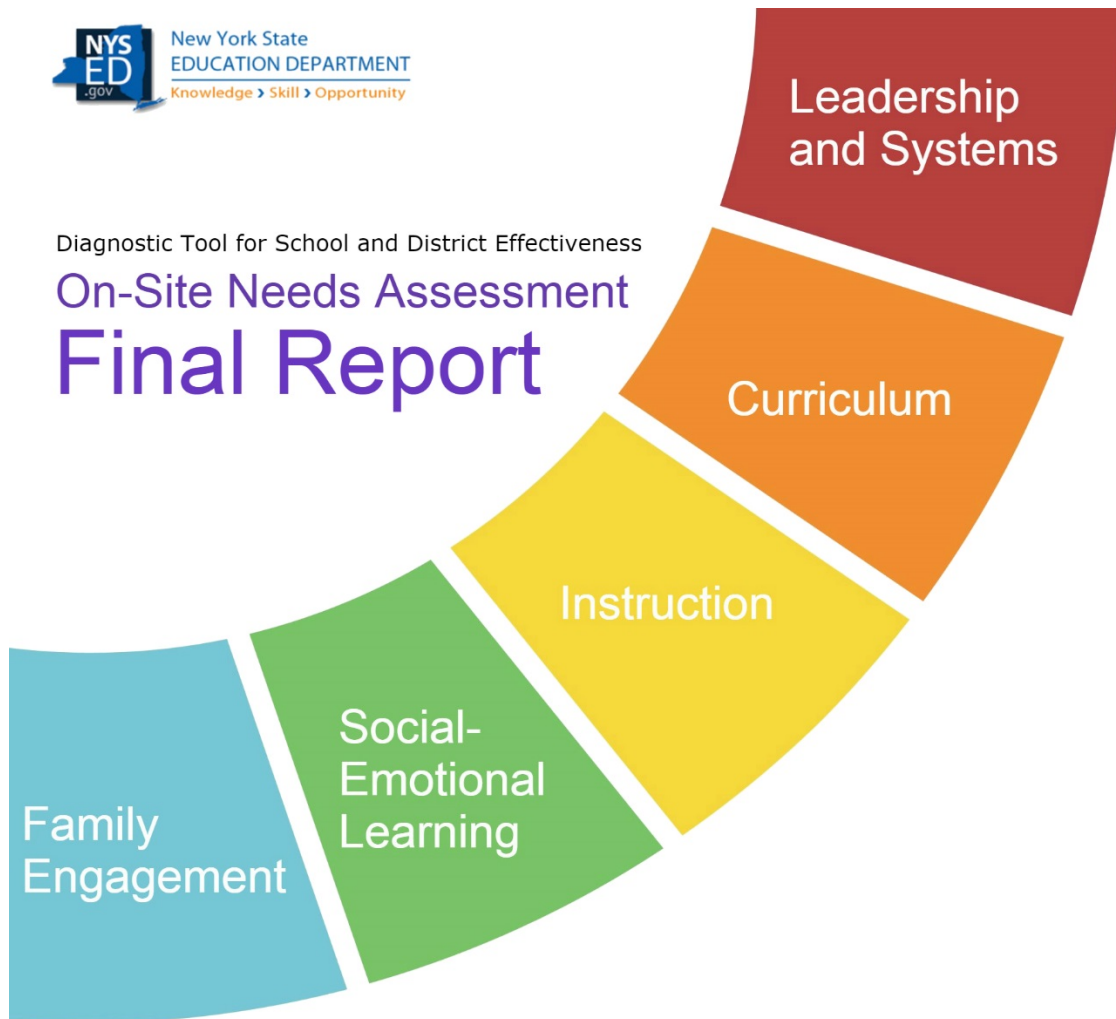


Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

# Final Report



<b>BEDS Code</b>	581010020002
<b>School Name</b>	Greenport Elementary School
<b>School Address</b>	720 Front St, Greenport, NY 11944
<b>District Name</b>	Greenport Union Free School District
<b>Principal</b>	Joseph Tsaveras
<b>Dates of Visit</b>	April 16-18, 2019



## Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school’s commitment to improvement.

