

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

Differentiated Accountability - School Quality Review

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	59140106004
District Name:	Monticello Central School District
School Name:	Kenneth L. Rutherford Elementary School
School Address:	26 Patricia Place
Principal:	Kim Patterson
Accountability Phase/Category:	Improvement (year 1) - Comprehensive English Language Arts - All Students; African American Students; Students with Disabilities and Economically Disadvantaged Students
Area of Identification:	
Date of On-site Review:	January 11, 2012

PART 1: MISSION STATEMENT

“It is the mission of K.L. Rutherford School to create an environment that gives all children the opportunity to achieve their fullest personal and academic potential in order to become productive and responsible citizens.”

PART 2: SCHOOL STRENGTHS:

- The International Baccalaureate (IB) program is being implemented.
- The school is participating in the K-12 aligned English language arts (ELA) curriculum project.
- Professional development (PD) is embedded for IB and literacy.
- Students speedily respond to teacher cues and transitions.
- There are many supports for struggling students:
 - Academic Intervention Services (AIS) teachers;
 - Reading coaches;
 - Check and Connect;
 - Homework help;
 - Assistant Principal support for behavior;
 - Level Literacy Intervention;
 - Letterville Phonics Program;
 - Supplemental Education Services (SES) tutoring

- There are many resources available in the Library Media Center and Literacy Library to support curriculum for Common Core Learning Standards (CCLS), IB, and literacy at all grade levels.
- Data analysis is used by teachers for informing instruction:
 - use of BOCES Assessment Reporting System (BARS) to get data at the student level;
 - submission of data to the Principal followed by meetings to discuss student progress and interventions; and
 - grade level meetings twice a week to discuss many forms of data, student progress, and curriculum.
- Response to Intervention (RtI) meetings are held each week with at least four students being discussed.
- There is appropriate use of behavior supports and routines with Positive Behavioral Interventions and Supports (PBIS).
- The school psychologist and the social worker work well with teachers to provide support for struggling students.
- Students with disabilities receive the same curriculum as their general education peers.
- Evidence-based strategies are being used through IB and literacy.
- IB planners and curriculum maps are being aligned to CCLS.
- The school uses a common grading policy and common rubrics.
- Schoolwide teams and grade level teams are established.
- There is a clear mission, philosophy and belief statements.
- Parent outreach has been established.
- Many community supports are available.
- There is a rich literacy library and resources to support literacy across the content areas.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- There is strong evidence of the use of multiple sources of data to inform instruction.
- There is evidence of the use of formative and summative assessments to inform instruction.

- There is evidence of the use of subgroup specificity analysis to provide additional resources.

RECOMMENDATION:

Even though there is the use of formative and summative data, teachers should also collect immediate data during the lesson to be able to monitor and adjust for teaching and/or re-teaching.

II. TEACHING AND LEARNING

FINDINGS:

- There is some evidence of monitoring student progress on a regular basis during the lesson.
- There are clear structure and roadmaps for learning – IB planners and curriculum maps.
- The K-5 Comprehension Toolkit, an intensive course of study designed to help students understand, respond to, and learn from nonfiction text, is used by all teachers. It provides common vocabulary and strategies to teach comprehension.

RECOMMENDATIONS:

- Ensure the active engagement of students throughout the lesson.
- Ensure consistent use of evidence-based strategies schoolwide:
 - Front loading (IB) – same as Anticipation Guides
 - Cues and Questions
 - Compare/Contrast- Venn Diagram
 - Keyword strategies
 - Vocabulary strategies
- Decrease teacher prompting through the lesson in order to develop thinking skills and prepare students for the testing situation.
- Increase student independence by emphasizing guided practice and independent practice more.
- Use “Thinking Maps” as a resource for students, including eight graphic organizers.

III. SCHOOL LEADERSHIP

FINDINGS:

- There is evidence of a variety of after-school support and services for parents and students.
- The Principal is an instructional leader who leads by example:
 - the school uses common book reading and discussion.
 - shared educational articles that are referenced in teacher observations when they are using/applying (or not) the contents of the articles in their classrooms.

RECOMMENDATIONS:

- There is a need for continued use of common PD around the CCLS shifts.
- There needs to be core curriculum implementation aligned to CCLS.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- There is an extensive list of community supports.
- There is evidence of strong home-school partnerships.
- There is evidence of a conscious use of time – scheduling.
- There is evidence of purposeful organization of the school day.

RECOMMENDATION:

Reconfigure the scheduling of Inclusion classes. The current scheduling of Inclusion classes requires that the neediest students are serviced by multiple providers instead of by just one and a classroom teacher.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- There is evidence of job embedded PD through literacy and IB coaches with vertical alignment and cross-grade level conversations:
 - PD is conducted during faculty and grade level meetings.
- There is evidence that collaborations are on-going among teachers through grade level meetings:
 - Based on minutes, there is evidence that reflective conversations are taking place.

RECOMMENDATIONS:

- Provide job embedded technology PD for instructional integration.
- Increase cross-grade level PD during grade level professional community meetings to allow for more conversations and planning.

VI. FACILITIES AND RESOURCES

FINDINGS:

- There is evidence that the facilities are well cared for.
- There is evidence that the facilities are maximizing space for instruction.
- The Library Media Center and the Literacy Library are well stocked with a wide range of resources to enhance instruction.

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.