

Target school – Southampton

School Improvement Plan

Date of Meeting – January 21, 2005

Meeting with East Hampton Schools.

Goals:

- Learn successful ELA practices from East Hampton School.
- Pose questions on the practices and procedures used.
 - Include key players
 - Visit classrooms
- Survey evidence of successful practices.
- Bring back suggestions to Southampton.

FOLLOW-UP

- Meet with staff.
- Implement new practices and procedures.

School Visitation Schedule
Southampton Staff at East Hampton Schools
January 21, 2005

7:30-8:00 a.m.: Location: John Marshall Elementary School Library
Refreshments

Welcome and Brief Overview: Superintendent Ray Gualiteri and Assistant Superintendent for Curriculum, Charles Soriano
Presentation: *Our Story: ELA Successes at East Hampton Schools*

8:00-8:45 a.m. Focus Meeting With Key Players: A Look At the Specifics of The East Hampton Elementary School Program in Reading and Writing: A Roundtable Discussion

Meeting Attendees: Superintendents, Assistant Superintendents For Curriculum, Principals, ELA Teachers, Reading Specialists, Teacher Leaders and/or Coordinators, ESL Teachers, Special Education Teachers, Guidance, School Psychologists, Social Workers, Librarian

8:45-9:45 a.m. Break Out Visitations and Observations

Principals Meet: Leadership Issues are the ELA Curriculum

Guidance, School Psychologists, Social Workers Meet: Placement, Barriers to Learning, and Attendance Issues

Reading Specialists, ELA Teachers, Special Education Teachers and ESL Teachers: Classroom Observations

Librarians Meet: Resources and Strategies

9:45-10:45 Material and Curriculum Review

10:45-11:00 Travel to East Hampton Middle School

11:00-11:15 Principal Welcome and Introductions, Location: Library

11:15-12:00 Lunch for Everyone

Location: Library

Presentation: *ELA Teachers Talk: What We Are Doing and Why It Works*

- 12:00-1:00 Break Out Visitations and Observations
- **Principals Meet:** Leadership Issues are the ELA Curriculum
- **Guidance, School Psychologists, Social Workers Meet:** Placement, Barriers to Learning, and Attendance Issues
- **Reading Specialists, ELA Teachers, Special Education Teachers and ESL Teachers:** Classroom Observations
- **Librarians Meet:** Resources and Strategies

