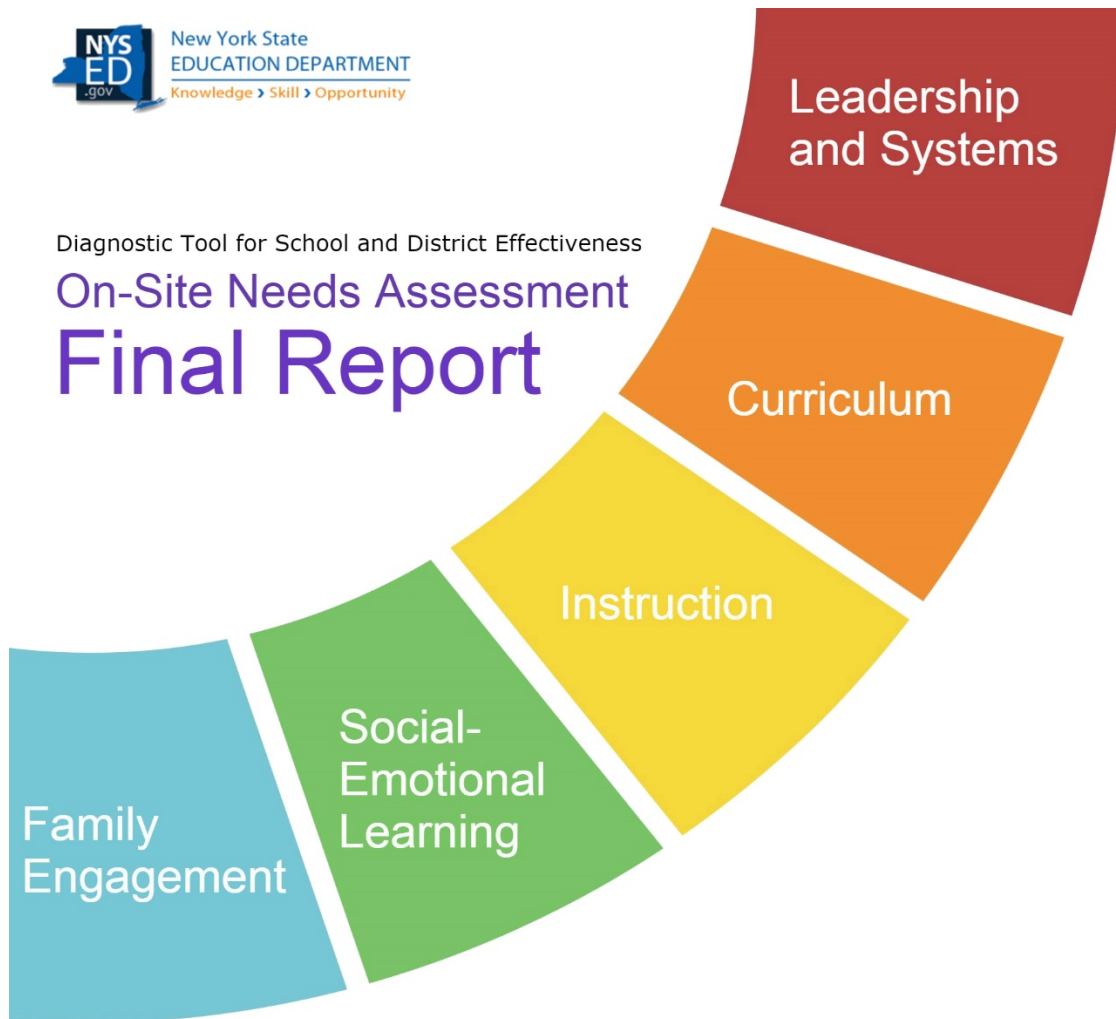


Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

# Final Report



<b>BEDS Code</b>	<b>580602040002</b>
<b>School Name</b>	<b>Roanoke Avenue Elementary School</b>
<b>School Address</b>	<b>549 Roanoke Avenue, Riverhead, NY 11901</b>
<b>District Name</b>	<b>Riverhead Central School District</b>
<b>Principal</b>	<b>Thomas Payton</b>
<b>Dates of Visit</b>	<b>November 26 -28, 2018</b>



## Purpose Of The Visit

A team organized by the New York State Education Department (NYSED) visited the school to help the school identify areas of need that are making long-term success a challenge and provide actionable recommendations to direct the school's work in the immediate future.

The report provides a critical lens to help the school best focus its efforts.

