

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

**Differentiated Accountability - School Quality Review (SQR)**

**SCHOOL QUALITY REVIEW REPORT**

<b>BEDS Code:</b>	280208030004
<b>District Name:</b>	Roosevelt UFSD
<b>School Name:</b>	Washington-Rose Elementary School
<b>School Address:</b>	2 Rose Avenue Roosevelt, NY 11575
<b>Principal:</b>	Perletter Wright
<b>Accountability Phase/Category:</b>	Improvement (year- 1) - Comprehensive
<b>Area of Identification:</b>	English Language Arts - All Students and African American Students
<b>Dates of On-site Review:</b>	November 30, December 8 - 9, 2011

**PART 1: MISSION STATEMENT**

“Our mission is to enhance creative abilities, individual potential and goal setting objectives. Washington-Rose Elementary School faculty, staff and parents work collaboratively to foster in all of our students a desire to learn, grow, and succeed in all academic endeavors.”

**PART 2: SCHOOL STRENGTHS**

- A positive environment and a culture of professionalism are evident and reflected in adult and student interactions. The school staff are welcoming and exhibit excellent relations with students.
- Students are provided with opportunities to attend before and afterschool instructional sessions. Summer and afterschool English as a Second Language (ESL) programs are offered.
- Parents are encouraged to participate in adult education classes and workshops in the native language to support the education of their children.

**PART 3: FINDINGS AND RECOMMENDATIONS**

**I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

**FINDINGS:**

- State assessment data are reviewed by the School Leadership team (SLT) and provided to the staff at grade level and individual teacher meetings. A common language regarding data is developing among

professionals.

- In September 2012, the District adopted Right Reason Technology (RRT), an integrated student data analysis and reporting system, as a tool for progress monitoring and instructional planning based on student need. Teachers will be expected to monitor individual and group achievement and growth, identify academic strengths, and target areas in need of improvement.
- There is evidence that data on student progress is shared regularly at grade level meetings by the content area specialists. Classroom teachers do not have individual access to the Data Warehouse Teacher Interface.
- Monthly data meetings with school leaders and Inquiry Teams are conducted by the Data Coordinator, and the information is turnkeyed to staff. Discussions with the review team as well as teacher interviews indicate that not all teachers have received sufficient training.
- A variety of interim and formative assessments are administered at all grade levels, yet little evidence exists that assessments are used to modify curriculum, level of rigor, or pacing.

#### **RECOMMENDATIONS:**

- Teachers should explore non-intrusive ways to integrate assessment in authentic situations in order to make important diagnostic and prescriptive decisions.
- Student data should be collected during instruction, through observational techniques and examination of student work.
- Teachers should be provided professional development (PD) on data analysis and effective use of data to inform instruction and intervention strategies.
- An additional common planning time for grade levels to discuss data and instructional strategies should be implemented.
- Purposeful learning agendas that support teacher acquisition of new knowledge and skills should be developed.

## **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- Teachers participated in PD sessions and staff meetings on the implementation of the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- The school leader regularly reviews lesson plans and conducts daily walkthroughs of classrooms.
- There is evidence of a school grading policy as well as an honor roll achievement policy.
- There is evidence that the English as a Second Language (ESL)/Bilingual Director is scheduling

professional development (PD) in ESL for all teachers.

- The READ 180 and System 44 intervention programs have been implemented to enable students with disabilities, who are struggling readers, to make accelerated academic progress.
- Individualized Education Programs (IEPs) are shared and reviewed with appropriate staff.
- The lessons observed by the review team were teacher-directed. There was limited evidence of higher order questioning.
- Differentiation of instruction for specific groups of students was not evident.
- Sufficient supports for English language learners (ELLs), such as scaffolding, differentiating instruction, and building upon prior language and knowledge, were not evident.
- Instruction in the ESL pullout program followed activities from the general ELA program guide with no provision for differentiation of instruction. ESL and regular classroom teachers use ESL/ELA communication sheets. Interviews by the review team indicate that this item will be addressed during faculty meetings as well as during ESL PD sessions.
- Although the percentage of ELLs has increased, there are no required bilingual classes available.
- Observations conducted by the review team indicate that there were no bilingual dictionaries or glossaries in mainstream or ESL classrooms. Students did have access to electronic dictionaries. Interviews indicate that the District is in the process of acquiring additional bilingual dictionaries and making copies of NYS approved glossaries.
- There was no evidence of teachers communicating lesson objectives to students. Students with disabilities were not engaged in structured activities designed to allow for processing of information.
- There was limited evidence of the use of technology, although each classroom had a few computers. Technology integration was in the beginning stages, and school staff was not familiar with the District Technology Plan. The computer lab was being used for music lessons rather than as a computer lab.