- 1:00-2:00 Material and Curriculum Overview

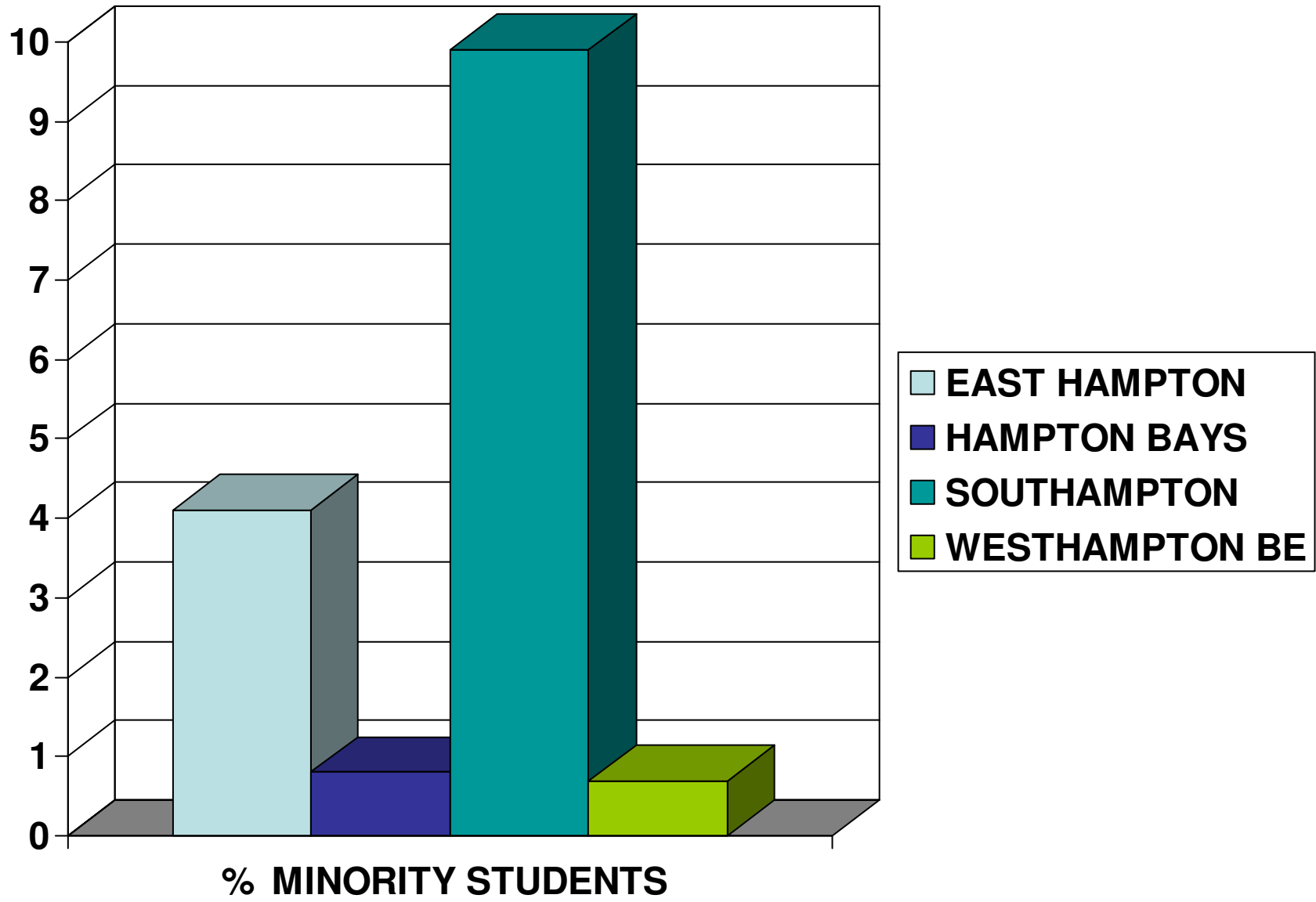
- 2:00-3:00 Reflection Meeting
- Location: Library
- *Southampton Team Meeting: What Have We Observed? What Have We Learned? What Can We Replicate?*