## Information About The Visit

- Roanoke Avenue Elementary School serves 377 students in kindergarten to grade four.
- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The team visited a total of 67 classrooms during the visit.
- The OEE visited eight classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- In advance of the visit, 20 staff members completed a DTSDE pre-visit survey conducted by NYSED.

## Successes Within The School That The School Should Build Upon:

1. School practices have helped to create an environment where parents feel their children are safe. Interviewed parents stated that they have a high level of trust in the ability of school staff to provide a safe environment. Parents said that the security officers know students and parents by name and that the arrival and dismissal procedures are secure and orderly. The school leader acknowledged that the school's addition of a cultural liaison coordinator has helped to build trust and develop stronger communications with parents. Interviewed students stated that they now have opportunities to take on participatory roles in school decisions, such as by acting as peacemakers when disputes between students arise. These students also shared that the student council plays an important role in helping to keep the school environment safe.
2. The school has identified a team of teachers who have begun the work of helping their colleagues better understand how to use data to inform their instructional decisions, a structure not present in past school years. This increasingly effective data team meets regularly to analyze student data and assist teachers in using the resulting information to improve their lesson planning and make decisions about student groupings and student conferences.
3. The school is using a balanced literacy approach to teach reading to students. Teachers are conferencing and assessing students to find their "just right" reading level. As a result of this practice, teachers are able to provide more opportunities for students to engage in text-based reading on the their "just right" book levels and students know their "just right" reading level when choosing a book to read independently. The school also has a literacy book room where teachers can check-out additional materials they can use to read to students in classrooms or create books clubs that students can engage in with their peers.

## Areas Of Need To Be Addressed For Long-Term Success

### Systems for Improvement

- **School leaders must set and honor task completion dates, timeframes, and DTSDE recommendations in order to create an effective cycle of continuous school improvement.** The team learned that the school had yet to implement recommendations from the district-led DTSDE review held on March 22–23, 2018. The principal indicated that the some staff were not present to supervise specific tenet recommendations and, as a result, these recommendations were not implemented. The school has also encountered difficulty in meeting the benchmarks or target dates for certain school initiatives. The team found that suggested benchmarks or target dates had not been prioritized so that prescribed tasks could be initiated with a sense of urgency. The principal indicated that there are no organizational systems or structures in place to address school initiatives. As a result, the school is in the initial stages of implementing some recommendations because, for example, staff members have not been designated to lead implementation of the tasks and a collaborative plan has not been developed in which staff members periodically monitor and adjust the implementation process.
- **The school should complete report card translations as recommended in the SCEP.** The school leader indicated that translated comments that teachers can use to inform parents about student performance on the report card have not yet been personalized.

### Leadership and Organization at the School

- **School leaders and staff should ensure that instructional activities are linked to the school goals and objectives.** School leaders agreed that there is a need for regular, scheduled common planning sessions in which grade-level teams could meet to discuss instructional priorities.
- **Teachers need to develop benchmarks that they use throughout year to assess student progress and make instructional decisions.** Teachers stated that the school is only at the beginning stages of using data in the classroom. The review team found that the school is using benchmarks assessments such as the Star Reading and Mathematics assessments, Teachers College Quick Assessment in Reading, NYS Math Module assessment, and exit tickets. However, these tools have not been fully used to drive instructional decisions in all classrooms because teachers have not yet been fully trained by the school to do so.
- **School leaders should provide developmental feedback to teachers.** The principal acknowledged that school leaders must systematically communicate clear developmental feedback to teachers, differentiated by need, to improve their professional practice. The principal also acknowledged that scheduled follow-up visits are essential to ensure that teachers implement school leader recommendations.

### Learning at the School

- **Teachers should plan lessons that foster student independence and promote future success.** In all the classes visited, the team observed teacher-directed lessons in which teacher talk was predominant.
- **Teachers should challenge students with questions that extend student thinking.** Higher-order questions were not detected in any of the 67 lessons visited by the review team.

## Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Parents would like the school to improve communications about the transition process for grade four students.** All parents interviewed by the review team stated that the school must do a better job of communicating with parents about information and expectations for grade four students' transition to a new school. For example, parents wanted information about their children's school choices and school offerings.
- **Parents and students would like the school's curriculum to be more rigorous.** For example, some students expressed that they wanted classroom subjects to more challenging. Some parents explained that they were not certain that their child was ready for the academic challenges of the next grade.
- **Parents would like to be provided with more information about what is happening in school and what they can do at home to accelerate the learning of their children.** Parents interviewed by the review team stated that they had only been informed of one parent-teacher conference and one ENL parent conference this school year. Other parents said that they receive information from the school and the communication is better than in previous years, but none of the information that they received was academic.