

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

Differentiated Accountability - School Quality Review

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	651501060002
District Name:	North Rose-Wolcott Central School District
School Name:	North Rose-Wolcott Elementary
School Address:	10456 Salter-Colvin Road, North Rose, NY 14516
Principal:	Jennifer Hayden
Accountability Phase/Category:	Improvement (year- 1) - Focused
Areas of Identification:	English Language Arts - Economically Disadvantaged Students
	Mathematics - Economically Disadvantaged Students
Dates of On-site Review:	November, 28 and December 19 and 21, 2011

PART 1: MISSION STATEMENT

“The Mission of the North Rose-Wolcott Central School District is to create a safe and enriching learning environment that will prepare our students to make positive and meaningful contributions to society.”

PART 2: STRENGTHS

- The school leader is strong in the areas of curriculum and instruction and is well aware of the strengths and gaps in instruction.
- The school has two strong lead teachers whose work is driven by data analysis. The lead teachers seem to have strong relationships with staff.
- The District’s Director of Curriculum and Instruction is involved in the work of the school leadership team. The director has a strong instructional background and is an active member of the District’s Network Team.
- The elementary staff and administrators have been working to implement the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- Staff and school leaders have a strong sense of the challenges of the students and their families, and they work hard to help with non-instructional issues.
- A comprehensive data collection and analysis has been done at the school.
- The school uses the students’ data for instructional decisions such as flexible grouping.

- The school has developed a comprehensive PD plan related to shifts in English language arts (ELA) and mathematics, the P-12 CCLS, unit writing, and text-based questions.
- The school has a strong curriculum council.
- Response to Intervention (RtI) is in place and appears to be working well.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The elementary building has multiple sources of summative data including:
 - NYS mathematics and ELA data;
 - Pinpoints Data;
 - STAR Reading;
 - NYStart Data; and
 - Data gathered regarding economically disadvantaged.
- Formative data is collected and used for determining instructional needs. Formative data sources include:
 - mClass Math Assessments;
 - mClass Math Class Summaries; and
 - RtI records.

RECOMMENDATIONS:

- The school should expand the types of formative assessments used to include teacher developed assessments.
- The school should begin to implement Data Driven Instruction to take staff to a deeper level of data analysis.
- The school should Includes interim and formative assessment training as part of the PD plan.

II. TEACHING AND LEARNING

FINDINGS:

- Teachers are writing units aligned to the P-12 CCLS and have been exposed to the new Standards.
- The learning environment was safe, orderly, and conducive to learning.
- There is evidence of schoolwide teams and collaborative efforts to include RtI, Curriculum Council, and Lead teacher work.

- The rigor and relevance related to the new Standards is not observable, especially at the lower grade levels.
- Inconsistent use of differentiated instruction was observed.
- A lack of common expectations across classrooms and grade levels was observed.
- Activities that were being introduced were neither purposeful nor congruent with the objectives for the lesson. Little direct instruction was observed.
- Lessons and activities observed were not always content or developmentally appropriate for the grade level, indicating low expectations for students.

RECOMMENDATIONS:

- The school leader and staff should work (K-5) to align expectations and define and incorporate rigor into instruction.
- Curriculum work should include content appropriate and developmentally appropriate conversations among the K-5 staff.
- Staff should deepen their knowledge of and skills in differentiating instruction.

III. SCHOOL LEADERSHIP**FINDINGS:**

- The school leader is a strong instructional leader who has knowledge of good instructional practices and is able to clearly and fairly communicate her expectations to staff.
- The school leader has the knowledge, skills, and confidence to have data driven conversations with the staff about student performance.
- The school leader has a positive and respectful relationship with the staff and is able to provide PD to promote growth among staff who seem motivated to grow.
- The teacher leaders are a significant asset to the staff and school leader.

RECOMMENDATIONS:

- The school leader should facilitate collaborative work between the K-2 and 3-5 staff to increase expectations and rigor and to assure a seamless K-5 academic program.
- The school leader and the teacher leaders should increase their knowledge and skills in Data Driven Instruction and bring the staff into the dialogue.

- The District should work to continue the current model of teacher leader/coaches.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The school has several effective safety nets in place to help students and families. These include:
 - Supplemental Education Services (SES) tutoring before school;
 - Academic Intervention Services (AIS);
 - Rtl, which is implemented throughout the building;
 - Universal Pre-K;
 - A home-school liaison that assists in a wide range of duties beyond truancy; and
 - Breakfast, lunch, and food for the weekends for students.
- The staff has a thorough knowledge of their students and families.
- Although parent participation is increasing, the school does not have a Parent Teacher Association.

RECOMMENDATIONS:

- In light of the performance of economically disadvantaged students, it is recommended that the school have access to a social worker.
- The school leader, with District support, should seek additional partners and find ways to increase community involvement.
- The school should form a Parent Teacher Association to increase parent involvement.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- There are key staff members who are skilled at developing and delivering data-driven, job-embedded PD. The staff includes the school leader, the Director of Curriculum and Instruction and the lead teachers.
- The school leader, the Director of Curriculum and Instruction, and the lead teachers are meeting the needs of the staff regarding Network Team Deliverables and the training and support integral to Race to the Top.
- PD is conducted on multiple full- and half-day sessions and includes follow-up.
- PD topics including Academic Vocabulary, Test-Based Questioning, CCLS alignment, the ELA and Math Shifts, and co-teaching have been addressed.
- New teachers are mentored by retired teachers once a week over a two-year period.

- Data teams regularly meet.

RECOMMENDATIONS:

- Some staff should receive training in differentiating instruction and “A Framework for Understanding Poverty.”
- Future planning for PD should include topics related to Race to the Top, Network Team Training, and the performance of students on formative, interim and summative assessments.
- Staff should be trained to design, administer, and analyze formative, interim, and assessments.
- The school leader should continue to bring data teams together and help them deepen their skills.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Classrooms are inviting and visually appealing.
- Computer lab time is built into the student scheduling.
- Leveled texts are being purchased to help students have access to various resources and materials at the appropriate level.
- The Library Media Center is regularly used by staff and students. The Library Media Specialist works to integrate ELA and content area curricula into library lessons and supports the 6 + 1 traits of writing.
- The school is in need of some general cleaning. There are areas of the school building that need better upkeep. Routine maintenance and repairs should be made.
- The library does not have a SMART Board.
- The left front door of the school entrance is often left unlocked. This may cause a safety issue, especially in light of the entrance’s distance from the office.

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.