

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	580220310002
District Name:	Patchogue-Medford School District
School Name:	Tremont Elementary School
School Address:	143 Tremont Avenue, Medford, NY 11763
Principal:	Joey J. Cohen
Accountability Phase/Category:	Improvement (year- 1) - Focused English Language Arts – Hispanic Students and Students with Disabilities
Area of Identification:	
Dates of On-site Review:	January 9 – 10, 2012

PART 1: MISSION STATEMENT

“The school mission is to ensure that all students meet their full social, emotional and academic potential. It is our goal to ensure that all students thrive socially and academically by providing instruction that meets every child at his/her level while seamlessly embedding opportunities in the use of technology.”

PART 2: SCHOOL STRENGTHS

- Teachers have the opportunity to collaborate twice weekly during Professional Development Periods (PDPs) in which Data Team meetings/common planning meetings are held.
- School leadership, including the School Data Team, is knowledgeable about the analysis of school data. The District data expert is available to assist with data analysis and provide information regarding specific students that should be targeted for additional intervention. The school uses various data sources to inform flexible groupings for remedial instruction. Grade level Data Team meetings are used to review curriculum, review data, and plan for instruction.
- Evidence of differentiated instruction and data driven instructional planning (including teaching of higher order thinking skills) was notable in most classrooms visited by the review team.
- There is a culture of shared professional accountability that includes the use of interdisciplinary lessons and scheduled common planning time.
- The school has bilingual staff members on site for translating and communications when necessary.

- Various community organizations provide the school with incentives, school supplies, and eye glasses to support student success. The school PTA provides funding for cultural arts assemblies and field trips that extend and enrich the curriculum.
- A sustained character education initiative focused on making positive choices is evident throughout the school through prominently displayed bulletin boards acknowledging student accomplishments in character development and academics.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Although data is used to inform instruction, it is not collected/reported in a way that enables it to be shared or examined easily by multiple school personnel.
- Data tools are used by classroom teachers to inform instruction; however, additional PD and the establishment of mechanisms to ensure implementation for both new and existing tools are needed.
- An analysis of multiple assessments (formative, interim and summative) by staff reveals a need for continued focus on targeted higher-level skills such as inference and a further need to build student abilities to engage in sustained reading.

RECOMMENDATIONS:

- More easily accessible and user-friendly data should be provided to school personnel to better enable them to analyze student performance by subgroups and identify areas for instructional focus.
- PD should include components that ensure that teachers use data tools to inform instruction and evaluate the effectiveness and impact of the use of these tools on student outcomes.
- The school staff should incorporate methodologies into their instruction to support students' ability to engage in sustained reading as required by the Common Core Learning Standards (CCLS).

II. TEACHING AND LEARNING

FINDINGS:

- The ELA curriculum is delivered through multiple programs that are not currently aligned to the CCLS.
- The *Writing Workshop Framework* was in the early stages of implementation at the time of the review. Standardized rubrics and self-monitoring tools for writing are needed.

- Literacy coaching has been eliminated for classroom teachers, specialists, and school leaders. Currently, coaching is only available to kindergarten teachers, and the coaching is provided less frequently than in past years.
- The current mathematics AIS program does not allow for collaboration with classroom teachers and results in fragmented instruction.
- The *Do the Math* program is not being implemented with fidelity for students with disabilities.
- Students are pulled out of their core content classes to participate in various programs and services, e.g., speech, reading, English as a second language (ESL), occupational therapy, and physical therapy, , resulting in a loss of primary instructional time.
- The ESL program does not provide sufficient instruction or permit adequate collaboration with classroom teachers to ensure that ESL students have access to complete core instructional programs. Instructional outcomes (content and skills) are not aligned among ESL and classroom teachers.

RECOMMENDATIONS:

- The implementation of all ELA programs and strategies should be standardized across grade levels, aligned horizontally and vertically, and aligned with the CCLS.
- The District should ensure that grade K-5 reading and writing programs are in alignment with the CCLS across the curriculum and that teachers are provided with support in writing instruction and rubrics and self-monitoring tools to ensure consistent implementation for all students.
- To compensate for the elimination of literacy coaches, the District should ensure that staff continue to receive literacy PD and support, including the modeling of best instructional strategies, and the use of data to drive instruction and best practices.
- The District should ensure sufficient staffing and schedule time to support implementation of an integrated AIS program that is tailored to individual student needs.
- Supervision of the mathematics program and provision of PD and instructional support should be provided to ensure that the mathematics program is implemented with fidelity for students with disabilities and includes a component to assess instructional outcomes of the program for these students.
- Where possible, the District/school should move from pull-out programs to integrated co-teaching models to maximize core subject instructional time.
- School and District leadership should ensure that all students have access to the full educational program. Instruction should be implemented in accordance with successful practices for diverse learners, e.g., the use of the Sheltered Instruction Observation Protocol (SIOP) Model. Opportunities for increased communication and collaboration among ESL and general education classroom teachers should be provided.

