A science team looked at the feedback provided to students on their lab reports. As a result of their work, the teachers revised their comments to ensure that the feedback was actionable. For example, an old comment merely stated that the student’s display of data was not accurate or consistent. The new comment alerted the student to check the intervals on their graph for consistency. An additional revised comment directed students to synthesize data from the graph into words by explaining what the graph indicates. Teachers also revised a reflection sheet used by students after the completion of lab reports.

- Teachers have a voice in curricular decisions that affect student learning across the school. For instance, a student council facilitator works with members of the student council to ensure that there are student activities to support the school’s culture. Additionally, teachers expressed interest in adopting the Teachers College Reading and Writing Program for the school, so teachers at each grade attended professional development and turn-keyed the information to the staff. As a result of teacher voice, the curriculum is currently adopted for the entire school.