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

## School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: <http://www.nysed.gov/accountability/essa-accountability-designation-materials>

The most recent results for the “All Students” group at the school are as follows:

### *Elementary/Middle School Performance Indicators*

Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level
1	1	1	2	1	3

Greenport Elementary School serves 290 students from grades Pre-kindergarten through six.

## Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The team visited a total of 33 classrooms during the visit.
- The OEE visited seven 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 lesson plans, schoolwide data, teacher feedback, and student work.
- In advance of the visit, 27 out of 34 staff members (79.4 percent) completed a DTSDE pre-visit survey conducted by NYSED.
- The principal was added to the team because he is also the Director of Special Education programs in the district.

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

1. This school year, the school added ten minutes to the student recess periods to promote students' social and emotional developmental health. This strategy was developed collaboratively by school and teacher leaders to develop students' social skills. During recess periods, staff observe student interactions and provide organized games and activities for students. School and teacher leaders reported that the additional time has helped students in pre-kindergarten through grade six to develop their social skills and increase emotional tolerance and team building, as they are now engaged in more organized activities and structured play. Teachers also indicated that students are taking more responsibility for their actions and that student transitions from recess back to classroom instruction have been seamless, which has provided more undisturbed instructional time in the classroom.
2. For the 2018-19 school year, school leaders have revamped the professional development (PD) approach for staff by offering instructional staff additional PD support, which is delivered by an outside literacy consultant. The focus of this PD has been on refining teachers' skills in teaching and using a balanced literacy approach. According to the staff interviewed, the PD sessions have helped teachers hone their skills in guided, shared, partner reading, phonemic awareness, vocabulary development and reading assessment, and fluency. Teachers noted that they now have more instructional autonomy and are developing greater foundational knowledge in literacy as they work together.
3. School leaders have initiated a school safety patrol and character-building program for the 2018-19 school year. These programs were developed as outgrowths of the Positive Behavioral Interventions and Supports (PBIS) initiative that provides students with a set of core, schoolwide values and a common language around the PORTERS Pillars: Pride, Organization, Responsibility, Truthfulness, Effort, Respect, and Show Kindness, attributes that students should demonstrate throughout the school day. Classes set goals for positive behavior, which are tracked and displayed on their Porter Points Chart. Points are earned for expected school behaviors observed in the cafeteria, during recess, hallway transitions, and during special area classes. Classes and students can also earn rewards, prizes, and behavioral awards monthly. School and teacher leaders stated that this initiative has helped students stay safe, and students keep each other accountable by acting as student safety patrol officers who assist community members to enforce the rules in school. They also indicated that students are building stronger relationships with teachers throughout the school.

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

### Systems for Improvement

- **The school leaders should develop a schoolwide system for using the school's formative and summative assessment data to drive and inform instructional decisions and interventions for all students.** School leadership reported that teachers are developing formative assessments to drive instructional decisions in their classrooms. However, the school needs a coordinated and systematic approach to review both formative and summative assessment data to make informed decisions about the grouping and instruction of students. The team found that the results of teacher developed assessments are shared on a Google-doc, so that all teachers have access to the information. However, teachers indicated that although they have discussions about students' Fountas & Pinnell reading levels and the development of formative assessments, the school

has yet to develop a comprehensive structure that coordinates the use of formative and summative assessments to determine instructional supports and interventions for students schoolwide.

- **The school leadership will need to put in place a system to provide parents with regular and individualized progress reports about their child's academic progress.** The principal reported that the school schedules two meetings, which are mandated by the district and scheduled in the annual school calendar, to give parents feedback on how their children are performing academically. In addition to these two formal school meetings, teachers stated that they provide parents with informal updates on student progress such as how students are doing on teacher created in-class assessments. However, some teachers noted that the school should regularly disseminate student progress monitoring reports to provide parents with information they could use to support their children academically.

