

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

<b>BEDS Code:</b>	161201040000
<b>School District:</b>	Salmon River Central School District
<b>School Name:</b>	Salmon River Elementary School
<b>School Address:</b>	637 County Route 1, Fort Covington, NY 12937
<b>Principal:</b>	Kevin Walbridge
<b>Accountability Phase/Category:</b>	Improvement (year 1) -Focused English Language Arts - Students with Disabilities, Economically Disadvantaged Students
<b>Areas of Identification:</b>	
<b>Dates of On-site Review:</b>	November 14-15, 2011

**PART 1: MISSION STATEMENT**

“The Salmon River Central School maximizes student achievement in a fair manner and respects cultural diversity.”

**PART 2: SCHOOL STRENGTHS**

- Common planning time is provided during at least four days per six-day cycle for all grade levels.
- A K-5 Assessment Framework and Calendar in English Language Arts (ELA) is in place. This document was developed by the Instructional Support Staff and Administrative Team. This framework is also in place for the other elementary school in the District, and there are similar documents for prior years dating back to 2003.
- The school is rich with literacy resources, including well-stocked classroom-leveled libraries. All classrooms have up-to-date technology as well as access to two media centers and media specialists. The school has the support of highly skilled instructional specialists.
- Through former participation in America’s Choice and Reading First, teachers were trained in research and evidence-based practices that are reflective of rigorous standards.

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

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

#### **FINDINGS:**

- Building attendance has fallen below 95 percent.
- The District was previously cited for a suspension rate for students with disabilities that exceeded the State Performance Indicators. The District has since come into compliance.
- Implementation of instructional recommendations is not consistently documented across the school building.
- There is insufficient disaggregation of subgroup data to conduct an analysis for economically disadvantaged students and students with disabilities and compare student performance across subgroups.
- Progress monitoring of Behavior Intervention Plans (BIPs) has been inconsistent.

#### **RECOMMENDATIONS:**

The school should:

- Increase direct staff/student conversations regarding the importance of attendance and being on time to school. Positive reinforcement should be provided to students for good attendance.
- Continue staff networking with the Committee on Special Education (CSE) Office to minimize out-of-school suspensions for students with disabilities.
- Ensure that the instructional recommendations are captured in the minutes of grade level meetings. Consistently maintain documentation in anecdotal records in reading and writing by each teacher.
- Add subgroup analysis to the schoolwide data process, as well as at each grade level. Disaggregate data to determine if there is a difference in performance for the 22-25 percent of students who are not a part of the economically disadvantaged subgroup. Use the School-Based Inquiry Team (SBIT) to examine and analyze disaggregated building data.
- Initiate quarterly reviews of BIPs.

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

#### **FINDINGS:**

- Students with disabilities are being pulled from the literacy block.

- A Response to Intervention (RtI) process is being implemented, but has not been formalized.
- The implementation of research-based literacy practices is inconsistent as substantiated by results of walkthroughs conducted by both a Special Education School Improvement Specialist (SEIS) and the SQR review team.
- Behavior Intervention Plans (BIPs) are not systematically monitored.
- Summer support programs for at-risk students have been eliminated due to budget cuts.
- After school Academic Intervention Services (AIS), previously providing support for at-risk students from 3:15-4:15 PM, have been eliminated due to budget cuts.
- Specially designed instruction to meet individual student needs is not strongly evident in all classroom environments that contain students with disabilities.
- Instruction is not consistently reflective of past training in research and evidence-based instructional practices.

#### **RECOMMENDATIONS:**

The school should:

- Conduct an audit of individual schedules of students with disabilities to ensure they are receiving instruction during the 120-minute literacy block along with an additional 30 minutes of support.
- Formalize RtI implementation with a written plan. Ensure the written RtI plan includes the establishment of interim improvement targets.
- Articulate a written schoolwide literacy plan that explicitly defines the research-based components of the literacy block and classroom implementation expectations. The plan should include an instructional handbook as well as:
  - alignment with the English language arts (ELA) Common Core Learning Standards (CCLS); and
  - design and implementation units reflective of ELA CCLS.
- Use the expertise of existing staff to provide professional development (PD) relating to the elements in the literacy plan including:
  - PD for paraprofessionals who support/reinforce literacy skills;
  - use of common strategies and corresponding academic vocabulary across classrooms and grade levels;
  - a review of Reader's & Writer's Workshop components to re-establish its intended use in all classrooms;
  - PD in the analysis of ELA CCLS exemplars and the development of rubrics to evaluate student work; and
  - development of grade level curriculum maps/pacing calendars.