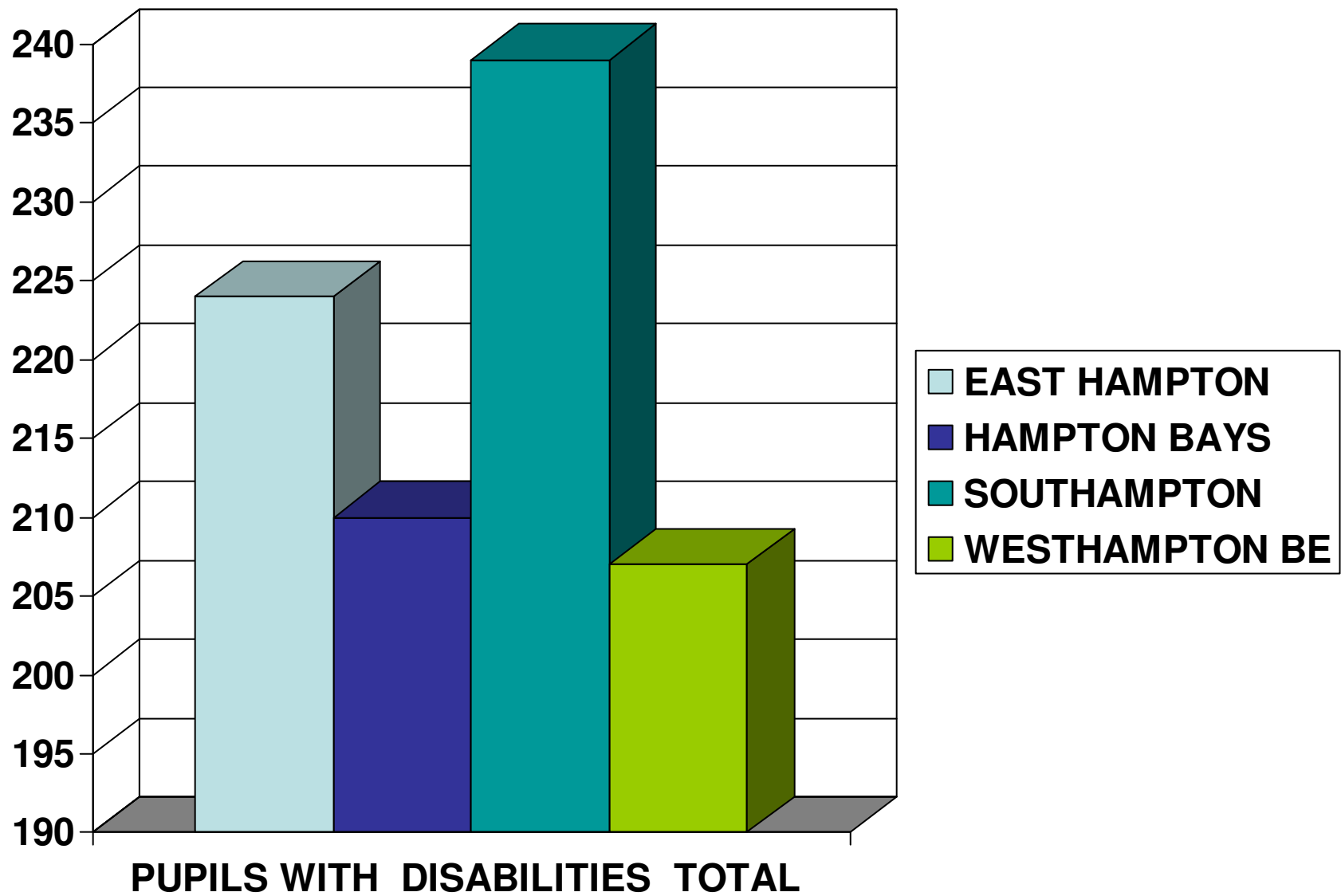
- 3:00-3:15 Travel Time to East Hampton High School

