



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Rockwood Park School

27Q207

**159-15 88 Street
Queens, NY 11414**

Principal Eileen Davies

**December 17, 2014
Lead Reviewer: Dr. Joseph O'Brien**

The School Context

The Rockwood Park School is a PK-8 school with 735 students from grade pre-k through 8. The school population comprises 1% Black, 19% Hispanic, 76% White, and 2% Asian students. The student body includes 1% 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 2013-2014 was 96.5%.

School Quality Criteria

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

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations, provide training and have a system of mutual accountability for those expectations. School leaders and staff effectively communicate expectations connected to a path of college and career readiness and successfully partner with families to support student progress.

Impact:

School leaders and staff create a culture of mutual accountability for expectations and successfully partner with families to support high expectations.

Supporting Evidence

- High expectations are conveyed to staff through pre and post observations, meetings and weekly professional learning opportunities led by school administration, Childrens First Network (CFN) support, and teacher leaders. Weekly instructional reminder emails from the Principal provide teachers with clear instructional expectations each week.
- At the on-set of this school year, all teachers created goals related to the Danielson Framework for Teaching. Teachers set goals in specific areas of the Danielson Framework and set one goal related to the school's instructional focus on Danielson 3c: increasing student engagement. Teacher data are tracked by school leadership and adjustments are made to the professional learning calendar as new data is analyzed monthly. Teachers volunteer to lead professional learning opportunities for their peers weekly. Teacher teams and school leaders meet bi monthly to share trends and updates.
- School leaders, teachers and the Parent Coordinator have offered parent workshops on the Common Core Learning Standards, and math and literacy in the home. Parent resources including documents explaining Fountas and Pinnell reading levels and individual student reading traits, reading level expectations by grade, and independent reading level lists for students were seen. A parent who works at the District Attorney's office led a series of anti-bullying workshops for the school in October.
- Teachers communicate with families daily and note assessments for families in student portfolios requiring parent signatures each month. Teacher teams provide weekly emails to all families to explain progress in reading and math.
- Parents and grandparents volunteer in the classrooms as teacher assistants in the School's Learning Leaders program. Parent volunteers undergo a full day training by school administration in Department of Education policies, Chancellor's Regulations and classroom strategies before assisting students in small groups and/or completion of clerical tasks.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best informed by the Danielson Framework for Teaching. Teaching strategies inconsistently provide multiple entry points into the curricula.

Impact

Across classrooms, inconsistent instructional practices and mixed levels of appropriately challenging tasks result in lost instructional opportunities for all students, including English language learners and students with disabilities, to appropriately engage in challenging tasks or to produce meaningful work products.

Supporting Evidence

- Learning tasks and activities are partially aligned with instructional outcomes, however learning tasks are a mix of those requiring thinking and those that require recall. In 2nd grade English language arts (ELA), students engaged in a shared reading of *Alexander, Who used to be Rich on Sunday*. In 7th grade math, students independently changed percent's to decimals. In 2nd grade Integrated Co-Teaching ELA, students identified author's purpose using graphic organizers. In 7th grade ELA, students engaged in a discussion of Kurt Vonnegut's "Harrison Bergeron".
- Across most classrooms, scaffolds for students with disabilities and English language learners, including graphic organizers, unique questions or problems, and adapted texts or word problems were seen. However, in only three of the nine classrooms visited, student to student discussions and student collaborative activities were observed. Discussion strategies seen in use were turn and talk and pair/think/share.
- In three of nine classes, student work products with detailed feedback and student self-assessment were seen. For example, in 1st grade ELA, examples of student self-assessment included, "My next step is to share my ideas with my friends" and "I need to pay attention more when writing paragraphs."
- Questioning level of rigor was inconsistent across classrooms and were a mix of questions designed to promote student thinking and Webb's Depth of Knowledge level 1 recall questions. Examples include "Can you show me how to convert 75% to a decimal?" and "What is the story's setting?" were heard.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data so that tasks have access for a diversity of learners.

Impact:

The School makes purposeful decisions to build coherence and promote college and career readiness for students. Curricula and academic tasks are planned and refined using student work and data, so that all students, including English language learners and students with disabilities, have access and are cognitively engaged.

