

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	170500010004
District Name:	Gloversville Enlarged School District
School Name:	Boulevard Elementary School
School Address:	56 East Boulevard, Gloversville, NY 12078
Principal:	Thomas Komp
Accountability Phase/Category:	Improvement (year-1) - Comprehensive
Area of Identification:	English Language Arts – Students with Disabilities and Economically Disadvantaged Students
Dates of On-site Review:	November 10, 28 and December 5, 2011

PART 1: MISSION STATEMENT

“Our mission is to provide a safe, positive school climate that fosters lifelong learners. Through high standards and a nurturing environment, we will promote the academic, social, emotional and physical development of all children.”

PART 2: SCHOOL STRENGTHS

- Although the student population is quite large, Boulevard Elementary School is able to create the school climate of a small school.
- Staff is keenly interested in all students and their families.
- Schedules are designed to promote grade level consistency and maximize time on task.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- There is evidence of the analysis and interpretation of some data sets.

- The school culture supports professional communities established to review student achievement results.
- Analysis and interpretation of English Language Arts (ELA) results are considerably more established than mathematics.
- Disaggregated data related to students in the two identified subgroups, students with disabilities and economically disadvantaged students, is not fully part of the analysis and interpretation practices.
- The school uses formative assessments to monitor student outcomes and plan instruction; however, the effectiveness of this process has not been analyzed.
- Attendance records are not consistently accurate.

RECOMMENDATIONS:

- School leaders should create processes for standardizing, storing, interpreting and reporting student progress in mathematics. A plan should be developed to consistently track student progress, disaggregate data, and use formative data to drive classroom instruction in ELA and mathematics.
- Staff should become more aware of additional data sets that are readily available for analysis, i.e., disaggregation for economic status and student achievement in mathematics.
- The use of formative assessment data should be refined to inform ELA and mathematics instruction and increase student achievement.
- Verification processes should be created to validate the accuracy of attendance records and identify potential trends that impact the achievement of identified student subgroups.

II. TEACHING AND LEARNING

FINDINGS:

- There is evidence of a safe, disciplined learning environment.
- Research-based materials and strategies are employed in general education settings.
- The school's inquiry team is actively involved with initiatives in conjunction with the Hamilton-Fulton-Montgomery (HFM) Board of Cooperative Educational Services (BOCES) network team. In special class settings for students with disabilities, research-based materials are provided; however, instructional strategies and fidelity of program implementation are inconsistent.
- Classroom learning stations are evident, but exhibit little differentiation within each station to reinforce specific skills and abilities of individual students and subgroups.

- There is no evidence of a coherent instructional/programmatic roadmap based on data analysis and interpretation that is aligned with the current New York State (NYS) Standards.
- Parents and all staff are provided opportunities to participate in teaching and learning initiatives; however, parent attendance is poor.
- There is no evidence that a consistent grading policy exists in the school, although a District-wide grading policy is in the process of being developed.

RECOMMENDATIONS:

- Instructional plans for ELA and mathematics should be developed based on the analysis of student performance, with priority on serving the needs of students at greatest risk.
- Best practices in developing differentiated classroom learning stations should be used to increase student achievement.
- P-12 Common Core Learning Standards (CCLS) aligned pacing calendars, curriculum maps, and units of study that cover the full range of tested performance indicators should be incorporated into the curricula used for specific content areas. Included should be a focus on differentiated instructional strategies for use with students with disabilities and economically disadvantaged students to support student success.
- School leaders should research and implement best practices to increase opportunities for parents to participate in school initiatives, especially parents of students in the identified subgroups.

III. SCHOOL LEADERSHIP

FINDINGS:

- All teachers are highly qualified.
- A mission statement exists, but it lacks a clear vision and is not a living document.
- Although teachers are provided annual summative evaluations, formal observations are conducted infrequently due to the school leader's time constraints.
- Data meetings, pacing calendars, and progress monitoring are present for ELA, but lacking for mathematics.

RECOMMENDATIONS:

- The mission statement should be updated, and a vision statement should be created for the school.
- School leaders should increase walkthroughs to support instruction.

- A structured system for review, analysis, and adjustment of instruction should be developed for mathematics.
- The structured system for ELA review, analysis, and adjustment of instruction should be reviewed and updated for effectiveness.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Multiple community supports are available for students and families.
- Scheduling and programming is provided to enhance teaching and learning through block scheduling and common planning time.
- Students in grades 4 and 5 participate in the Continuous Improvement Classroom pilot program, e.g., student-led Parent/Teacher conferences.
- Although ELA Academic Intervention Services (AIS) are in place, there is no evidence of mathematics AIS during the regular school day.
- Academic and behavioral expectations for student transition to middle school are not defined for all students and staff.
- Opportunities for families of economically disadvantaged students and/or students with disabilities to engage in or have a voice in matters directly affecting their children's learning have not been maximized.
- The prior special education delivery model (4/5 Replacement Class in ELA/mathematics) did not meet student needs.

RECOMMENDATIONS:

- Opportunities should be investigated within existing community resources to focus support on the improvement of student achievement.
- Ways to provide effective mathematics AIS during the school day should be explored.
- A partnership should be developed with Gloversville Middle School to facilitate smoother transitions for all students from elementary school to middle school.
- Opportunities should be created for families of economically disadvantaged students and students with disabilities to participate in matters that directly affect their children's learning and achievement.
- Student-led conferences should be extended to the lower elementary grades.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Professional development (PD) in ELA is evident; however, PD in mathematics is lacking, and almost non-existent in both subjects for the identified subgroups.
- New teachers participate in a District-wide mentoring program.

RECOMMENDATIONS:

- PD on data driven dialogue should be investigated and implemented to facilitate discussions among faculty and staff to address the needs of students in the identified subgroups.
- Professional Learning Communities should be established to focus on the best practices of teaching economically disadvantaged students and students with disabilities.
- Best practices in classroom strategies and delivery of instruction should be prioritized.
- A school mentoring program should be established for experienced teachers changing grade levels, schools, or disciplines.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Sufficient quantities of textbooks and resources are available.
- Technology to support instruction exists, e.g., iPads, Mimio Interactive White Boards (IWBs), and computer labs.
- A digital learning specialist (school level technology leader) integrates technology through a BOCES technology residency.
- A master schedule indicates weekly classroom use of the library during regular school hours.

RECOMMENDATIONS:

- Materials should be evaluated to meet the NYS P-12 CCLS.
- The use of available technology should be monitored to enhance instruction.
- Collaboration with the Gloversville Public Library should be increased

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.