

Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	62-20-02-06-005
District Name:	Ellenville Central School District
School Name:	Ellenville Middle School
School Address:	28 Maple Avenue Ellenville, New York 12428
Principal:	Angela Urbina
Accountability Phase/Category:	Improvement (year- 1)- Comprehensive
Area of Identification:	English Language Arts - All Students; African American Students; White Students; Students with Disabilities and Economically Disadvantaged Students
Dates of On-Site Review:	January 6, 2012

PART 1: MISSION STATEMENT

“To work with the community to include Pre-K to adult learning opportunities; To instill in students of all ages those values that produce a citizenry aware of its responsibilities, alert to the future and cap able of achieving and enjoying an enhanced quality of life. To provide a foundation for every student that will make every student a lifelong learner capable of competing in a world economy; To celebrate diversity among students while encouraging the building of a common future; To maintain and achieve high academic standards for our students at every level.”

PART 2: SCHOOL STRENGTHS

- The teaching staff is stable and highly qualified.
- The student population is diverse.
- The school campus is centrally located and is easily accessible to members of the community.
- Many alumni work in the District in various capacities.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- There is a lack of differentiated instruction based on skill level.

- Benchmark assessment is not used consistently, nor is the data analyzed to identify student strengths and weaknesses.
- Regular monitoring of student progress and assessments is not used to drive instruction.

RECOMENDATIONS:

- Structures should be implemented to formalize the collection of data from benchmark assessments in English language arts (ELA) and mathematics.
- Professional development (PD) should be provided to assist staff in using data to inform instruction.
- All members of the instructional community should be provided with training in differentiated instruction.

II. TEACHING AND LEARNING

FINDINGS:

- Curriculum maps are not yet vertically aligned to the NYS P-12 Common Core Learning Standards (CCLS).
- The current reading program needs to be supplemented to ensure students have leveled reading materials and to strengthen end of the unit assessments.
- Some special education teachers are not consistently using grade level curriculum.
- Some Academic Intervention Services (AIS) and classroom teachers are neither working collaboratively to provide instruction based on student need and ability nor communicating about student progress.
- Students have limited access to skills enhancement technology.
- Awareness of student strengths and weaknesses is not always being taken into account when grouping students.
- There is no uniform schoolwide homework policy.
- There was evidence of limited differentiated instruction and tiered learning activities to meet diverse student learning needs.
- The District Code of Conduct is not available in Spanish.
- Grading policies among subject areas and grade levels are inconsistent.

RECOMMENDATIONS:

- ELA and mathematics curriculum maps should be revised in grades 5-7.
- Curriculum maps and benchmarks exams should be aligned to the CCLS.
- Greater communication should take place between classroom teachers and AIS/Extended Day Program teachers to identify student strengths and weaknesses and to monitor student progress.
- Differentiated instruction should be uniformly practiced across grade levels.
- Tiered learning and instructional activities should be developed.
- Training in understanding and using rubrics for grading should be conducted.

III. SCHOOL LEADERSHIP

FINDINGS:

- A uniform belief in and commitment to high standards is shared by all.
- Staff are highly qualified and supported through a mentoring program; classroom observation process; and Teacher Improvement Plans (TIPs), when necessary.
- Instruction is supported through the use of focused faculty meetings and coaching, both formally and informally.
- Systems of shared accountability exist, as evidenced by collaborative sharing during grade level meetings, faculty meetings, and Superintendent's conference days.

RECOMMENDATIONS:

- Meeting minutes should be maintained so they are available to staff.
- Monthly presentations by school leadership teams (Literacy, Building Leadership Team, etc.) should be scheduled.
- School leadership should follow through with curriculum initiatives.
- School leadership should provide evidence based feedback to teachers through the observation process.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Safety nets are in place through the Ulster County Mental Health and the Ellenville Public Library.
- Programming exists to support continuous learning through AIS, the afterschool library program, and study support programs at the school.
- School based structures are in place to support students' academic and emotional needs.
- Visitations take place to ensure smooth transitions from elementary to middle and middle to high school.
- Home/school partnerships are clearly established through the Parent Teacher Organization (PTO), Committee on Special Education (CSE), Child Study Team (CST), Parent Engagement Nights, and email/phone communication with teachers.

RECOMMENDATIONS:

- A parent portal should be established. Community activities should be posted.
- A homework hotline should be created.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Literacy and mathematics coaching across grade levels is provided through BOCES.
- There is an established teacher mentor program that includes peer observation.
- There are pre and post observation conferences.
- Reflections about PD are collected through formalized process.
- Professional conversations take place through grade level meetings.

RECOMMENDATIONS:

- Common planning time should be provided.
- Teachers should be provided training in co-teaching strategies with clearly defined expectations.
- Consistent expectations for achievement for all students should be established.

VI. FACILITIES AND RESOURCES

FINDINGS:

- A computer lab and laptop cart is available.
- The library is accessible during and after school. Some resources are available for classroom teachers in the library.
- The school facility is clean and safe.

RECOMMENDATIONS:

- Instructional materials should be aligned to CCLS.
- A certified librarian should be assigned to the school to integrate library standards with classroom instruction.
- A consistent procedure for students' transition in the hallway should be developed.
- Additional resources should be provided for foreign language.

PART4: CONCLUDING STATEMENT

The findings and recommendations noted in this 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 Common Core Learning Standards, Data Driven Instruction, and the Annual Professional Performance Reviews for teacher effectiveness.