III. SCHOOL LEADERSHIP

FINDINGS:

- At the time of the SQR, there was no District mission statement that was shared by the schools. District and school leadership indicate that a shared, cohesive mission should be in place for all schools.
- General education teachers with instructional responsibilities for students in the identified subgroups are not provided with PD focused on best instructional practice specific to working with ELL or students with disabilities.

RECOMMENDATIONS:

- The District and schools should develop a shared mission statement for the District and all schools that is aligned to Regents goals for student achievement.
- Classroom teachers should be provided with PD specific to strategies that support improved learning outcomes for children in the identified subgroups. School leadership should find model schools with similar demographics and identify successful practices for replication in the school.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The school uses a tiered reading program to promote differentiated instruction; however, a comprehensive K-5 core reading program does not exist, and there is no evidence that the program being used is aligned with the CCLS.
- There are opportunities for students to receive extra help twice a week prior to the beginning of the school day. However, transportation is not provided for this program.

RECOMMENDATIONS:

- The District should pursue its efforts to identify and adopt a comprehensive K-5 core reading program that is aligned with the CCLS and also vertically and horizontally aligned.
- The school should explore offering District transportation to extra help sessions held prior to the school day or instituting alternative scheduling for these sessions.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- The District provides many course offerings for teachers throughout the year. PDPs and faculty meetings are used to introduce/share successful instructional practices. However, emphasis is not placed on

- Departmental initiatives and discussions of best practices are limited to departmental meetings and are not shared with the entire staff.
- Special education teachers are provided with instructional materials that are the same or comparable to their general education grade level counterparts. Special education students at-risk in mathematics are provided with supplemental instruction; however, not all instructors implement the program with fidelity.

RECOMMENDATIONS:

- Throughout the school year, PD offerings should be focused on initiatives and priorities to address the needs of the identified subgroups and goals of the school CEP.
- Data shared at monthly departmental meetings related to school initiatives should be shared with the entire staff to promote improved student outcomes across the content areas, especially for students in the identified subgroups.
- Teachers who provide supplemental instruction should be provided with PD and support to ensure fidelity of implementation and success for targeted, at-risk students.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Textbooks and other resource materials were available to support instruction in ELA and mathematics. Procurement of informational text in support of the CCLS is in progress, and additional resources in support of the CCLS are being identified.
- There are sufficient numbers of working computers, LCD projectors, interactive whiteboards and other technological resources to support instruction in core classrooms; however. There is limited technology available for certain teachers, i.e., reading teacher, support services staff.
- While all students have access to technology and software programs to promote student learning, the use of additional hardware such as iPads to enhance communication, engagement, and motivation for students in the identified subgroups has not been explored.
- While the students have access to the Library/Media Center, school staff has expressed a concern that there is no certified full-time librarian to provide instruction to students in grades three through five.
- Some staff indicate that they would find it beneficial to have access to the school's Scholastic Achievement Management System (SAMS) in order to grade student work and analyze student data outside of the school setting.

RECOMMENDATIONS:

- Instructional resources procured in the future should support the implementation of the CCLS.
- Equal access to technologies should be provided for teachers in core and non-core classrooms, particularly in support of the educational program provided to students-at-risk.
- The school should employ additional software programs and technologies where possible to foster greater communication and to enhance student engagement and motivation, particularly for at-risk students in the identified subgroups.
- The school should explore the possibility of providing students with library/media instruction by qualified staff.
- The school should explore the possibility of providing access to the SAMS for teacher use from remote sites for purposes of grading student work and analyzing student data beyond the school day.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in this report are intended to guide the school's inquiry, planning and discussion for the development, continuous review, revision, and evaluation of the Tremont Elementary School Comprehensive Educational Plan (CEP). 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.