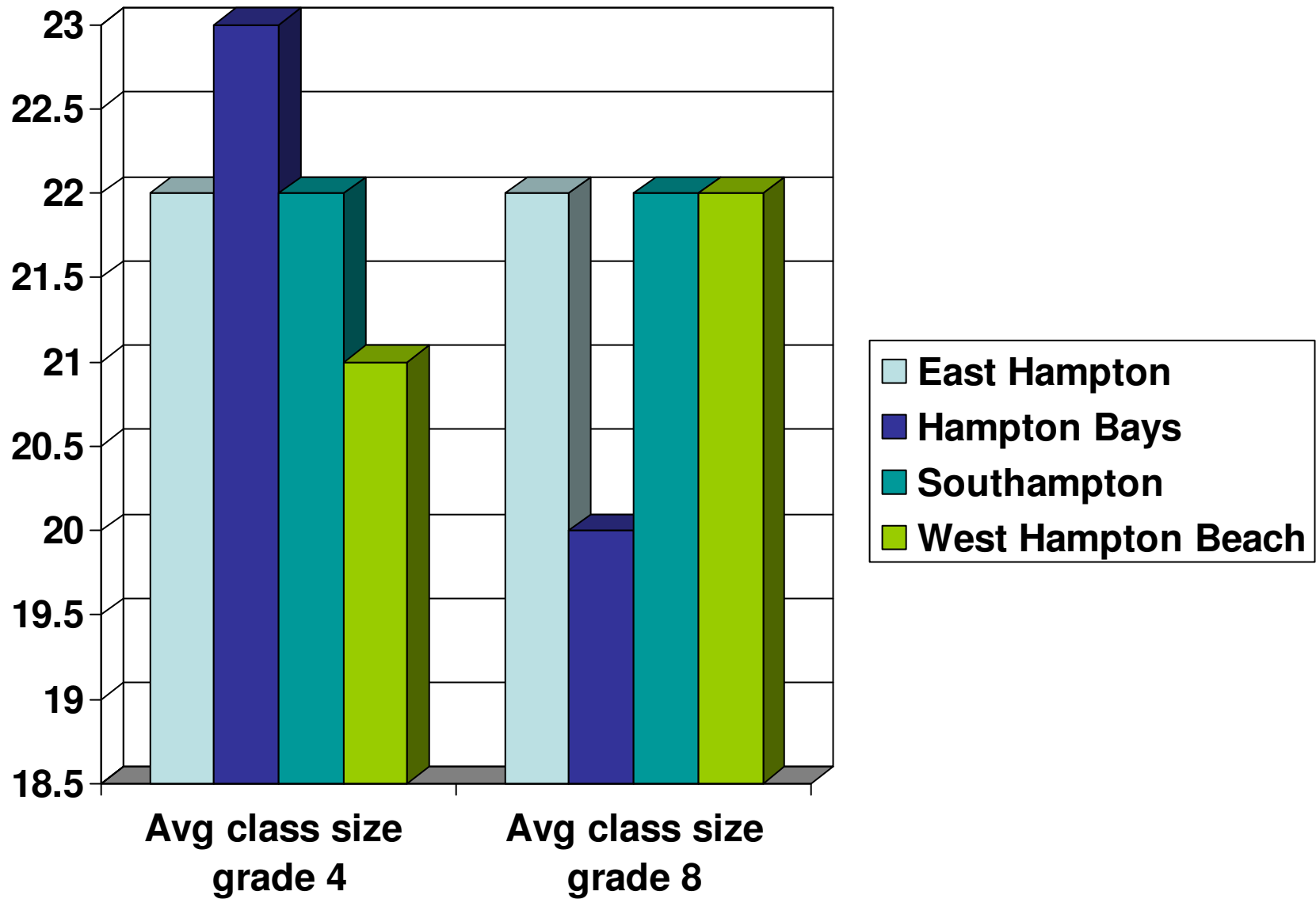
- 3:15-3:30 Principal Welcome and Introductions, Location: Library

