

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

**Differentiated Accountability - School Quality Review (SQR)**

**SCHOOL QUALITY REVIEW REPORT**

<b>BEDS Code:</b>	580413030013
<b>District Name:</b>	South Huntington UFSD
<b>School Name:</b>	Stimson Middle School
<b>School Address:</b>	401 Oakwood Rd, Huntington Station NY 11746
<b>Principal:</b>	Faye Robins
<b>Accountability Phase/Category:</b>	Improvement (year- 1) - Focused English Language Arts, - Students with Disabilities and English Language Learners
<b>Area of Identification:</b>	
<b>Dates of On-site Review:</b>	December 14 - 15, 2011

**PART 1: MISSION STATEMENT**

“Empower all children to maximize their potential by:

- teaching them the necessary academic skills;
- enabling them to develop the positive social and moral skills necessary to become contributing members of society; and
- providing them with a safe and secure environment where everyone is treated with respect.”

**PART 2: SCHOOL STRENGTHS**

- The review team noted a positive, collegial atmosphere in the school. The teachers and leadership team have created a student-centered environment.
- Teachers demonstrated their use of data and grouping of students based on assessment data.
- The school leadership is approachable and responsive.
- The curriculum is challenging, and students are encouraged to take responsibility for their learning. Students commented on the extra help provided by teachers in the morning. Students feel supported by the staff and indicated each has at least one person to which he/she can.

## **PART 3: FINDINGS AND RECOMMENDATIONS**

### **I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

#### **FINDINGS:**

- The District office has supplied universal access to data at each school. The school provides teachers summative data through access to BARS (Eastern Suffolk BOCES data warehouse). Teachers work with department chairs to analyze State assessment data.
- The school is piloting the Northwest Evaluation Association (NWEA) as an interim assessment in designated English language learners (ELLs) and literacy support classes. Tracking of student interventions should result in more effective use of the interventions and enable teachers to support student achievement.
- There is evidence of departmental data analysis to support and improve student learning and differentiate instruction for subgroups; however, tracking of interventions used with students is not always evident.

#### **RECOMMENDATIONS:**

- The school leadership team should provide additional analysis of the State assessment results and develop a plan to monitor the use of data in all classes.
- On-going use of data to drive instruction should be an integral part of lesson planning that includes differentiating instruction and focusing on ELLs and students with disabilities.

### **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- There is a uniform grading practice within departments. There is the foundation for a school-based grading practice, with review of grades through the guidance department.
- There is evidence of schoolwide collaborative teams, including inquiry teams, departmental teams, and collegial circles.
- The school's "three pillars" are "safe, respectful and responsible. This motto was seen in action in classrooms, the lunchroom, and hallways.
- The curriculum is rigorous and standards-based, and there is evidence of differentiated instruction in many classrooms. During classroom observations, however, the review team saw some lessons that lacked the rigor needed to engage all students.
- A Saturday Academy program has been provided for the past few years for students identified as at-risk.

- The school leader has asked teachers to write each lesson's aim as a question. This is apparent in most, but not all, classrooms.
- Bilingual glossaries and native language support materials were not observed in all monolingual content classes serving ELLs.

#### **RECOMMENDATIONS:**

- The grading practice should be more clearly articulated to students and parents.
- The school should provide additional professional development (PD) to assist with differentiated instruction. Especially as class sizes increase, teachers need strategies that work with large groups. Lessons should be structured to address all levels of student abilities. In addition, specialized staff development should be targeted to address the academic needs of ELLs in mainstream classes. PD should be provided in the areas of focused literacy instruction for ELLs, Academic Intervention Services (AIS), and evidence-based supports for special education students.
- Teachers should clearly indicate the goal of the lesson as a question. This should focus lessons for both students and teachers, while leading to a clear lesson closure and enhancing rigor in all classes.
- Teachers should include more note taking, outlining, study skills, research, and writing skills in the curriculum. These skills should be scaffolded for ELLs in order to build upon their background knowledge and experiences.
- The school should provide students with bilingual glossaries for content area classes. In addition, the school should provide standard bilingual dictionaries and native language support materials for content area learning.
- The ELA curriculum should be analyzed for alignment with the New York state (NYS) P-12 Common Core Learning Standards (CCLS). Curriculum writing should be supported where gaps are found and alignment issues resolved. Ways to incorporate academic vocabulary for all students should be investigated and infused across content areas.
- The Saturday Academy program should continue to focus on ELA and mathematics skills in areas where data analysis has indicated students have the greatest difficulty.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- The school leadership is approachable, as evidenced by regular "coffee with the Principal" sessions for parents. Parents and students confirmed this during interviews with the review team.

