



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 580602040002 |
| School Name | Roanoke Avenue School |
| School Address | 549 Roanoke Avenue, Riverhead, NY 11901 |
| District Name | Riverhead Central School District |
| School Leader | Thomas Payton |
| Dates of Review | March 22-23, 2016 |
| School Accountability Status | <input checked="" type="checkbox"/> Focus School |
| Type of Review | <input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT) |

School Information Sheet for Roanoke Avenue School

| School Configuration (2015-16 data) | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------|-------------------------------------------------|-----------------------------------------------|------|
| Grade Configuration | K – 4 | Total Enrollment | 403 | SIG Recipient | No |
| Types and Number of English Language Learner Classes (2015-16) | | | | | |
| # Transitional Bilingual | | # Dual Language | | # Self-Contained English as a Second Language | |
| Types and Number of Special Education Classes (2015-16) | | | | | |
| # Special Classes | | # SETSS | 5 | # Integrated Collaborative Teaching | 0 |
| Types and Number of Special Classes (2015-16) | | | | | |
| # Visual Arts | | # Music | 18 | # Drama | |
| # Foreign Language | | # Dance | | # CTE | |
| School Composition (most recent data) | | | | | |
| % Title I Population | | 100 | % Attendance Rate | | 94.6 |
| % Free Lunch | | 62.2 | % Reduced Lunch | | 2.4 |
| % Limited English Proficient | | 27.7 | % Students with Disabilities | | 14.6 |
| Racial/Ethnic Origin (most recent data) | | | | | |
| % American Indian or Alaska Native | | 2 | % Black or African American | | 12 |
| % Hispanic or Latino | | 58 | % Asian or Native Hawaiian/Pacific Islander | | 1 |
| % White | | 27 | % Multi-Racial | | 0 |
| Personnel (most recent data) | | | | | |
| Years Principal Assigned to School | | 6 | # of Assistant Principals | | 0 |
| % of Teachers with No Valid Teaching Certificate | | 0 | % Teaching Out of Certification | | 0 |
| % Teaching with Fewer Than 3 Years of Experience | | 9.4 | Average Teacher Absences | | 3.97 |
| Student Performance for Elementary and Middle Schools (2014-15) | | | | | |
| ELA Performance at levels 3 & 4 | | 17.5 | Mathematics Performance at levels 3 & 4 | | 21.5 |
| Science Performance at levels 3 & 4 (4th Grade) | | 75.0 | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Overall NYSED Accountability Status (2015-16) | | | | | |
| In Good Standing | | | Local Assistance Plan | | |
| Priority School | | | Focus School | | X |
| SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL: | | | | | |
| <ol style="list-style-type: none"> 1. Getting parents more involved in the school by hosting parent workshops about curriculum and student achievement. 2. Providing more support for struggling learners in more creative ways, such as through after school enrichment programs and before school programs. 3. Providing professional development for teachers focused on culturally responsive teaching methods. | | | | | |

| School Identification Status | | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------|
| The school was identified for not meeting the subgroup performance minimum cut point for the following subgroups in 2014-15: | | |
| Subgroup | School's Performance | Minimum Cut point |
| Hispanic | 58.5 | 61.0 |
| Economically Disadvantaged | 57.5 | 64.0 |
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Purpose of the visit

This school was visited by the New York State Education Department (NYSED) Integrated Intervention Team (IIT) because of its low performance.

The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school's work in the immediate future.

This report is being provided as a feedback tool to assist the school and to help identify areas for improvement. These areas can address the subgroups identified or they may be broader and cover additional subgroups or the entire school. NYSED recognizes that there are dedicated staff members at the school committed to the success of the students. The report below provides a critical lens to help the school best focus its efforts.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited 31 classrooms during the two-day review.
- The OEE visited six classrooms with the school leader during the review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided no student, staff, or parent survey results.
- Extensive rebuilding and extension work is taking place at the school. As a result, the school leader has had to use all available space to accommodate instruction including, for example, teaching small groups of students on the auditorium stage.

The Review Team concluded that the school's current systems and practices most closely align with Stage One on the DTSDE Rubric.

SUCSESSES WITHIN THE SCHOOL THAT THE SCHOOL SHOULD BUILD UPON:

1. The school leader recognizes the need to increase teacher capacity in the area of culturally responsive instructional strategies and techniques to meet the needs of the significant number of English language learners (ELL) students in the school. Over time, a focus on this priority should lead to teaching approaches and learning tasks that will support the learning of ELL students and help them to raise their achievements.
2. The school leader is aware of the need to recognize and address the cultural diversity of the school population; and with this in mind, he has made fitting personnel decisions. For example, the school leader has appointed several bilingual teaching staff and a new bilingual clerk/typist who works in the school office. As a result, although not yet being used to full advantage, some teachers are better equipped to support bilingual students and the office staff member is able to act as a translator for and

liaison to parents.

