



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**P.S. 207**

**Elementary School X207**

**3030 Godwin Terrace  
Bronx  
NY 10463**

**Principal: Maria Rosado**

**Date of review: February 13, 2015  
Lead Reviewer: Marjory Matthieu-Kodjovi**

## The School Context

P.S. 207 is an Elementary school with 373 students from grade Pre-Kindergarten through grade 2. The school population comprises 10% Black, 83% Hispanic, 3% White, and 2% Asian students. The student body includes 36% English language learners and 2% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 84.0%.

## 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>Proficient</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>Celebration</b>	<b>Well Developed</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>Well Developed</b>
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### Findings

The school has established a culture for learning that consistently communicates high academic expectations to staff and students through the implementation of the Danielson Framework and the instructional shifts.

### Impact

Teachers, parents and students understand goals and work together to support student progress.

### Supporting Evidence

- Family Engagement folder, Curriculum Overviews, Character Education and School Calendars serve as communication tools, as well as parent workshops in order to involve parents in the school's shared beliefs and partner with families to support student progress. For example, parents partner with administration and teachers to support a school wide gardening project in collaboration with the New York Botanical Garden in the Bronx Botanical, the science teachers and arts collaborations.
- The school uses the parent survey to refine school structures and practices. For example, the school continuously builds upon and implements a school-wide character education and positive behavior intervention system (PBIS or PS 207 Expectations) to reduce incidents in the classrooms and improve upon the areas of safety and respect as based on data findings from the Learning Environment survey.
- School Portfolios are used to communicate high expectations for learning for students, parent and the professional learning community in addition to other means of feedback to students.
- All teachers received training in the Danielson Framework for Teaching, unpacking the components, observing peers, providing peer-to-peer feedback and norming lab-sites to explore what practices look like at the school. For example based on results of teacher observations teachers received professional supports based on formal and informal observations as well as their personal goals. All professional development is followed up with classroom observation by administration to assess implementation. Supports take place in the form of co-teaching, co-planning, and teacher modeling with reflection and debriefing opportunities.
- Teacher-led lab sites allow collegial participation, sharing of practices, establishing of a common language, problem-solving, celebrating small successes, building stronger collaboration among colleagues, peer to peer feedback and to further communicate and act on high expectations for teacher and students.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

Across classrooms, teaching practices are aligned to the curricula, and teaching strategies consistently provide multiple entry points into the curricula. Even though all learners are engaged in appropriately challenging tasks, student work products and levels of rigor vary across a few classrooms.

### Impact

In many classrooms students are engaged in appropriately challenging discussions that require higher order thinking.

### Supporting Evidence

- In a small setting classroom students were working in math groups and able to explain their goals and next steps. Some students were using interactive computers while others were grouped with the teacher.
- First graders were writing about characters' feelings while engaging in visual prompts, partner work, turn and talk, picture walks and written prompts. For example, in one classroom all students sat in groups of four, used graphic organizers, or web, pulled from charted words to describe their character's personality trait and feelings. Some students used pictures and a list of adjectives to describe the main character of their book and at the table agreed on personality traits or feelings. Students reiterated the evidence they found to support their thinking.
- In the second grade science classrooms, students were engaged in challenging tasks, such as investigating whether all magnets are the same strength and explaining how they knew. For example, in one class early grade students worked with partners on Forces and Motion, using assorted magnets, metallic objects (paperclips, nuts), leveled recording sheets and a Smart Board, and watched a video about magnets to predict and test whether all magnets were the same strength. In another science classroom, when asked why they were using the paper clips and nuts, students took turn explaining that "the paper clips and nuts have iron or steel in them ... they can be moved by magnets... and are looking to find out if all magnets have the same strength... We test and discuss our prediction and draw our data and later we discuss our conclusions."

## Additional Findings

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

Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for all students. Curricula and academic tasks are planned and refined using student work.

### Impact

Because the school continuously reviews and modifies curricula, all learners have access to coherently sequenced units of study with academic tasks designed to accelerate learning.

### Supporting Evidence

- Lesson plans in all content areas reinforce higher order thinking and represent strategies, based on student choice to complete tasks. Students can choose from question prompts, group work, selection of topics and extensions to the lesson when work is completed. At this time most students can discuss their next steps.
- Curriculum maps and end of unit tasks provide evidence that the school develops academic tasks with activities that challenge students through the adaptation of instructional materials from the New York City Department of Education (NYCDOE) Common Core library. The school also continues to deepen alignment to the CCLS by integrating higher order Depth of Knowledge performance tasks in all curriculum units across disciplines in order to support students in making connections, and to provide multiple entry points.
- The refinement of curriculum and instruction, led the school to incorporate Core Knowledge Language Arts supplementation to their literacy block which allows for systematic and explicit instruction to further strengthen language skills for their English language learners (ELLs) as well as to meet the needs of all their student population. For example, through the Skills Strand students receive systematic and explicit phonics instruction as their primary tool for decoding. In grade 2, students are mastering the sound-spelling correspondence, as well as spelling, grammar and are reinforcing their writing skills. Through the Listening and Learning strand, students are acquiring language competence through listening, specifically building vocabulary, and broad knowledge as was evident in history and science through read alouds and class discussions

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

Across classrooms, teachers use assessments, rubrics, and grading policies that are aligned with the school's curricula. Teachers' assessment practices consistently reflect the use of ongoing checks for understanding.