Supporting Evidence

- The School's curricula are aligned to the Common Core Learning Standards. The school uses ReadyGEN and Go Math in grades K-5 and Code X and CMP3 in grades 6-8. Additionally, Foundations is used in grades K-1 to aid in literacy development and Fountas and Pinnell Leveled Literacy Instruction curriculum is used in RTI for grades 1-5. In Science, the school uses FOSS for grades K-5. Teacher teams have begun to design units of study aligned to the Social Studies scope and sequence.
- School leaders created a curriculum review protocol to support teachers in the collaborative analyses of ReadyGEN, Go Math, CMP3 and Codex lessons and units to ensure alignment with the Common Core Learning Standards and New York City Performance Assessments. The protocol includes areas for teachers to document each step in the analysis process. For example, teams identified misalignment between written tasks in 2nd grade ReadyGEN (write a fictional story) and what 2nd grade MoSL tasks (essay using textual evidence from non-fiction sources).
- School leaders have prioritized guided reading across all grades K-5 and have adapted all maps to include guided reading every day across elementary grades and subjects. In September, the AP modeled guided reading strategies for all elementary school teachers in their classrooms with their students.
- Teams design and use curricula review protocols to adapt curricula for English language learners and students with disabilities. The protocol worksheet contains areas for teachers to document their work including curriculum components, strengths, challenges, specific adaptations, future planning and reflection. In 6th grade math, teacher teams identified visual number-lines, fraction strips and modeling fractions as strategies students needed assistance with and adjusted curriculum to include scaffolds for students with disabilities to increase student comprehension.

Findings

Across classrooms, teacher teams analyze student data to create assessments, rubrics, checklists that are aligned with the school's curricula. Teachers use common assessments to determine and make adjustments to curricula to ensure student progress toward goals.

Impact

School wide assessments provide actionable feedback to students and teachers regarding student achievement. The school consistently makes adjustments to curricula and instruction at the teacher team and classroom levels to meet all students learning needs.

Supporting Evidence

- Adapted rubrics, checklists and teacher team protocols that aid teachers in reviewing student data were seen in use and in student work products found in classroom portfolios and hallway bulletin boards. For example, 2nd grade teachers created performance based assessment writing checklists to aid students in understanding in how they are assessed and tailor future instruction based on data to meet student needs.
- The School designed "Analyzing Classroom and Student Data" data worksheets where teachers document and track student progress in specific standards, areas of strengths and challenges, interpretations, implications and next steps. This data is then shared at teacher team meetings.
- The school also tracks individual student progress using a color coded data wall in a secure location with student index cards mounted to one of five color coded bands representing progress toward mastery. Each student's data is recorded and updated monthly using data from pre and post curriculum assessments, state exam item analyses, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading program, and Fountas and Pinnell assessments.
- The school uses common assessments to determine student progress toward goals and adjust curricula and instruction. Teachers formally assess students using Fountas and Pinnell reading assessments three times per year in grades K-8 and informally in classrooms as needed. DIBELS reading assessments in K-3 occur three times a year.
- Teachers use Ready Gen and Go Math pre and post assessments to track student progress. For example, school leaders and teacher teams analyzed the state exam data in ELA and math and identified trends. Data was shared with teacher teams who then analyzed the test questions to identify key standards in each grade. Grade teams changed curricula to ensure better alignment with standards and assessments. Teams also analyzed New York State exam data in English language arts, math and early grade Fountas and Pinnell reading level data to form RTI groups for grades 1-8 in ELA.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The vast majority of teachers are engaged in inquiry based structured professional collaborations that have strengthened teacher instructional capacity and promotes the achievement of the school's goals and the Common Core Learning Standards. Teacher teams systematically analyze assessment data and student work.

Impact

Structured professional collaborations result in school wide instructional coherence and increased student achievement for all learners. Teacher teamwork results in shared improvements in teacher practice and progress toward mastery of goals for groups of students.

Supporting Evidence

- The majority of teachers serve on teacher teams that meet at least twice a week devoted to inquiry and the analyses of data that lead to adaptations to curricula to foster improvements in instructional practice for the department and/or grade band. Teams meet at least twice a week to engage in inquiry, adapt curricular resources including tasks and rubrics, and engage in kid talk.
- Teacher teams consistently analyze assessment data and student work for students they share. Teacher teams and the administration noticed in September that students were struggling in multi-step questions and word problems. After deeper analysis, teachers uncovered that students were only completing the first step in multistep problems. Teachers met to discuss strategies and made adjustments to curriculum to ensure student completion including underlining of text, visual cues and use of more complex, state exam-style questions in daily classroom activities and collaborative tasks.
- The Professional development team comprised of administration and teacher leaders meet weekly to discuss professional learning opportunities for staff. Professional learning topics included Danielson 3c raising student engagement, use of Pinterest as a collaborative tool, guided reading, increasing student engagement and use of teacher team protocols for all teachers. Teachers are provided with class coverages and other opportunities to intervisitations formally and informally.
- Teacher teams of consecutive grade levels (for example, 2nd and 3rd grades) meet to review curriculum, student data, and student work products to identify gaps in instruction. The 5th grade teacher teams identified that units on explorers were repeated in both 5th and 7th grades, and upon further discussion, felt time would be better used in developing student writing and textual evidence skills. Teachers met and made adjustments to the curriculum to include more complex questions and more embedded writing tasks, cut redundancies, and expanded the explorers unit in 7th grade.