3. When teachers or parents raise concerns about student academic or personal well-being, the school leader has referral procedures in place to ensure that staff can make referrals to the instructional support team (IST) who then quickly respond to identify barriers and provide supports for students and their families.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Recommendation for Tenet 2 – School Leader Practices and Decisions:

By April 4, 2016, the school leader should appoint a team to work on developing a school vision. By May 27, 2016, the team should have:

- drafted a school vision and values, and identified school improvement goals; and
- planned how to engage all members of the school community in developing a shared vision for the school.

Rationale that led to the recommendation:

- The IIT found through interviews and documentation that the school has no clear, shared vision that would bring about school improvement and raise student achievement. The school leader acknowledged that he has not prioritized the need to establish a vision and improvement targets, and as a result, there are no distinct goals and supporting action plans in place to guide the identification of school improvement areas and focus improvement efforts. The review team found there are few structures in place to guide the school's progress, improve instruction, raise student academic performance, and support all students' social and emotional development. The school leader reported he does not regularly monitor and evaluate schoolwide practices and the progress of school improvement efforts. The school leader stated he refers to the school motto, "*Aim for success, accept nothing less,*" at the start of the school year, during events such as the Back to School Night, in informational letters and invitations to parents, and in the school newsletter. However, parents, teachers, and students did not mention the motto in interviews, and reviewers noted no displays of the motto throughout the school in classrooms or hallways. Although the IIT found during interviews that the school leader has developed positive and supportive relationships with all members of the school community, he has not ensured that all parents, teachers, and students share and understand high expectations for the success of all students. Parents and staff were not able to explain the school's vision or describe clear, established goals. For example, reviewers found that parents, teachers, and the student support staff expressed a range of different ideas about the school's improvement priorities. The review team also found that students were unaware of a vision or expectations for their academic achievement and personal development, as well as any personal learning goals.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Recommendation for Tenet 3 – Curriculum Development and Support:

- At the next faculty meeting on April 14, 2016, the school leader should clearly articulate expectations for the elements of instruction to be included in all lesson plans by all teachers. Lesson plans should include the use of language objectives from the NYSED Bilingual Common Core progressions. The school leader should continue to review lesson plans each week and should provide individual teachers with detailed, actionable feedback to help them improve their lesson planning and meet expectations.

Rationale that led to the recommendation:

- The school leader and teachers reported that there are some broad expectations for teachers' lesson planning including, for example, the main topic of the lesson. However, the IIT found that this has not typically led to planning guided by data analysis or teaching strategies that address the range of student learning needs and promote high levels of student engagement. For example, reviewers found that although there were a notable number of ELLs in many classrooms, lesson plans did not usually include specific language objectives to support improving students' literacy skills. Interviewed teachers reported that the school leader has not clearly conveyed specific expectations for the key elements they should include in lesson plans. The school leader acknowledged he has not established detailed expectations for lesson planning. Teachers stated that the school leader collects lesson plans weekly, but does not typically provide formative, actionable feedback that would help them meet general expectations or improve their lesson planning. The school leader confirmed that he does not regularly provide teachers with feedback about lesson plans or conduct walkthroughs to monitor the quality of planning and instruction. Most lesson plans examined by the review team did not include references to learning objectives, structured student groupings, data-driven instructional strategies, higher-order questions, ongoing assessments, or varied learning tasks to match individual student learning needs. As a result, most instruction observed by reviewers did not include learning objectives shared with and understood by students, and students were not always able to explain the focus or purpose of their learning. In addition, because teachers usually provided only a broad overview of planned learning and did not plan for instruction in enough detail, observed lessons predominantly applied whole-group instruction with all students experiencing the same curriculum.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Recommendation for Tenet 4 – Teacher Practices and Decisions:

- Beginning the week of April 18, 2016, all teachers, with support from the literacy coach, should make sure that lessons include language objectives that will support both English and non-English speaking students to develop and improve their literacy skills. Teachers should make sure they share and discuss language objectives with students so they understand them, and teachers should reference objectives during lessons.

Rationale that led to the recommendation:

- The review team noted that the school has a significant number of non-English speaking students who speak a variety of home languages. However, during classroom visits, lessons did not typically include the use of language objectives that would support all students, particularly ELL students, in developing their literacy skills so they could access the curriculum and raise their achievement. In addition, teachers interviewed by the IIT were not always able to describe the specific learning needs of different student subgroups in their classrooms. In many observed classrooms, reviewers found that teaching strategies and learning tasks did not always meet the range of student learning needs, address language specific barriers, or result in high levels of engagement for all students. For example, the team observed many lessons in which all students completed the same learning tasks at the same level using the same materials, with no modifications for the different needs of ELLs and students with disabilities. The team observed that teachers posed few higher-order questions to deepen and extend student learning and found little evidence, in planning or in classrooms, that teachers' practice recognized or supported the needs of higher ability students. Some students reported they often quickly finish work in lessons and have to read, check their work, and wait for others to catch up. The school leader recognizes the need to develop more culturally sensitive instructional strategies and believes that incorporating language objectives in planning and instruction would improve students' engagement in their learning and support them in raising their achievement. Parents expressed the view that many students lacked skills in their home languages and in English, and therefore, integrating strategies focused on improving students' literacy skills would support access to the curriculum for these students.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Recommendation for Tenet 5 – Student Social and Emotional Developmental Health:

- At the next IST meeting on April 11, 2016, the school leader should work with the team to develop a morning advisory program for teachers to use to assess the social and emotional well-being of all students. Teachers should begin to implement the program on April 18, 2016. School leaders should monitor the implementation and effectiveness of the program.

Rationale that led to the recommendation:

- In interviews with the school leader, teachers, and the student support staff, the review team found that the school leader has established a reactive system to respond and provide support when parents or teachers raise concerns about an individual student's academic achievement or social and emotional health. The IIT found there is a well-understood and effective process for staff to make referrals to the IST, so that the team can identify, implement, and monitor strategies and supports for individual students. The school leader described all staff as caring and concerned about their students and said the school has very few behavioral issues. However, the school leader acknowledged he has not yet prioritized the establishment of formal systems or programs allowing staff to identify the social and

emotional needs of all students and then provide appropriate developmental supports. Reviewers found that unless school staff or parents raise specific concerns about individual students, teachers do not routinely check the social and emotional needs of all students by, for example, talking to students at the start of each school day. The school leader, teachers, and the IST reported there is no whole-school vision, strategic plan, curriculum, or programs in place to provide planned, structured supports for all students' social and emotional needs. While reviewers found it evident that teachers care deeply for their students, reviewed documents and classroom observations did not show a formal plan that all teachers use to recognize and support students' social and emotional needs. The school leader and IST also reported that the school does not yet have a system for collecting and analyzing data related to students' social and emotional developmental health.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Recommendation for Tenet 6 – Family and Community Engagement:

- At the next Parent-Teacher Organization (PTO) meeting on April 13, 2016, the school leader should work with the PTO to create a parent survey that will provide the school with information about parents' and families' support needs, concerns, and ideas. The survey should be distributed beginning June 1, 2016. It should be available for parents through multiple media and opportunities such as meetings, and school staff should translate the survey into home languages. By June 24, 2016, the school leader and PTO should collate responses and use the data to plan further parental engagement and support strategies.

Rationale that led to the recommendation:

- The school leader maintains a positive and supportive relationship with students and families and uses a range of communication tools, including letters, emails, newsletters, and voice messages to share information and enable two-way communication with families. However, parents reported that the frequency and quality of communications vary depending on individual teachers, and not all communications are available in home languages to make sure all families are able to access information. The school leader reported that he has not surveyed parents to identify family support needs and gather information about parents' concerns and suggestions for improvement. The school leader and teachers acknowledged that increasing parental engagement is challenging, often because of language and other communication issues. Although a recognized need, the leader has not yet established clear goals or action plans to address this matter. Parents reported they receive little helpful information unless they attend school events or request it from the school. Parents shared that they are not clear about grade-level expectations or their children's learning levels, would appreciate support and guidance to help them understand the Common Core Learning Standards (CCLS), and would value general curriculum information to help them better understand their children's learning. However, the review team found that the school does not yet have a strategy in place to identify parents' support needs. The review team also found that the school has no coherent, integrated system for collecting and sharing data so that all members of the school community are able to understand student and family needs. As a result, the school leader does not have the data needed to

inform a plan to establish activities and events that address families' needs and increase their engagement with the school.

ADDITIONAL AREAS TO ADDRESS

- The IIT found that the school leader does not typically use systems to monitor schoolwide practices. For example, the school leader reported he does not regularly monitor instruction, provide feedback to teachers from lesson plan reviews, monitor the effectiveness of communications to parents, or track parent attendance at school events. In the future, the school leader should work to establish systems to monitor schoolwide practices so that he is able to identify and address areas for improvement.
- The school leader stated he does not regularly conduct instructional rounds or walkthroughs to monitor the quality of instruction across the school. The review team found that instruction across the school was not of sufficiently high quality to support and raise student achievement. In the future, the school leader should work to establish and regularly complete a walkthrough schedule so that he can frequently monitor the quality of instruction across the school and provide feedback to help teachers improve their practice. In lesson plan reviews and classroom visits, the review team found that teachers do not typically use data to structure student groupings or provide learning tasks to match student-learning needs. As a result, many observed lessons featured whole-group instruction and did not provide appropriate challenge and support for all students at all learning levels. In the future, the school leader should work, with support from district experts and available coaches, to provide teachers with professional learning to help them effectively use student performance data.