### **Impact**

This results in teachers providing actionable feedback to students and teachers evaluating student achievement and making effective adjustments to meet all students' learning needs.

### **Supporting Evidence**

- Teachers use the data to discuss how adjustments can be made to the curriculum of the subject area being addressed by the students' work samples, as well as to make effective instructional decisions about next steps. They implement varied on-going checks for understanding (thumbs up/down, wipe board responses, students' verbal and written explanations in logs, etc.).
- School teams use protocols to look at student work, including reading inventories. Teacher teams include support staff and focus on students' academic and social emotional needs. English as a Second Language (ESL) and Response to Intervention (RTI) strategies are explored within a number of available settings in and out of the classroom. In addition, the school used the benchmarks (Beginning of the year (BOY), Middle of the Year (MOY) and End of the Year (EOY) as predictors for their end of the year Measure of Student Learning (MOSL). For example, as a result of analyzing the end of the year task, sentence fluency arose as a common need, and the MOSL committee meets regularly to discuss how to build academic conversation. Across the school as a first step students are encouraged to speak using academic conversations for them to produce sentences that are grammatically correct in order to facilitate their writing.
- In classrooms, teachers use conference notes across content areas to check for understanding. Additionally, teachers use conference notes to plan for student groups.
- Teachers examine rubrics, certain common writing traits, the DRAs, accuracy, or comprehension, and the level that the students are on; to see what it is strategically they can work on. Teachers analyze data by standards, look at multiple-choice items versus writing, and what factors may have stalled student achievement. For example, the teacher team in 1st grade reviewed the information unit task that the students did as well as the rubric and different writing traits; each teacher shared the patterns and trends for their class and then collaborated on having a focal point based on the needs of the grade to strengthen instruction both long term and short term.
- In an ELL class, students were in flexible groups according to their baseline assessment and students were able to talk about why they were in a particular group and what resources would help them to improve.

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

Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused. Distributed leadership structures are in place.

### Impact

This results in improved teacher practice and progress toward goals for groups of students, and gives teachers a voice in key decisions that affect student learning across the school

### Supporting Evidence

- Teachers use team meetings as a venue to build leadership capacity, to grow as professionals and share their strengths in areas of expertise. They organize, present, and engage in inquiry with other colleagues use data and student work to share and develop best practices, activities, and resources, and to provide feedback, as well as turnkey professional development attended. For example, teacher leaders, who represent each grade, meet weekly and meet voluntarily with grade teams to review the school's instructional focus and monitor grade goals in alignment with teacher practice. During the visit, the 2nd grade team met to monitor students' progress in learning. They focused on the 2nd grade Communities Literacy/Social Studies Persuasive Writing Performance. They used data from the Literacy Performance task to discuss short and long term implications for instruction.
- Teacher Teams meet in groups (vertically and horizontally) using the tuning/microlab/atlas protocols to facilitate inquiry. For example, Teacher teams analyze their lessons plans to better align them to the CCLS utilizing questions from Webb's Depth of Knowledge. Work generated from teams has made information more relevant for students yielding positive results. Based on last year's MOSL, the school made progress in the Developmental Reading Assessments (DRAs) across all subject areas, teachers in teams are using that data to help drive instruction this year. For example for the second grade MOSL writing performance task showed that average growth was about 40%.
- Teacher Team meetings are scheduled three times a week. One teacher team meets across the grades weekly and the other teams meet on the grade throughout the week. Teachers voluntarily facilitate the group on a rotational basis to engage in collaborative inquiry approach in order to determine the needs of students. For example, as per minutes, and notes, they meet to determine next steps, strategize how they will meet the school goals, make budgetary decisions on instructional materials & resources needed, select consultants, schedule and shape their PD in order to meet students' learning and social-emotional needs. As a result, the school has invested in a social emotional specialist who has been working with teachers to provide them with strategies and professional development. The work includes how, working in cycles with teachers and providing them feedback around classroom environment, set up, children's actions, cooling down areas, and develops an understanding of how the day will shape itself with students.