

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	500402060005
District Name:	East Ramapo Central School District
School Name:	Margetts Elementary School
School Address:	25 Margetts Road, Chestnut Ridge, NY 10952
Principal:	Barbara Greico-Knecht
Accountability Phase/Category:	Improvement(year 1) - Comprehensive English Language Arts – All Students; Hispanic Students and Economically Disadvantaged Students
Dates of On-site Review:	December 7 and 9, 2011

PART 1: MISSION STATEMENT

“We are pledged to academic excellence, mutual respect, and real life educational experiences that will motivate our students and challenge them to reach their fullest potential.”

PART 2: SCHOOL STRENGTHS

- The school has established a safe and disciplined learning environment. Students are engaged and eager to learn and are receptive to instruction by caring school leaders and staff.
- The school has implemented a daily literacy block designed to promote consistent instructional practices in reading and writing.
- The District mathematics coordinator provides hands-on center activities to teachers that are readily usable in their classrooms. Teachers are interested in furthering their learning through professional development (PD).

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Teachers are not regularly accessing data from the District’s data portal and are not trained to analyze data to inform, differentiate, or remediate instruction.

- There is no evidence that teachers understand how to develop formative and interim assessments and use that data to inform or differentiate instruction.
- The Inquiry Team is established and in the early stages of development and has not yet had a significant impact on instruction.

RECOMMENDATIONS:

- The District should develop and implement an ongoing and consistent PD plan for all teachers that will enable teachers to effectively use data to address individual student needs and maximize student achievement.
- The school leadership, along with the District, should provide training to ensure teachers are skilled in the development and use of formative and interim assessments to inform instruction.

The school should continue supporting the Inquiry Team. This is critical in order to have an impact on instruction.

II. TEACHING AND LEARNING

FINDINGS:

- The school lacks consistent procedures, protocols, and sufficient instructional materials to implement a well-defined curriculum across grade levels.
- There is no evidence that all members of the staff are given the opportunity to participate in schoolwide planning in order to ensure the effective delivery of instruction to all learners.
- There is a lack of resources and staff to provide State required support for at risk students. The English as a Second Language (ESL) Academy, designed to provide additional support for English language learners (ELLs), has limited attendance due to a lack of transportation, and Academic Intervention Services (AIS) are not offered to students during the day or before or after school.
- Literacy instruction is provided by ESL teachers with limited training in literacy. Additionally, general education teachers have no training to support the needs of the ELLs and students with special needs in their classrooms.
- There is little evidence of differentiated instruction, explicit instruction, and interventions in general education classrooms. Classroom instruction consisted predominately of whole class lessons.

RECOMMENDATIONS:

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current New York State (NYS) Learning Standards. The curriculum must be aligned to the new P-12 Common Core Learning Standards (CCLS) in English language arts and

All teachers and school leaders should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subject being taught.

- The school leader should provide formal, scheduled times for teachers and staff to meet in horizontal planning teams.
- The District should ensure that the school complies with all State requirements by providing the necessary staff and instructional resources, such as textbooks and technology, in order to meet student needs.
- The District should implement the research-based practices outlined in the Part 154 plan with regard to support, staffing, and PD in order to ensure the success of ELLs.
- The District and school leadership should ensure that teachers and staff receive focused PD on differentiation in instruction and assessment.

III. SCHOOL LEADERSHIP

FINDINGS:

- School leaders do not have access to an ongoing, consistent, and sustainable PD program that is organized and supported by the District.
- There is no evidence of a clear, focused, results-driven strategic plan aligned with appropriate resources.
- Teachers indicate that school leaders are not visible in classrooms and feedback is not targeted and specific.
- School leaders do not receive clear and timely direction from the District regarding implementation of programs and appropriate resources to ensure success.

RECOMMENDATIONS:

- The District should collaboratively plan and implement ongoing, focused PD for school leaders and assess it at regular intervals. Feedback from school leaders should inform the process to modify or change the annual plan.

- The school leadership should establish a shared vision and clearly articulated goals and keep them at the forefront through targeted conversations during staff meetings, team meetings, and classroom walkthroughs.
- School leaders should make systematic and frequent visits to classrooms and provide specific, timely feedback to teachers.
- The District should create a strategic leadership plan, with clear roles and responsibilities, to ensure effective communication and informed discussions.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- There is a lack of ongoing communication/programs to help parents understand the mathematics and writing programs, as well as the various assessments and sources of data used to evaluate student progress.
- There is little evidence that the school master schedule is designed to maximize support and provide intervention services and communication among staff members in order to prevent the fragmentation of student learning.
- Collaboration among staff is limited. Teachers do not maximize grade level meeting time beyond the two times per month that they receive ELA or mathematics training. Teachers do not regularly meet in grade or cross-grade teams, and there is no specific guidance from school leadership on how to use meeting time.
- Dedicated support services are minimal and insufficient to meet the needs of the students.

RECOMMENDATIONS:

- The District should provide information on curricular programs and assessments in multiple languages to help parents understand and support student learning.
- School leadership should provide formal, scheduled meeting times for teachers, including special education teachers, to meet, examine data, and discuss student needs and intervention strategies.
- The District should prioritize its funding to ensure that each school has the resources to provide ongoing support to students, including Response to Intervention (RtI), AIS, and support staff.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- There is no clearly articulated, year-long PD plan.

- Teachers expressed a need for training in differentiation of instruction specific to ELLs and students with disabilities.
- There is limited evidence of a culture of professional accountability, as evidenced by lack of structure and outcomes for team meetings.

RECOMMENDATIONS:

- The District should create a PD committee with representation from all schools to plan, monitor, and implement action plans and timelines aligned to District goals. The plan should specify roles and responsibilities of all stakeholders.
- The District and school leadership should ensure that teachers and staff have the necessary PD opportunities that directly enhance their teaching.
- School leadership should establish clear expectations for all meetings and continually monitor their effectiveness and impact on student achievement.

VI. FACILITIES AND RESOURCES**FINDINGS:**

- Technology exists in most classrooms, but SMART Boards and other technology tools are not effectively used to maximize instruction and increase student participation.
- Library and classroom collections do not reflect the current student population and are not in adequate supply.
- There is inadequate furniture for classrooms, given current class size.
- Parents, teachers, students, and school leaders cite a lack of resources due to limited funding.

RECOMMENDATIONS:

- School leadership should ensure that teachers are adequately trained in the use of technology for instructional purposes and monitor its impact on student learning.
- The District should allocate resources to purchase materials that match students' diverse backgrounds and reading levels.
- The District should supply the school with adequate desks, tables, and chairs to accommodate the student population.
- The District should prioritize its spending to ensure that students are provided with suitable resources, including textbooks, library materials, and technology.

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 the school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives; P-12 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.