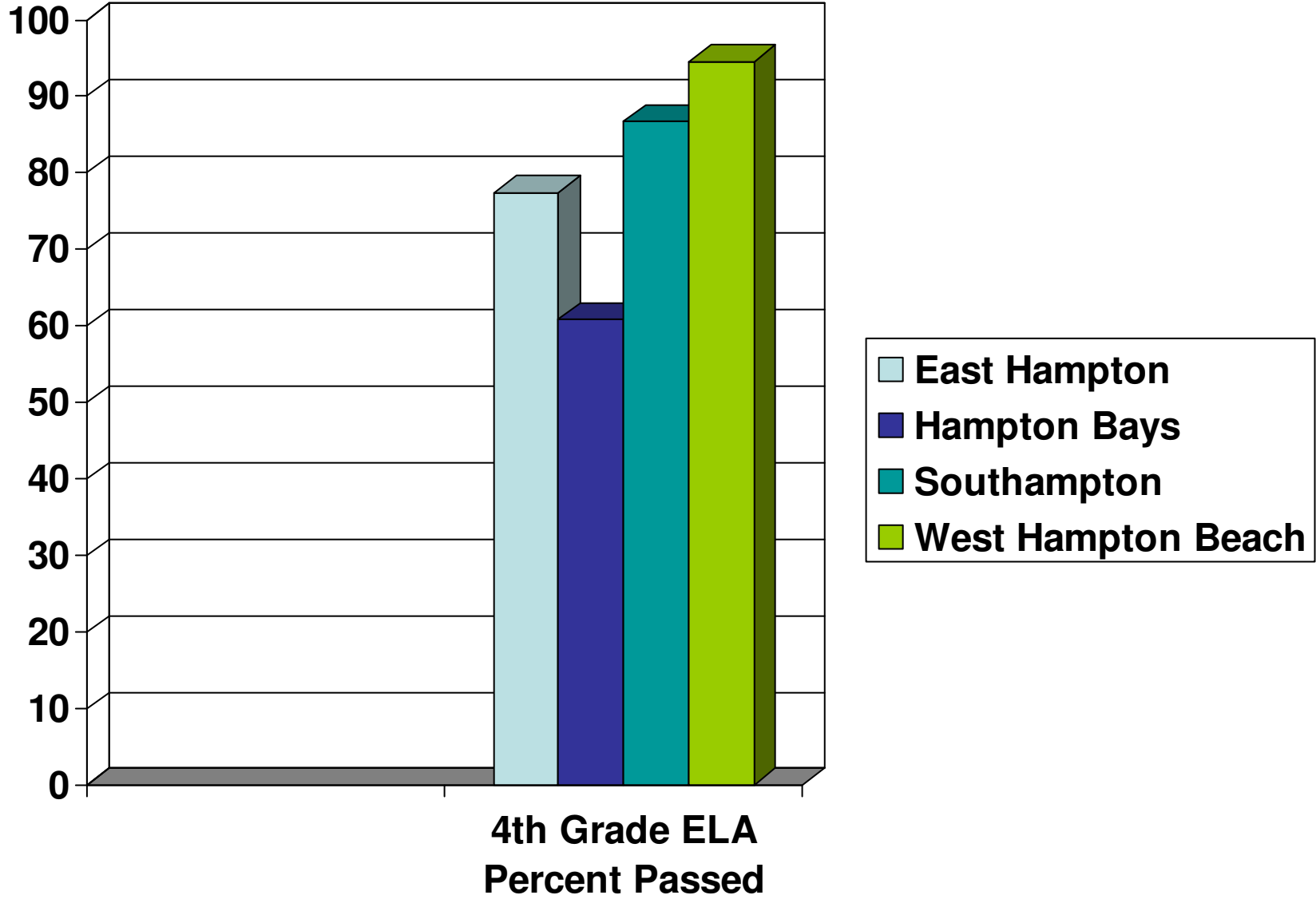
- 3:30-4:00 Focus Meeting With Key Players: A Look At the Specifics of The East Hampton High School Program in ELA: A Roundtable Discussion: K-12 Articulation: What Does What You've Seen Lead To?