## Leadership and Organization at the School

- **School leaders should modify the school's support program and instructional schedule to meet the needs of English as a new language (ENL) students.** During discussions, the school leadership acknowledged that the school needs to modify its strategy on how it supports ENL students. School and teacher leaders stated that they have yet to develop a strategy that has had a positive impact on student outcomes. The principal noted that a possible solution to this issue is to review the school schedule and provide targeted parallel Tier 1 and Tier 2 intervention services for ENL students, not only during the regular school day but also after school. Some teachers indicated that they need additional specific and specialized training and support to address the needs of ENL students more effectively during the school day and that they could also provide intervention supports after school. Teachers reported that the school has only one ENL staff developer who works with their school, and that the person is also assigned to the high school. School leaders noted that the ENL population primarily are the students who are taking the New York State Education Department assessments, and they need support to make significant progress on the New York State exams.
- **School and teacher leaders should consider conducting learning walks that target ENL instructional strategies the school wants teachers to learn and implement.** The principal reported that teachers need more instructional support and professional development (PD) to effectively implement ENL strategies within their classrooms. Teachers also stated that they need more hands-on PD to strengthen their classroom practices when teaching ENL learners. During interviews with teachers, the IIT also learned that the school leadership needs to consistently visit classrooms and provide more feedback.

## Learning at the School

- **Teachers will need to implement appropriate teaching strategies to address the needs of ENL students.** The principal reported that over the past school year, the ENL population has increased, and there are not enough certified ENL teachers on staff to meet the learning needs of all ENL students. Teachers stated during interviews that they need more PD on how to implement basic ENL strategies within their classroom. During classroom visits, the IIT observed a need for increased ENL supports and scaffolds for students to enhance their learning opportunities. Although ENL students were sitting in groups in some classes, the team found that there needs to be more strategic instructional decisions based on student grouping or data to support ENL learners. During interviews with the school leaders, the IIT learned that although the school is making attempts

to support ENL students, the school needs to specifically target schoolwide resources to ensure that ENL learners progress and make significant academic growth on New York State assessments.

- **Teachers should consistently make clear interdisciplinary connections as they plan units and teach lessons.** The principal reported that teachers utilize their common planning periods to plan their lessons. He stated that during this time, teachers engage in discussions about how they can make interdisciplinary connections across content area subjects. However, during meetings with teachers, the team found that although conversations are occurring, teachers need to make interdisciplinary connections during daily lesson planning. In addition, a review of teacher’s lesson plans showed that lesson planning templates need to make clear interdisciplinary connections that can be executed across subject areas. During classroom visits, the ITT observed that explicit interdisciplinary connections were needed. Lesson planning templates should include a section that indicate specifically what interdisciplinary connection is going to be made in the lesson. Teachers stated additional PD would enable them to better understand and plan how to make these connections throughout the curriculum.

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

- **Teachers reported that they would like the school to develop a peer to peer buddy system as a component of the school’s character education program.** Teachers stated that the character program is in its initial stages of implementation, and the addition of a peer to peer buddy system to reinforce the PORTERS Pillars would help to build student to student relationships as well as student leadership skills.
- **Parents stated that the school should increase recognition of the diverse school community to boost parent engagement and support.** Parents shared that the school had a multicultural celebration that was well attended by parents and that if the school could provide these kinds of events more regularly, more parents might participate in the daily life of the school.
- **Parents reported that they would like the school to provide student progress reports more frequently.** They indicated that more current and updated information would help them to support their children academically.
- **Students reported that some bathrooms need repair.** They noted that the facilities need to be repaired and remodeled. School leadership indicated that the school district is currently requesting a bond for the restoration and repair of the school building, which includes student bathrooms.