

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

|                                       |   |
|---------------------------------------|---|
| <b>BEDS Code:</b>                     | 430700010002  |
| <b>District Name:</b>                 | Geneva City School District   |
| <b>School Name:</b>                   | North Street School   |
| <b>School Address:</b>                | 400 West North Street, Geneva, NY 14456   |
| <b>Principal:</b>                     | Tracy Marchionda  |
| <b>Accountability Phase/Category:</b> | Improvement (year 1) - Focused  |
| <b>Areas of Identification:</b>       | English Language Arts - African American Students, Hispanic Students, Students with Disabilities, Economically Disadvantaged Students |
| <b>Dates of On-site Review:</b>       | December 8, 9, 16, 2011   |

**PART I: Mission Statement**

“Geneva Schools will educate and graduate all students with essential skills and knowledge to live lives of consequence.”

**PART 2: School Strengths**

- Staff and school leadership did an effective job in training, implementing, and reinforcing Positive Behavioral Interventions and Supports (PBIS). There is evidence of the language and beliefs behind PBIS throughout the school and in the interactions between students and staff.
- Class size and student-to-adult ratios are both school strengths. Students can easily and frequently interact with teachers and assistants. The students have been provided clearly defined expectations for behavior, and the staff holds students accountable for acceptable behavior. Students were calm and well behaved in the classrooms and in their movement in the halls. At no time during classroom visitations by the review team did misbehavior interrupt the teaching and learning process. Overall, the learning environment is safe and orderly.
- All teachers are highly qualified and are well matched to the students whom they teach.
- The school has received staff development support from the consultants from Aussie, from their Network Team Members, and a BOCES instructional coach. The school’s professional development (PD) is mapped out for the entire year, and for the most part, PD is aligned to Race to the Top initiatives.

## **PART 3: FINDINGS AND RECOMMENDATIONS**

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

#### **FINDINGS:**

- There is an abundance of data collected from numerous sources.
- Data on English language learners (ELLs) does not drill down to a level that is specific and useful in instruction.
- Although some use of data to inform instruction was observed by the review team, there is a disconnect between gathering, storing, and managing data and using data to inform instructional practice.

#### **RECOMMENDATIONS:**

- The staff should be trained in data driven instruction and how to use data in lesson and unit planning.
- The District should examine the effectiveness of its ELL program to determine what data should be gathered and analyzed to drive instruction for ELLs.
- Data analysis should be moved to the teacher level, with a focus less on program effect and more on individual student needs.

### **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- The learning environment is well managed and conducive to learning. The climate is positive.
- Students with disabilities have access to necessary materials.
- Some pockets of strong instruction were noted by the review team.
- Staff demonstrated a sense of genuine caring. A good, respectful relationship between students and staff was observed by the review team.
- Differentiation was evident in few classrooms.
- Little evidence of formative assessments and their use to inform instruction was noted by the review team.
- Some lessons that the review team observed lacked rigor, relevance, or evidence of higher level thinking skills.

- Most rooms had the objectives posted for the day; however, not many teachers pointed them out to the students.
- Students with disabilities were not observed by the review team as being exposed to high-order questions and activities.
- Teachers did not always explicitly teach or re-teach organizational skills to students with disabilities.
- Teachers of students with disabilities did not provide a rationale for the lesson activities or check for understanding.
- There is no evidence of teachers using best practices for instructing ELLs.
- There is little evidence that there are high expectations for students with disabilities or ELLs.

**RECOMMENDATIONS:**

- Teachers should be trained in how to promote students' higher level thinking skills and plan lessons to promote such skills.
- Teachers of students with disabilities should review effective lesson design to create more structured lessons.
- Rigor and alignment to the New York State (NYS) P-12 Common Core Learning Standards (CCLS) should be expected of teachers as they create units and lessons.
- Teachers should work collaboratively to create and analyze formative assessments with the goal of improving instruction.
- School leadership and staff should examine the overall program for ELLs and develop a philosophy, identify areas of improvement, and determine effective strategies. The Regional Bilingual Education Resource Network (RBE-RN) may be a useful resource in the endeavor.
- School leadership and staff should ensure students with disabilities and ELLs have access to challenging and rigorous learning opportunities.
- School leadership and staff should communicate expectations and best practices in teaching ELLs to teaching assistants.

**III. SCHOOL LEADERSHIP**

**FINDINGS:**

- At the time of the review the school leader had less than four months experience in this school.
- Members of school leadership have an effective working relationship.

- The school leader has a strong knowledge base in instruction and, specifically, literacy.
- Both school leaders are well-organized.
- The school leader has embraced the need for the instructional shifts required by the CCLS.
- Data analysis is happening at the school leadership level, not at the classroom level.

**RECOMMENDATIONS:**

- School leadership should help bring data analysis to the teacher level to inform day-to-day instruction.
- School leadership should begin to have data driven instruction-related conversations with teachers.
- School leadership should hold teachers accountable to use best practices in instructing ELLs.
- School leadership should work with the Director of Special Education to ensure that teachers of students with disabilities are using effective lesson designs and ensuring fair, equitable instruction, and high expectations for students with disabilities.

**IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

**FINDINGS:**

- There is an effective school leader in the school who has responsibilities for discipline.
- The District has a comprehensive strategic plan, which was created with members from this school involved.
- Class sizes and the number of support staff promote a positive environment and give students many opportunities for adult contact.
- The District is involved with community outreach, which involves the school.
- The entire staff and student body are involved in PBIS, which appears to be very effective and allows for fewer distractions in the learning environment.
- Literacy coaches provide support to teachers.

**RECOMMENDATIONS:**

- The school should continue to find collaborative partners and pursue community outreach.
- The school should identify ways to increase parental involvement, especially with the parents of ELLs.

## **V. PROFESSIONAL DEVELOPMENT**

### **FINDINGS:**

- Professional development (PD) activities are planned for the entire year, with activities aligned to Race to the Top Initiatives.
- There are ELA and mathematics coaches embedded in the school.
- The staff has periodic early release time to do PD work.
- PD activities are aligned to the District PD goals.
- Assessment does not appear to be a priority.
- There is little evidence that classroom observations and feedback lead to differentiated PD.

### **RECOMMENDATIONS:**

- PD provided should include the writing of student learning objectives.
- Leadership should follow up on PD initiatives in observations and walkthroughs.
- Teachers should show evidence of the shifts required by the CCLS in their planning.
- A Professional Development Plan (PDP) aligned to the requirements of the Regents Reform Agenda and the District's strategic plan should be created.
- Opportunities should be created for teachers to increase their assessment literacy and show evidence of the use of formative assessments.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- The hallways, stairwells, and classrooms were clean.
- The library media center is welcoming.
- Many rooms have technology, including computers and SMARTBoards.
- The technology, if being used, was only for individual or small groups of students using ACUITY.
- Student artwork and projects were displayed; however, rigorous student academic work was not observed on display.

- Some classrooms need plaster, chipped paint, etc. repaired

**RECOMMENDATIONS:**

- Teachers should receive training and support in the integration of instructional technology into curriculum and instruction.
- Rigorous, common core aligned student work should be showcased.
- Maintenance should address the wall and paint issues.

**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.