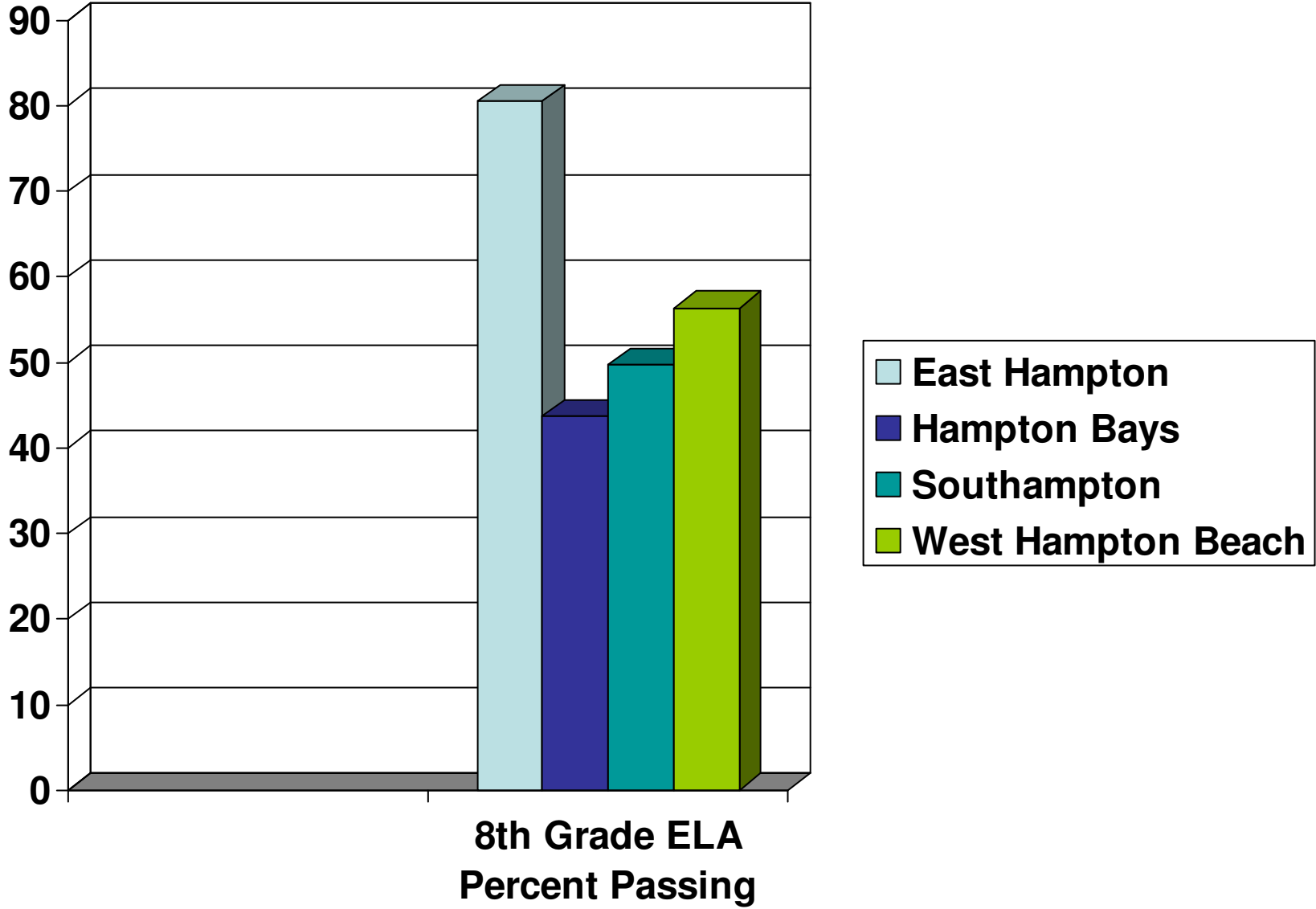
- Meeting Attendees: Superintendents, Assistant Superintendents For Curriculum, Principals, ELA Teachers, Reading Specialists, Teacher Leaders and/or Coordinators, ESL Teachers, Special Education Teachers, Guidance, School Psychologists, Social Workers, Librarian
