

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

Differentiated Accountability School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	621601010004
District Name:	Saugerties Central School District
School Name:	Mt. Marion Elementary School
School Address:	Call Box A, Saugerties, NY 12477
Principal:	Lawrence R. Mautone
Accountability Phase/Category:	Improvement (year 1) - Focused
Area of Identification:	English Language Arts – Students with Disabilities and Economically Disadvantaged Students
Date of On-Site Review:	February 3, 2012

PART 1: MISSION STATEMENT

“We believe “all students can learn,” at Mount Marion School. However, we understand the way in which each student achieves knowledge varies. We believe student success depends on developing a collaborative role for parents and teachers. Students with disabilities deserve the extra support and resources they need to learn in an environment with their non-disabled peers to the fullest extent possible in all aspects of school and community life.”

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- There is evidence of schoolwide data collection based on the following: Academic Intervention Team (AIT), Academic Intervention Management System (AIMS), Academic Intervention Services (AIS), Texas Primary Reading Inventory (TPRI) and the School Report Card.
- There is evidence this data is used to facilitate literacy instruction and provide interventions.
- Response to Intervention (RtI) and Academic Intervention Team (AIT) data collection is used to plan appropriate interventions that address academic needs. Small group remedial instruction is provided on a consistent basis to address individual academic needs.

- Ongoing monitoring of student progress is conducted. Rtl testing is done multiple times throughout the year to identify struggling students. AIT follows up every five weeks to track student progress and AIS produces quarterly reports on individual student progress.
- Individual tracking of student progress from one grade level to the next is inconsistent.

RECOMMENDATIONS:

- The identification of students in need of academic intervention and use of AIT, AIS, and Rtl teams to address these needs should be continued.
- Classroom assistants provided as part of AIS, AIT, Rtl and special education programs should be consistently used. For example, using assistants to provide individualized or remedial re-teaching experiences for mastery or small group and individualized learning opportunities should be consistent throughout the school.

II. TEACHING AND LEARNING

FINDINGS:

- The school believes that all students with disabilities should be provided the necessary special education supports and services to participate and progress in the general curriculum. The school is also committed to the principle that students with disabilities learn best in the least restrictive environment. When appropriate, students in self-contained classrooms are given opportunities to integrate into the general curriculum.
- The review team observed many teachers skilled in providing direct instruction and using strategies such as mnemonic instruction, metacognitive strategies, and graphic organizers. Many of the teachers were skilled in teaching decoding/fluency, comprehension, and critical thinking skills.
- The school recognizes that students learn at various levels and that they should be challenged appropriately. Students with disabilities were observed by the review team to have many opportunities in literacy across the grade levels and in content areas. However, there is not enough evidence to verify teachers consistently using small group literacy instruction to meet each child's needs.
- Special education teachers are skilled at providing multi-sensory learning experiences and accommodations. However, there is a lack of consistent opportunities to share ideas and strategies among special education teachers.
- District funding for integrated classrooms at every grade level is limited to certain grades each year depending on the number of Individualized Education Program (IEP) students. It can be difficult to provide an integrated program for only one or two students, although it may be the best intervention for student progress and growth.

RECOMMENDATIONS:

- Alignment of English Language Arts (ELA) curriculum with the New York State (NYS) P-12 Common Core Learning Standards (CCLS) should be addressed, and new updated literacy materials provided that are aligned with the new CCLS.
- Teachers should be provided more professional development (PD) in integrating the CCLS into the curriculum.
- Teachers should be provided more opportunities to develop common core units for each grade level.
- More PD is recommended in the area of small group guided reading instruction to incorporate leveled readers and multi-sensory teaching strategies. Training opportunities and teacher roundtables should be provided for teachers to develop ideas and organize small group literacy centers in their classrooms.
- More grade level meetings should be provided. There should be more opportunities for teachers to share ideas and strategies at each grade level to improve instruction. Better communication across grade levels should improve instruction. It would also be helpful for teachers to meet across grade levels to target any gaps in learning. For example, if students struggle in fifth grade with using text details to answer written questions, teachers in fourth grade could provide more direct, explicit instruction to improve this skill in order to ready students for the following year.
- Roundtables should be provided so special education teachers can brainstorm strategies and ideas to address difficulties or challenges.

III. SCHOOL LEADERSHIP

FINDINGS:

- Monthly staff meetings are held to update teachers and staff on new District developments; time is scheduled to allow staff opportunities to share ideas, teaching tools, and websites.
- The Shared Decision Making team meets monthly to discuss school issues of concern to parents, teachers, other staff, and the school leader.
- The school leader provides opportunities for grade levels to meet after school; however, common planning time throughout the day is not consistent across grade levels.
- There is a clear schedule of formal observations given to teachers; however, informal walkthroughs are not regularly conducted.

RECOMMENDATIONS:

- Common planning time scheduled during the day across grade levels should be provided.

- The school leader should complete more informal walkthroughs to support teachers by providing timely feedback.
- The school leader should attend conferences and workshops on new teaching strategies that can then be delivered to the teaching staff in order to promote learning.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- There is evidence that the school reaches out to the community to provide enrichment activities, i.e., the Discovery Program.
- Some classrooms are able to stagger lunch time between the teaching assistant and co-teacher as a way to provide students with more re-teaching and catch-up opportunities, as well as address homework issues.
- The District has invested in some beneficial computer programs and has a sufficient number of computers.
- The school participates in several community outreach programs, such as Adopt a Soldier, People as Reading Partners, and Jump Rope for Heart.
- Parents are given opportunities to communicate with teachers and participate in developing their child's IEP. However, parent participation and support is inconsistent.

RECOMMENDATIONS:

- The school should provide more enrichment opportunities for focusing on academics and improving student grades.
- The school should provide re-teaching opportunities beyond the school day for students who are below grade level.
- A consistent schedule of after-school tutoring opportunities by grade level and subject area and/or study hall opportunities to provide "catch up" learning time for struggling students should be made available to staff.
- More materials, instructional aides, and updated technology should be provided for students and teachers.
- The school should explore organizing staggered lunch times across grade levels, so teachers without an extra assistant or special education teachers could provide additional re-teaching experiences.
- The school should explore grants that could be helpful in providing students with iPads, leveled readers, laptops, and updated computers.
- The school should consider providing or hosting school and home community-based workshops that could offer parents the support necessary for them to help their child develop organization and study skills.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Staff meetings and grade level meetings are provided monthly for one hour. Teams such as Shared Decision Making, Functional Behavioral Assessments (FBA), and AIT meet regularly to evaluate and collaborate for student success.
- Some professional development (PD) is being provided regarding CCLS.

RECOMMENDATIONS:

- More PD and opportunities should be provided for teachers to create CCLS lesson plans.
- More PD should be provided for teachers on specific ways of improving ELA decoding/fluency and comprehension.
- Half-day opportunities with skilled facilitators should be provided to guide grade levels in CCLS lesson planning and best practices for teaching ELA.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The school makes an effort to provide all students with necessary materials. All classrooms are provided enough textbooks per subject area. Access to technology and library materials is provided for students and staff. Specialized Program Individualizing Reading Excellence (SPIRE) and multi-sensory reading materials are provided for special education teachers.
- Budgetary constraints place limits on supply orders for general and special education teachers.

RECOMMENDATION:

Training in grant writing should be provided. A grant writing team for the school could be helpful in getting more updated materials and supplies.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in this 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.