#### **RECOMMENDATIONS:**

- More rigorous instruction should be implemented, including using a variety of questioning techniques to activate student higher order thinking skills. Additionally, scaffolding of skills will allow for increased student success. Formal and informal walkthroughs should ensure academic rigor and expectation for student outcomes.
- Teachers should communicate lesson goals and objectives to students and check for understanding of learning expectations.
- Teachers should connect prior and upcoming lessons, particularly for students with disabilities.
- School leaders and staff should continue the work necessary to fully implement the CCLS. Grade level teams should align the current curriculum to the CCLS and develop curriculum maps for guiding literacy

instruction and addressing the six major shifts in literacy.

- The required bilingual education classes should be formed and appropriate professionals hired. Two bilingual certified teachers (for kindergarten and Grade 1) are necessary to begin a bilingual program.
- ESL and bilingual teachers should explore, through school visitations and conference attendance, best practices for instruction of ELLs in bilingual, ESL, and mainstream classes.
- Enriched ESL and bilingual materials for developing vocabulary skills should be made available. PD should be offered for classroom teachers so that the ESL component of *Story Town* may be integrated into the regular ELA block.
- The school Response to Intervention (RtI) plan should be communicated, and conversations geared toward understanding and implementing the three tiers of intervention services should begin.
- PD in technology should be scheduled, monitored, and include opportunities to create lessons that integrate technology and promote learning and thinking. Online resources for students and teachers should be improved and increased.

### III. SCHOOL LEADERSHIP

#### FINDINGS:

- Information and notices to families are provided in both English and Spanish.
- The school leader communicates regularly with families, using multiple communication strategies, including home visitations.
- The school leader participated in BOCES Annual Professional Performance Review (APPR) training sessions, the District Leadership Retreat, and the District administrative council.
- The school leader is exploring ways to provide PD for teachers to better serve ELLs in mainstream classrooms.
- Pre- and post-observation conferences, as well as evaluation and goals-setting conferences, are held with all staff members.
- Outreach programs such as Jazz, Hispanic Heritage, Foster Grandparents, and Adelphi University tutors are promoted and support students.

#### RECOMMENDATIONS:

- The school leader should ensure that a data-driven approach to school improvement be implemented and thoroughly understood by all service providers. The approach should include data-driven collaborative instructional planning and continuous monitoring of progress for all students and subgroups.

- School leader/teacher evaluation and goals-setting meetings should include discussion of individual teacher learning plans.

#### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

##### **FINDINGS:**

- A nurturing school culture exists. Mentoring, life skills, social skills, counseling, and social/emotional learning programs, as well as participation in a career/college day, are available to students.
- There is evidence of pathways for student success through the pre-kindergarten program, the Grade five departmentalization program and assimilation seminars with the middle school.
- There is a lack of technology hardware and resources.

##### **RECOMMENDATIONS:**

- Additional technology equipment such as desktops, laptops, SMARTBoards, SmartTables, iPods, and eReaders, as well as professional learning opportunities for teachers, should be configured into a multi-year purchase/implementation plan.
- Resources to support instruction, such as research databases and District links, should be increased.

#### **V. PROFESSIONAL DEVELOPMENT**

##### **FINDINGS:**

- Time is scheduled during Faculty Meetings for PD activities and peer sharing of lessons.
- The reading and mathematics specialists provide support and information on programs and practices for teachers at grade-level meetings.
- There is evidence of scheduled grade level common planning time for teachers. Grade levels also meet on their own time to share and plan.
- Teachers are informed of, and may choose to participate in, out-of-district workshops and conferences. Additionally, there are numerous PD opportunities offered by the District. However, teachers have not crafted focused individual PD plans that support their own practice and student achievement.

##### **RECOMMENDATIONS:**

- Individual teacher focused professional growth plans should be designed.
- As part of their individual growth plans, teachers and support personnel should participate in learning activities that will improve their understanding of the needs of ELLs in bilingual, ESL, and mainstream

classrooms.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- The school is four-years-old. The school is clean and orderly. Safety personnel are visible and friendly.
- The library lacks sufficient, high quality books in languages other than English.
- There is limited evidence of the use of instructional technology.

### **RECOMMENDATION:**

In order to support the literacy needs of ELLs and bilingual students, library books should be purchased to add to the original collection purchased by the District.

## **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: P-12 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.