- * All Southampton Players Should Be Prepared to Present Ideas Gleaned From the Day at January Department Meetings. All Related Departments Will Then Put an Action Plan in Place to be Reviewed at the Next District Literacy Team Meeting.
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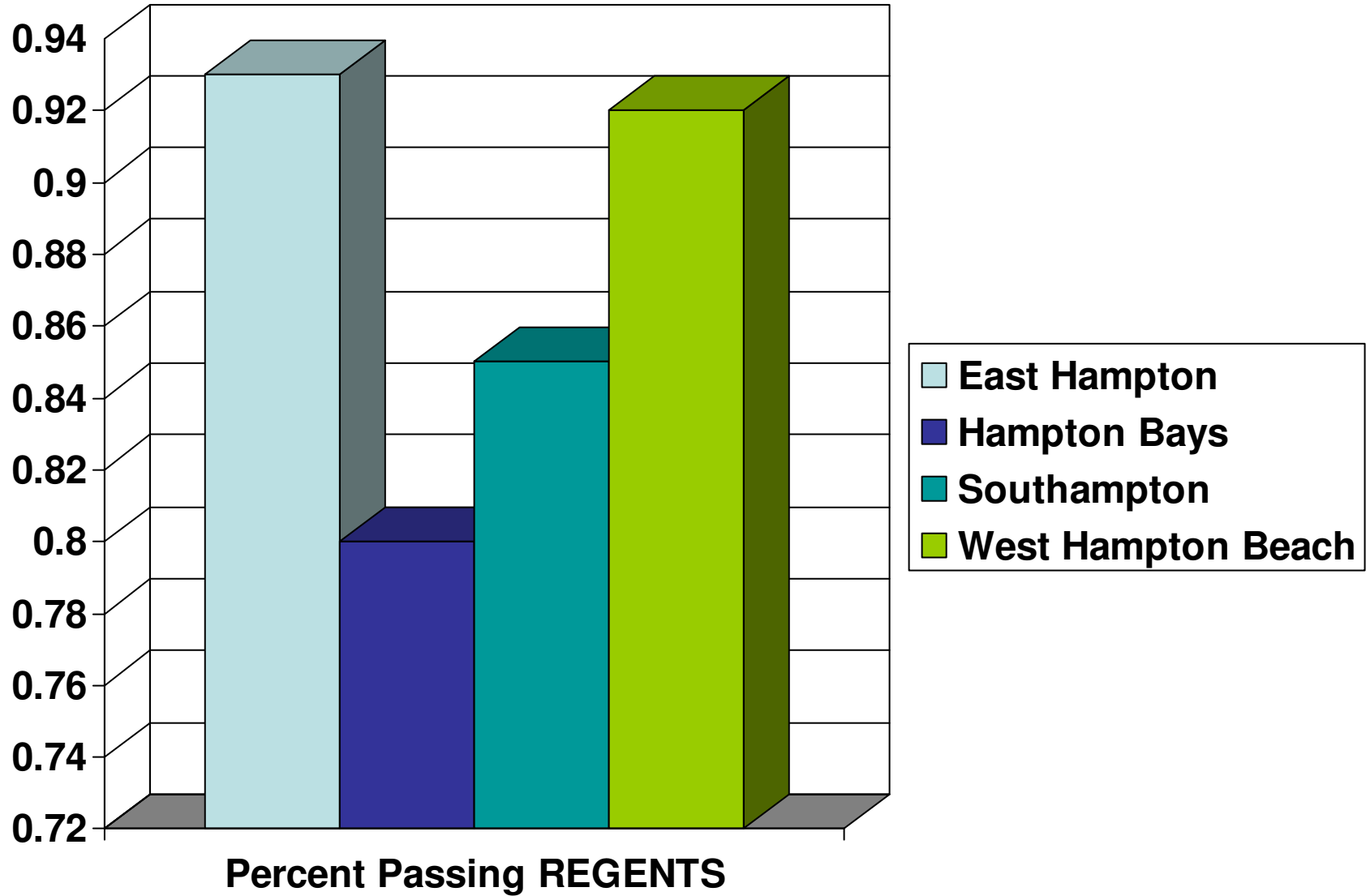