- Establish a process for quarterly monitoring of BIP progress.
- Reestablish summer literacy support for students identified at-risk.
- Explore alternative ways to provide AIS for eligible at-risk students where additional support is needed.
- Provide PD in specially designed instruction and related strategies to benefit students with disabilities in all educational environments.
- Develop and use a systematic and consistent walkthrough process and on-going support to assist in high quality and consistent implementation of instructional expectations. Compile walkthrough data across all instructional environments. Lead school staff through a systems analysis process designed to identify areas of strength and need, culminating in the development and implementation of an action plan.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- Mission and vision statements are not reflective of all of the elements listed in 3.1 of the NYSED SQR Quality Indicators (QI) Document.
- Walkthroughs indicate inconsistency in the implementation of instructional strategies designed to support continuous student improvement, i.e., research-based literacy strategies.

#### **RECOMMENDATIONS:**

The school should:

- Update/revise the mission and vision statements to ensure that they reflect the necessary elements contained in section 3.1 of the SQR QI and embrace the Regents Reform Agenda.
- Conduct systematic and regular classroom walkthroughs to support the consistent implementation of articulated instructional strategies. In addition, clarify the purpose of walkthroughs vs. evaluation with all staff.

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

#### **FINDINGS:**

- General education teachers at each grade level have a scheduled common planning time that enables them to meet to collaborate and conduct grade level meetings weekly; however special education staff is not able to participate in these meetings.
- Limited opportunities for scheduled schoolwide PD, e.g., two superintendent conference days per year, do not maximize opportunities for continuous professional learning.

- There are strong elements of home/school connection, but additional communication and publicity may be needed to augment this strong relationship and focus families on school resources and initiatives.

**RECOMMENDATIONS:**

The school should:

- Establish the same common planning time for special education teachers so that they may participate in grade level meetings, co-plan for consultant teacher service delivery, and coordinate supports with paraprofessionals.
- Use the contractual 2:30 PM – 3:45 PM PD period for targeted PD. In addition, explore the possibility of adding in one or more half-day PD opportunities.
- Place the Parent Involvement Policy and Parent Compact in the Student Handbook. Further publicize the role of the Home School Coordinator and the Ombudsman.

**V. PROFESSIONAL DEVELOPMENT**

**FINDINGS:**

- The District PDP covers the period 2006 - August 2011.
- PD decisions are based on expressed staff needs, State and local initiatives, and emerging needs. The analysis of student and subgroup performance data and classroom observation results do not have a strong role in driving current professional development initiatives.
- As evidenced by walkthrough results, PD/instructional priorities are not consistently reflected in classroom practice.
- Special education teacher schedules do not consistently permit them to participate in grade level meetings.
- When PD is designed and delivered, its relationship/impact on student subgroups is not explicitly identified. As a result, some practices do not translate into consistent implementation in the classroom setting.

**RECOMMENDATIONS:**

The school should:

- Review and annually revise the school PDP. Specific PD activities should be targeted to areas identified in the Comprehensive Educational Plan (CEP) or other relevant school improvement plans.
- Use multiple measures of data, i.e., teacher perception, walkthrough results, student achievement, and disaggregated student data, to assist in the determination/prioritization of relevant PD for staff.

- Assist teachers to implement PD based on instructional priorities. Strategies should include frequent systematic walkthroughs; regular follow-up and support of initiatives in staff meetings and the 2:30-3:45 PD time; dissemination of related articles and professional resources; and thorough discussions in grade level meetings.
- Create a master schedule that provides common planning time for special education and general education teachers and permits them all to participate in grade level meetings.
- Explicitly articulate the desired positive impact on target populations for which PD is designed. Since approximately 75 percent of the students are identified as economically disadvantaged, ensure PD supports the unique needs of this subgroup.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- The building is rich with literacy materials, such as classroom libraries, a curriculum library, and a building library. However, with the increasing focus of the ELA CCLS on nonfiction, the libraries may not contain sufficient nonfiction materials.
- With the new building project and the reconfiguration of classrooms, not all students use the library to the extent they had in the past.
- The movement of classrooms resulting from the building project has caused some grade levels to be located away from their assigned hallway bulletin boards.
- Classroom cleanliness is inconsistent throughout the building.
- Parents interviewed by the review team indicated that the environment in the cafeteria restricts student interaction with peers.

### **RECOMMENDATIONS:**

The school/District should:

- Continue to support and expand the materials available in libraries, particularly nonfiction materials to accommodate CCLS requirements.
- Design a more systematic plan for students and classes to access the library during the extended school day.
- Install bulletin boards near all classrooms so students' standards-based work may be more effectively displayed.
- Review custodial/cleaner staffing patterns and use of custodians/cleaners to ensure optimal cleanliness in all areas of the school.
- Explore the use of round tables or other mechanisms that will enhance student peer interaction.

#### **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.