

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	580906030001
District Name:	Southampton Union Free School District
School Name:	Southampton Elementary School
School Address:	30 Pine Street, Southampton, NY 11968
Principal:	Bertha Richard
Accountability Phase/Category:	Improvement (year - 1) - Focused English Language Arts - Hispanic Students and Economically Disadvantaged Students
Areas of Identification:	
Dates of On-site Review:	December 6, 8, 2011 and January 10, 12, 2012

PART 1: MISSION STATEMENT

District Mission

“Southampton School District, in partnership with our diverse community, will educate students in a safe, supportive environment and equip them with the knowledge, values and skills to become responsible citizens in a dynamic global society.”

There is no mission statement for Southampton Elementary School, but each classroom has posted a mission statement specific to that classroom.

PART 2: SCHOOL STRENGTHS

- The school has a skilled staff that is hard working and interested in helping students achieve success.
- There is a diverse student body, and the school has established a strong sense of community within the school, which is a nurturing, caring, and warm environment.
- The school has forged and maintained strong connections with the larger community surrounding the school. Parents feel welcome in the school and are involved in its programs.
- The school enjoys strong community support, has ample material resources, and is well staffed.
- The school recently adopted a new series in English language arts (ELA) and mathematics, and this decision has led to a more consistent and coherent instructional program.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The school systematically collects summative data on student performance from multiple sources and disaggregates the data by subgroups.
- Teachers conduct regular formative assessments. There is little evidence, however, that information derived from these assessments is used to inform instruction.
- There is little evidence that the instructional staff is making use of the web-based assessment features of the *Journeys Common Core* and *Go Math* programs.
- Reports are available from Eastern Suffolk Board of Cooperative Educational Services (BOCES) that analyze student performance in terms of the Performance Indicators (PI) embedded in the New York State Learning Standards, but there is no evidence that PI information is accessed by the school or used by teachers to inform instruction.

RECOMMENDATIONS:

- Teachers should systematically and frequently use data from formal and informal formative assessments to monitor and adjust instruction.
- The school should ensure that data from formative assessments are reviewed and analyzed at the common grade level preparation sessions and that such analysis informs modifications to instructional plans. Minutes from these meetings should be submitted to the school leadership.
- Teachers should use PI data to inform instruction, as such data are well suited to inform longer range instructional planning.
- Teachers should review and analyze data from other formal formative assessments, e.g., unit tests, during their common preparation sessions and use those analyses to make adjustments in instruction.
- The school should take the necessary steps, such as providing professional development (PD) and adjusting resource allocation, to support the instructional staff in the use of web-based resources to monitor student progress.
- Student performance data from web-based resources should be disaggregated by subgroups.

II. TEACHING AND LEARNING

FINDINGS:

- The learning environment is safe, disciplined, personal, warm and friendly. The school provides a breakfast program and, until recently, a homework club in the afternoon. There is also an extended day program.
- There is a schoolwide grading policy, and report cards are linked to the New York State (NYS) Learning Standards.
- The school has several functional schoolwide collaborative teams, e.g. instructional support and grade level teams. There is a school-based inquiry team and a District-wide network team. A Response to Intervention Plan is in development.
- There is evidence that teachers use specific instructional strategies that address the needs of English language learners (ELLs), students with disabilities, and the other identified subgroups. Examples of these instructional strategies include:
 - use of wait time in asking questions of students;
 - asking questions at varying levels of complexity;
 - use of white boards or other devices to keep students actively involved in lessons;
 - use of colored chalk to emphasize the important parts of lesson presentations;
 - use of graphic organizers;
 - use of tangible objects to illustrate concepts;
 - scaffolding;
 - use of SMART Boards (to address visual learners);
 - small cooperative groups that are task orientated and heterogeneously composed;
 - testing modifications that make classroom-level assessments accessible for ELLs and students with disabilities; and
 - jigsaw reading techniques.
- There is evidence of a coherent instructional road map, provided by the recent adoption and implementation of *Foundations* and *Journeys* ELA programs and the *Go Math* program. The instructional staff supports these recent adoptions and is implementing them.

- The general education program is aligned with the NYS Learning Standards; however, general education lesson plans lack specifically designed instruction, curriculum adoptions, and instructional accommodations for ELLs and students with disabilities.
- The general education lesson plans frequently do not specify instructional objectives, and in the lessons observed by the team, objectives customarily were not stated or posted.
- Information technology is integrated into the instructional programs in most classrooms and the instructional program provided in the library is aligned with the classroom instructional program; however, the instructional program provided in the computer lab is not aligned with classroom instruction.
- The instructional program has adequate staffing and the available instructional materials in English are adequate to support the program, but the available Spanish language materials do not offer the same level of support.
- The teaching assistants and aides are not used to the maximum instructional benefit for the students.
- Differentiated instruction is employed in some classrooms, but it does not appear to be a feature of most classes visited by the review team.
- Student engagement in instruction was observed by the review team to be uneven. In some classrooms, not all students were engaged in the lesson, yet the lesson progressed according to the pacing guidelines provided by the program. In these classrooms, there was no evidence that a monitor and adjust process was being employed.
- There is little evidence that a consistent pedagogical approach to English as a Second Language (ESL) has been adopted and implemented. In addition, it appears that the Dual Language program is not being implemented as originally designed. The Dual Language program is perceived by some as promoting the integration of ELLs into the fabric of the school community, but this perception is not universally shared.