- Parents indicate that the school leadership and teaching staff are responsive to parent calls and e-mails. Communication is consistent and equitable. The school leader sends out regular parent newsletters and maintains an eBoard website for updates to the community.
- Some parents indicated a need for additional information/clarity on grading policies and would like access to copies of classroom exams.
- School leaders are highly visible and interact with the students in a positive manner.
- School leadership indicated that time constraints have not allowed them time to visit classrooms for walkthroughs/informal observations.

**RECOMMENDATIONS:**

- School leaders should share additional information with parents on grading policies/practices. This can be shared through the parent newsletter, parent-teacher conferences, and eBoards.
- School leaders and teachers should share additional information with parents regarding classroom assessments.
- The school and District leadership team should discuss how regular walkthroughs and informal observations can be implemented within the current time schedule.

**IV. INFRASTRUCTURE FOR STUDENT SUCCESS****FINDINGS:**

- Students indicated they feel that they are part of a team, involved in school, and comfortable approaching school leaders with issues. They feel safe in school and indicate that there is at least one person in the school they can talk with. Several students mentioned teachers sending home “good news cards” and calling parents with positive feedback.
- The school has established community partnerships to provide additional supports to students.
- Translators and translations of information sent home are available as needed to ensure that all parents are notified and can participate in school events.
- Teachers stand by classroom doors to “meet and greet” students between class periods.
- Students indicated a need for additional student clubs and afterschool activities.

**RECOMMENDATIONS:**

- Teachers should be consistent in posting pertinent information to class eBoards.

- Counselors should review ELL schedules to ensure that students are appropriately placed and served as required.
- To the extent practical, the school should provide more student clubs and afterschool activities.

## **V. PROFESSIONAL DEVELOPMENT**

### **FINDINGS:**

- PD is being provided to teachers on CCLS in mathematics and ELA through regional workshops, in-District sharing, and collegial circles.
- Exit cards are used at end of in-District PD to assess teacher needs and plan for additional support. Online surveys have been used to solicit candid feedback from teachers on PD opportunities. The surveys have addressed specific practices that have changed based on the PD opportunity.
- The District has worked to infuse research-based Sheltered Instruction Observation Protocol (SIOP) training into ESL and content area direct instruction with ELL students. Many teachers have been included in this training over the past two years. SIOP will ensure lessons are developed that incorporate content and language objectives into daily instruction.
- The school has established a teacher collegial circle in partnership with the South Huntington Teacher Center.

### **RECOMMENDATIONS:**

- The school should encourage staff to attend the SIOP training provided by the District. The SIOP model was developed to facilitate high quality instruction for ELLs in content area teaching and has been proven to be an effective protocol across subject areas.
- The school leadership should request assistance from the Regional Special Education Technical Assistance Center (RSE-TASC) and the Regional Bilingual Education Resource Network (RBE-RN) to provide additional PD for teachers who support ELLs and students with disabilities.
- The school leadership team should create a coaching model for PD that allows job-embedded support, i.e., teachers informally observe other teachers using what they have learned during PD sessions.
- PD in the CCLS should include elements centered on adapting and creating materials for ELLs.
- Enrollment in the Intensive Teacher Institute (ITI) through Eastern Suffolk BOCES should be encouraged in order to support general and special education staff in meeting the requirements for ESL and Bilingual Education Extension. ITI is a tuition assistance program for bilingual and ESL certification coursework for general and special education teachers.
- Research-based balanced literacy training for special education staff should be encouraged and supported.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- The District has been working towards 100 percent coverage of SMART Boards in classrooms and has established a model PD program to support SMART Board use. The teachers who have had this technology support in the classroom are integrating its use into the curriculum.
- The school is well-maintained and safe for students and staff. Classrooms observed by the review team were clean, orderly, and well organized. The library/multimedia center and classrooms have appropriate instructional materials for students.
- Technology is infused into instruction and assessments. Students were engaged in the use of technology within the classroom curriculum.
- Although student work was displayed on bulletin boards throughout the school, there was little student work displayed in the classrooms.

### **RECOMMENDATION:**

Teachers should be encouraged to display annotated exemplars of student work in the classroom and use them to support learning. These pieces should coincide with the current unit(s) of study in the curriculum.

### **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.