

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	500402060002
District Name:	East Ramapo Central School District
School Name:	Grandview Elementary School
School Address:	151 Grandview Ave., Monsey, NY 10952
Principal:	Patricia Smith
Accountability Phase/Category:	Improvement (year -1) - Comprehensive English Language Arts - All Students; Hispanic Students and English Language Learners
Dates of On-site Review:	December 13 - 14, 2011

PART 1: MISSION STATEMENT

"Our mission, as the East Ramapo Central School District, is to make our District more child-centered in an environment of excellence for students and staff. This is marked by high expectations, including the use of technology, and an open team approach involving teachers, administrators, support staff, parents, and students in a process that will identify the goals and develop strategies to meet them in our schools."

PART 2: SCHOOL STRENGTHS

- The school leader has an understanding of the school's strengths and areas needing development.
- Student attitudes regarding the school are positive. Most students appear eager to learn; they are friendly, polite, sociable, and welcoming.

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 use that data to inform or differentiate instruction. An interim review process has not been incorporated; therefore, quantifiable measures to track student progress are lacking.
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing has been used for all students, and the amount of time spent on this testing has severely impacted English as a Second Language (ESL) and reading instruction.
- The Inquiry Team is in the early stages of development and has not yet had a significant impact on instruction.

RECOMMENDATIONS:

- The District should improve the collection, analysis, and use of data at the District, school, and classroom levels. The District should develop and implement an ongoing and consistent professional development (PD) plan for all teachers to enable teachers to effectively use data to address individual student needs and maximize student achievement. The District should use data to prioritize areas having the greatest need of intervention and support.
- The school leadership, along with the District, should provide training to ensure 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 have allocated time to meet and present their findings to the staff.

II. TEACHING AND LEARNING

FINDINGS:

- The school lacks consistent procedures, protocols, and sufficient instructional materials to implement a well-defined curriculum across grade levels.
- There is no evidence that all staff are provided the opportunity to participate in schoolwide planning in order to ensure the effective delivery of instruction to all learners.
- There is a lack of instructional resources, such as textbooks, technology, and staff to provide State-mandated support for struggling students. The ESL Academy, designed to provide additional support for ESL students, has limited attendance due to a lack of transportation, and Academic Intervention Services (AIS) are not offered to students during the day or before or after school.
- Literacy instruction is provided by ESL teachers with little training in literacy. General education teachers have no training to support the needs of English language learners (ELLs) and students with disabilities in

- There is little evidence of differentiated instruction, explicit instruction, and interventions in general education classrooms. Classroom instruction consisted predominately of whole class lessons. Students are rarely given the opportunity to develop critical thinking skills and are engaged in teacher directed activities.
- There is no evidence of a continuum of special education services in the school. All students with disabilities have been placed in self-contained classrooms. This special education model creates a barrier to effective inclusive practices. Access by students with disabilities to general education opportunities is limited.

RECOMMENDATIONS:

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current New York State (NYS) Learning Standards. The curriculum must be aligned to the new P-12 Common Core Learning Standards (CCLS) in English language arts and mathematics. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development. The District should ensure that District-wide curriculum maps are aligned with the CCLS to provide consistency and fidelity of implementation.

All teachers and school leaders should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subject being taught.

- The school leader should provide formal, scheduled times for teachers and staff to meet in vertical or horizontal planning teams
- The District should ensure that the school complies with all State requirements and provide the necessary staff and instructional resources, such as textbooks and technology, to all staff in order to meet student needs.
- The District should implement the research-based practices outlined in the Part 154 plan with regard to support, staffing, resources, and PD in order to ensure the success of the ELLs.
- The District and school leadership should ensure that teachers and staff are provided PD focused on differentiation of instruction and assessment.
- The District should provide students with disabilities small group and one-on-one teacher instructional time.

III. SCHOOL LEADERSHIP

FINDINGS:

- School leaders do not have access to an ongoing, consistent, and sustainable PD program organized and supported by the District. The range of data used to inform the leadership's understanding and decision-making is limited.
- There is no evidence of a clear, focused, results-driven strategic plan aligned with appropriate resources.
- School leaders are not visible in classrooms on a consistent basis, and feedback is not targeted and specific.
- 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 and assess it at regular intervals. Feedback from school leaders should inform the process to modify or change the annual plan.
- The school leadership should establish a shared vision and clearly articulated goals and keep them at the forefront through targeted conversations during staff meetings, team meetings, and classroom walkthroughs.
- School leaders should make systematic and frequent visits to classrooms and provide specific, timely feedback to teachers. Classroom observations should support the improvement of instruction and focus on improving teacher practice.
- The District should create a strategic leadership plan, with clear roles and responsibilities, to ensure effective communication and informed discussions. The plan should be a living document and should identify key issues that are fundamental to moving the school forward.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- There is a lack of ongoing communication and programs to help parents understand the mathematics and writing programs, as well as the various assessments and sources of data used to evaluate student progress.
- There is little evidence that the school's master schedule is designed to maximize support and intervention services and communication among staff members in order to prevent the fragmentation of student learning.

- Collaboration among staff is limited. Teachers do not maximize grade level meeting time beyond the two times per month that they receive ELA or mathematics training. Teachers do not regularly meet in grade or cross-grade teams, and there is no specific guidance from the school leadership on how to use the meeting time.
- Dedicated support services are minimal and insufficient to meet the needs of the students.
- There is a lack of involvement of all parents in school activities.

RECOMMENDATIONS:

- The District should provide information on curricular programs and assessments in multiple languages to help parents understand and support student learning.
- School leadership should provide formal, scheduled meeting times for all instructional staff to meet with each other to examine data, discuss, and plan 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.
- School leadership should expand efforts to involve parents to serve on school committees and participate in school-based events to better reflect and represent the students.

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 ELLs and students with disabilities.
- There is limited evidence of a culture of professional accountability, as evidenced by lack of structure and outcomes for team meetings.

RECOMMENDATIONS:

- The District should create a PD committee with representatives from all schools to plan, monitor, and implement action plans and timelines aligned to District goals. The plan should specify roles and responsibilities of all stakeholders.
- The District and school leadership should ensure that teachers and staff have the necessary PD opportunities that directly enhance their teaching.
- School leadership should establish clear expectations for all meetings and continually monitor their effectiveness and impact on student achievement.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Technology exists in most classrooms, but SMART Boards and other technology tools are not effectively used to maximize instruction and increase student participation and learning.
- There is a lack of adequate technology to effectively meet the needs of students, especially ELLs and students with disabilities.
- Library and classroom collections and 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:

- School leadership should ensure that teachers are adequately trained in the use of technology for instructional purposes and monitor its impact on student learning.
- The District should invest in sufficient quantities of appropriate technology, e.g., computers and SMART Boards, to effectively support student learning.
- The District should allocate resources to purchase materials that match the students' diverse backgrounds and reading levels.
- The District should prioritize its spending so that students are provided with suitable resources, including textbooks, library materials, 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.