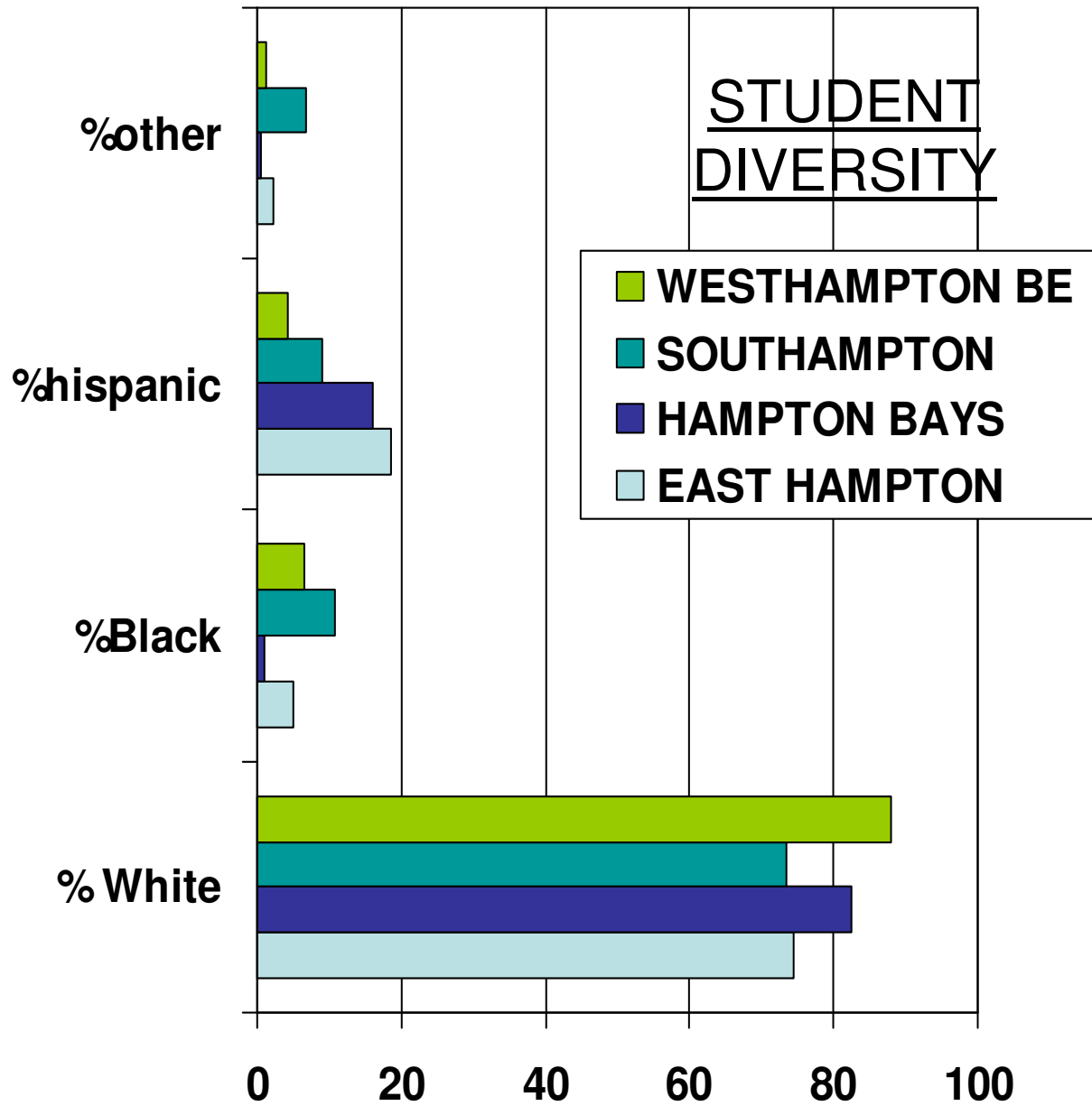








STUDENT
DIVERSITY



Communication questions

- What procedures do you use to communicate across the grade levels in terms of what's happening with the curriculum and the students?
- What do your department meetings look like?
- Are teachers coordinating different subject areas like social studies and language art? (Teacher)
- How does the school plan or have any Team Planning and discussion with teacher and parents. (school principal)
- Have the school study the data to see where students are struggling. (Principal)
- Is parent part of full partnership in decisions that affect children and families? (principal)
- Are parents invited to serve on School Improvement Team (SIT) and participate about issues ranging from curriculum, to discipline, and over all school reform measures? (principal)
- Are available guidance counselors for At-risk students as well as an At-Risk coordinators. (Director of Guidance)
- Does the school offers Bilingual School Counseling and Bilingual Special Education (Director of Guidance)
- What kind of collaboration and coordination between ELL and Specialist Support staff are addressing and meeting the particular needs of parents of ELL (English Language Learners) immigrantâ€™s students. (Director of ELL)

MATERIALS

- Do you use test prep material?
- What assessments do you use?
- What type of software do you utilize for tracking data and curriculum mapping.
- What's your department budget for materials?
- What materials specifically are you using?
- How do the students utilize technology?

DATA ANALYSIS

- How do you track data?
- Do other courses affect or influence student performance....literacy across the content areas?
- Is each child followed by a Literacy Profile?
- How have you used your previous year's results and scores to inform and direct instruction?
- How is data shared across the faculty?
- What type of RUBRICS are you using?
- Do you use graphic organizers?

INSTRUCTIONAL TECHNIQUES & SETTINGS

- Do you individualize instruction? If so, how specifically?
- What kinds of strategies are you using with Sp.Ed. students and ELL students?
- Are there self-contained classes for Sp.Ed. students?
- How are you scheduling classes?
- How do you schedule teacher opportunities for communication and sharing?
- Do you have reading specialists?
- What are the programs designed for students who are handicapped/for those with speech and language disorders, talented and gifted are served by special teacher. (Director of Special Education)
- Are the teachers eager to make changes to promote high achievement (school principal)
- How do you reduce the gap for underachieving students, for ELL and special education. (Director of ELL)
- Are the Special Education students placed in classes according to their classification and class ratio as indicated by their IEP. (Director of Guidance/Sp.Ed Director)
- How many ESL teachers are in your school?
- What kind of outside sources are being tapped?
- Is each child followed by a Literacy Profile that follows each child?
- How are at-risk students targeted?
- Are there researched based programs to help students succeed?
- How are the current benchmarks being utilized to drive instruction?

PROFESSIONAL DEVELOPMENT

- What kinds of professional development have your teachers experienced?
- Do you use outside sources to train staff?
- How does the staff share information?

WRAP-UP

Lessons learned

Follow-up meetings

Implementation