

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	580413030012
District Name:	South Huntington Union Free School District
School Name:	Maplewood Intermediate School
School Address:	19 School Lane, Huntington Station, NY 11746
Principal:	Vito M. D'Elia
Accountability Phase/Category:	Improvement (year -1 -) Focused
Area of Identification:	English Language Arts - Students with Disabilities; English Language Learners
Dates of On-site Review:	January 17 -19, 2012

PART 1: MISSION STATEMENT

The school's mission statement is:

- "Provide a safe, supportive, and nurturing environment in which students can evolve into independent thinkers in an atmosphere that cultivates an appreciation of differences and a respect for all individuals;
- Educate all children and help to develop the social, physical, emotional and intellectual needs of each child so each one can reach their fullest potential;
- Create a supportive environment that engages lifelong learners in inquiry, analysis, and empowerment;
- Create an atmosphere of respect, fairness, and appreciation of diversity;
- Work as a team to make the education of each child our highest priority."

PART 2: SCHOOL STRENGTHS

- There is a schoolwide focus on high expectations through differentiated instruction.
- Individualized interventions are used to address the behavioral needs of students through the Response to Intervention (RTI) model. The school has a behaviorist who participates in instructional decision-making in addition to classified mandated behavioral services.

- Parents feel encouraged to participate and become involved as a part of the school community. School leadership is consistently accessible to parents. School leaders and teaching staff are responsive to parent concerns and typically return phone calls and e-mails within twenty-four hours.
- Parents of students who are in English as a second language (ESL) classes indicate that they are impressed with the academic growth of their children.
- Students feel safe and indicate that they feel comfortable speaking with a teacher and/or school leader to successfully resolve any issues. Students indicated that they feel they have a “voice” and Maplewood is a good school.
- The school uses peer mediation and an ambassador program to promote leadership.
- English language arts (ELA) instruction consists of two-45 minute periods that are protected by a no “pull outs” policy.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Performance data has not been disaggregated, analyzed, or interpreted for students who are identified as both students with disabilities and English language learners (ELLs).
- Parents would like to have more access to their child’s data.
- New English language learners (ELLs) entrants do not receive initial diagnostic screening in Native Language Arts or mathematics in their native language. Such screening could assist in planning appropriate instruction for these students, as it would yield more accurate assessments of student functional levels.

RECOMMENDATIONS:

- All performance/assessment data for students who are both students with disabilities and ELLs should be analyzed to:
 - identify patterns of performance in ELA and mathematics to inform instruction; and
 - provide longitudinal and growth data, i.e., Northwest Evaluation Association (NWEA) scores could be correlated with other assessments to assist instructional and student placement decisions.
- Parents should be provided with ongoing student growth information and reports.

- School and District leadership should investigate ways to accurately assess initial NLA and mathematics skills for non-English speaking students, i.e., identify reliable screening tools and identify a test of basic mathematics computational skills in the native language to determine an ELL's basic skill levels.

II. TEACHING AND LEARNING

FINDINGS:

- Some teachers have been trained in Sheltered Instruction Observation Protocol (SIOP), and a grade four and grade five pilot is in place for the current school year. However, the program has not yet been expanded to other grades.
- Learning objectives were not consistently posted in all classrooms that were visited by the review team.
- Evidence shows that the chosen ELA text is driving the curriculum rather than being used as a resource to supplement the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- The rigor of homework varies from grade to grade and teacher to teacher.

RECOMMENDATIONS:

- SIOP training and implementation should be expanded across the school, and professional development (PD) should include development of content and language objectives as well as benchmarks to measure student progress.
- Learning and language objectives should be posted in each classroom. Assignments and instructional procedures should accommodate students returning from pull-out programs and promote student responsibility for learning.
- 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 NYS Learning Standards. The curriculum must be aligned to the new P-12 CCLS in English language arts and mathematics. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development. The school and District should incorporate current resources and successful strategies, i.e., *Writing Fundamentals*, and expand the focus on academic vocabulary and word(s) of the week.

All teachers and school leaders should participate in 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.

- Schoolwide homework practices should be reviewed and revised to develop a more uniform approach to rigor of assignments and expectations for completion of homework.

III. SCHOOL LEADERSHIP

FINDING:

Many of the programs being considered by school leadership to meet the needs of at-risk students have not yet been implemented, and programs currently being implemented do not meet the needs of all identified students.

RECOMMENDATION:

The District should support school leadership's efforts to maintain and expand programs that successfully address specific, identified needs of at-risk students and/or improve the instructional program for all students.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDING:

Opportunity for Academic Success in School (OASIS), an early-intervention summer program for primary level students, and extended day programs are in place to provide additional academic support based on the RTI model to students. However, these programs are not fully enrolled.

RECOMMENDATION:

The District should determine why early and late RTI-related programs do not have full enrollment and optimize accessibility to ensure participation by at-risk students, particularly those in the identified subgroups.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- The *Writing Fundamentals* curriculum is not being implemented with fidelity.
- PD in differentiated instruction is being provided in grade five but not in other grades.
- Appropriate, explicit instruction is not consistently applied in all classrooms serving students with disabilities.

RECOMMENDATIONS:

- Staff should crosswalk the *Writing Fundamentals* curriculum against the CCLS writing standards to determine alignment. If the program meets CCLS requirements, it should be implemented with fidelity and the school should regularly measure student growth and evaluate the effectiveness of this curriculum.

- PD in differentiated instruction should be expanded to include grades three and four.
- PD in explicit instruction should be provided for all teachers of students with disabilities.

VI. FACILITIES AND RESOURCES

FINDING:

The school is implementing an iPad pilot project for students with disabilities and ELLs to enable greater differentiation in instruction and enhance student learning.

RECOMMENDATION:

The school should review the outcomes of the iPad pilot project and, if results are positive, to extent resources allow expand the use of iPads to differentiate instruction for all students and to enhance individual access to curriculum aligned with the CCLS.

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.