

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	500402060023
District Name:	East Ramapo Central School District
School Name:	Eldorado Elementary School
School Address:	5 Eldorado Drive, Chestnut Ridge, NY 10977
Principal:	Margo Spielberg
Accountability Phase/Category:	Improvement (year 1) - Focused English Language Arts - Hispanic Students and Students with Disabilities
Areas of Identification:	Mathematics - Hispanic Students and Students with Disabilities
Dates of On-site Review:	December 1 –December 2, 2011

PART 1: MISSION STATEMENT

“The Eldorado Community is dedicated to educating the whole child. Curriculum and teaching strategies are designed to promote optimal learning and meet the needs of each student within a safe and nurturing environment. We place strong emphasis on reading, self-expression, mastery of computational and problem solving skills, social and scientific exploration, artistic creativity and physical activity. Independent thinking and respect for the opinions of others are stressed. Our students are provided with tools to become well-rounded, self-respecting, caring and thinking members of our society.”

PART 2: SCHOOL STRENGTHS

- The school leaders analyzed data from the New York State (NYS) Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and mathematics assessment. The Principal and Assistant Principal met with each teacher to share the results of the DIBELS.
- Each teacher has a data binder containing information gleaned from NYS assessments and school administered assessments.
- The school is a safe, attractive, and welcoming learning environment. School rules are posted in the classrooms and public areas. The students are well-behaved in the classrooms and hallways. Positive reinforcement and praise are observed in the classrooms. The students are eager to learn and the teachers enjoy the important work they are doing to promote student learning.

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 to use this data to inform or differentiate instruction.
- DIBELS testing has been used for all students. The amount of time spent on this test has significantly impacted reading instruction.
- The Inquiry Team is in the early stages of development and has not yet had significant impact on instruction.

RECOMMENDATIONS:

- The District should develop and implement an ongoing and consistent professional development (PD) plan for all teachers that will enable them to effectively use data to address individual student needs and maximize student achievement.
- The school leaders, along with the District, should provide training to ensure that teachers are skilled in the development and use of formative and interim assessments to inform instruction.
- Diagnostic testing should be focused, strategically implemented, and appropriately targeted to limit the loss of instructional time.
- Continued support of the Inquiry Team is critical in order to have an impact on instruction. The Team should allocate time to meet and present its findings to the staff.

II. TEACHING AND LEARNING

FINDINGS:

- Instructional materials and a well-defined, consistently implemented curriculum across grade levels are lacking.
- There is no evidence that all members of the staff are given the opportunity to participate in schoolwide vertical planning in order to ensure effective delivery of instruction to all learners.
- There is a lack of resources and staff to provide support for struggling students. The English as a Second Language (ESL) Academy, designed to provide additional support for ESL students, is not available and Academic Intervention Services (AIS) are not offered to students before, during, or after school.

- There is evidence of English language learners (ELLs) receiving literacy instruction from teachers with little training in literacy. Additionally, general education teachers have no training to support the needs of the ELLs and students with disabilities in their classrooms.
- There is little evidence of differentiated instruction, explicit instruction, and interventions in general education classrooms. Classroom instruction consisted primarily of whole class lessons.
- There is no evidence of a continuum of special education services. The majority of students with disabilities have been placed in self-contained classrooms. The special education model of self-contained classes creates a barrier to effective inclusive practices. There is evidence that students with disabilities in self-contained classrooms have limited access to the general education curriculum.
- There is no evidence of ELLs receiving the required level of support. Students scoring at the Beginning level are currently receiving ESL instruction for one hour each day (pull-out), five times per week. There is no evidence of students who score at the Intermediate and Advanced levels receiving ESL instruction.
- ELLs were not observed receiving content area or language arts instruction in their native language. There is limited evidence of instructional materials in the native language of the students.

RECOMMENDATIONS:

- The District should work with the school on the development and adoption of Districtwide curriculum maps in ELA, literacy and mathematics that are aligned with the new P-12 Common Core Learning Standards (CCLS) and provide the necessary instructional resources, e.g., textbooks and technology, as well as training to implement with consistency and fidelity.
- The school leader should provide formal, scheduled times for teachers and staff to meet in vertical planning teams.
- The District should ensure that schools are provided the necessary staff and instructional resources in order to meet student needs, particularly ELLs and students with disabilities.
- The District should implement the practices outlined in the Part 154 Plan with regard to support, staffing, and PD in order to ensure the success of the ELLs.
- The District and school leaders should ensure that teachers and staff have focused PD on differentiation in instruction and assessment.
- The District should implement a co-teaching model that relies less on self-contained classes and provides students with disabilities access to the general education grade level curriculum.

III. SCHOOL LEADERSHIP

FINDINGS:

- The 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, and results driven strategic plan that is aligned with appropriate resources.
- The school leaders do not receive clear and timely direction from the District regarding implementation of programs.

RECOMMENDATIONS:

- The District should collaboratively plan and implement ongoing, focused PD for school leaders that is assessed at regular intervals. Feedback from school leaders should inform the process, as well as, modifications/changes in the annual plan.
- School leadership should establish a shared vision and clearly articulated goals that are kept at the forefront of the school's work through targeted conversations at staff and team meetings and classroom walkthroughs.
- 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 and programs to help parents understand the mathematics and writing programs and 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/intervention services and communication among staff members in order to prevent fragmentation of student learning.
- Collaboration among staff is limited. Teachers are neither maximizing grade level meeting time beyond the Principal's meetings nor meeting regularly in grade level teams or in cross-grade teams for vertical planning. There is no specific guidance from the school leaders 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.

- The school leadership should create a master schedule that aligns student support services with differentiated classroom instruction to provide classroom support for struggling students.
- The school leadership should provide formal, scheduled meeting times for teachers, including special education teachers, to 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 and dedicated 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 ESL and students with disabilities.
- There is limited evidence of a culture of professional accountability as evidenced by a lack of structure and outcomes for team meetings.
- PD on cultural sensitivity is needed due to the diversity of student enrollment.

RECOMMENDATIONS:

- The District should create a PD committee to plan, monitor, and implement action plans and timelines that are aligned to the District goals. The plan should specify roles and responsibilities of all stakeholders.
- The District and school leaders should ensure that teachers and staff have the necessary PD opportunities that directly enhance their teaching.
- School leaders should establish clear expectations for all meetings and continuously monitor their effectiveness and impact on student achievement.
- The District and school leaders should provide PD for all staff members to help them recognize the differences between cultures and improve the communication among parents, students, and staff members to positively impact student achievement.

VI. FACILITIES AND RESOURCES

FINDINGS:

- SMART Boards and other technology tools are not effectively used to maximize instruction and increase student participation.

- There is a lack of adequate technology to effectively meet the needs of the student population, especially ELLs and students with disabilities.
- Library and classroom collections, as well, as textbooks do not reflect the current student population and are not in adequate supply.
- Parents, teachers, students, and school leaders cite a lack of resources due to limited funding.

RECOMMENDATIONS:

- The school leadership should ensure that teachers are adequately trained in the use of technology for instructional purposes and monitor its impact on student learning.
- As funding permits, the District should invest in sufficient quantities of appropriate technology, e.g., computers, SMART Boards, etc., to support student learning effectively.
- The District should allocate resources to purchase materials that will match students' diverse backgrounds and readability levels, especially ELLs and students with disabilities.
- The District should prioritize its spending to ensure that students are provided with suitable resources, including textbooks, library/media resources, 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 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.