RECOMMENDATIONS:

- Instructional planning should include both **content** and language objectives. The school staff should be trained in the Sheltered Observation Protocol (SIOP).
- The school leadership should provide PD in culturally responsive instruction.
- The school leadership should ensure that general education teachers include strategies for ELLs in their planning and instruction and provide PD to support this requirement.
- Teachers should make greater use of instructional strategies and techniques that increase students' active participation in lessons. Students should be accountable for learning, and teachers should employ methods that elicit information from students with respect to attainment of instructional objectives.
- Teachers should make greater use of differentiated instruction in planning and implementation of instruction.

- During common planning periods, general education and ESL teachers should increase and intensify their collaboration in instructional planning. The ESL staff should develop a more comprehensive and effective instructional program, and the District should provide PD to support this effort.
- The Dual Language program should be reviewed with respect to program design and implementation, and if necessary, adjustments should be made based on that review.
- The school leadership should review the assignments of teaching assistants and aides and assign roles based on specific competencies.
- The school leadership should consider reallocation of resources in the computer lab, and make it available for whole class instruction by classroom teachers, or the computers should be reassigned for use in regular classrooms.

III. SCHOOL LEADERSHIP

FINDINGS:

- The school does not have a school specific mission statement, but each classroom has a posted mission statement. The District has developed a mission statement from which annual goals are generated to address perceived gaps.
- The school staff has a regular, consistent, and effective system of keeping its parent community informed of school practices and activities.
- The teaching staff is qualified and appropriately certified, and the assignments of the staff match their qualifications.
- The school leaders are being trained in an evidence-based observation method (Danielson).
- The staff meetings are in part devoted to PD, demonstrating a commitment to continuous school improvement.
- The master schedule features daily periods of substantial, uninterrupted time devoted to ELA and mathematics instruction and provides teachers with a daily common planning period.
- School leaders ensure that tenured teachers are evaluated annually and that four full-period observations for non-tenured teachers are conducted. There is some evidence of using shorter, focused observations on a systematic basis.

RECOMMENDATIONS:

- A school level mission statement should be developed that is consistent with the District's vision.
- The school should continue to devote the agenda of its staff meetings to PD.

- School leaders should increase the use of short, focused observations or walkthroughs as a method to focus attention on specific instructional skills. The instructional skills should be those that are the focus of the monthly staff meetings.
- The school leaders, in collaboration with teachers, should identify two or three PD topics as the focus of the year's staff meetings. For example, active participation, or strategies for helping ELL students in general education classrooms are topics that are complex enough to warrant several sessions.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- There is a comprehensive, well-staffed counseling program that provides a wide variety of supportive and preventative services to children.
- The school is connected to community resources, e.g., Parrish Museum, the historical society, Southampton Youth Services, and Southampton Youth Association, and uses them to support the school's programs and students.
- There is a collaborative relationship between the school staff and the Parent Teacher Organization, and a wide array of student and parent support programs are offered under this partnership.
- The school has developed an effective student conduct policy and is implementing the District's new attendance policy.
- ELLs receive additional ESL instructional support while they are preparing for the New York State English as a Second Language Achievement Test (NYSESLAT).

RECOMMENDATION:

ELLs should receive some level of instructional support after they pass the NYSESLAT. This may need to be addressed at the District level, as it may entail a reallocation of resources.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- The school provides a mentor program that supports new teachers during their first days as teachers and periodically throughout the year.
- The school provides a wide variety of PD opportunities. There is no evidence, however, that these opportunities are linked to student academic performance issues.
- The PD activities have not been evaluated to determine their impact on student academic performance.

RECOMMENDATIONS:

- The school should develop a long range PD plan that targets specific instructional skills and strategies linked to student academic performance issues.
- The school should deliver most of its PD within the context of available time frames. The monthly staff meetings and the common planning periods provide time for PD, and there is ample expertise within the staff that can be tapped for PD. For example, the reading teachers have expertise in monitoring student progress and adjusting instruction accordingly, and the science teacher has expertise in embedding language instruction in the content area.
- School leaders and teachers should develop a mentoring program that extends on-going support to new teachers for their entire first year of teaching. Such a program should include a mentor who is paired with one teacher for that first year.
- The school should evaluate its PD in terms of its effectiveness in improving the academic performance of its students.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The library media center is well equipped and accessible to students.
- The science laboratory is appropriate for an elementary science program and is well used by the teachers and students.
- The school has recently undergone an expansion, and the resulting facility provides an excellent venue for elementary education.
- Instructional materials are provided in English and Spanish, and address multiple learning styles. However, the Spanish collection is limited.

RECOMMENDATIONS:

- The school should maintain its positive connection to the Southampton community so that it continues to enjoy the support of that community.
- The District and school should ensure that instructional material allocations are used to acquire Spanish language materials to strengthen the school's instructional resource collection.

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.