

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	580105030006
District Name:	Copiague Public Schools
School Name:	Copiague Middle School
School Address:	2650 Great Neck Road
Principal:	Mr. Andrew Lagnado
Accountability Phase/Category:	Improvement (year 1) - Focused
Areas of Identification:	English Language Arts – Students with Disabilities; English Language Learners and Economically Disadvantaged Students
Dates of On-site Review:	January 30 – February 2, 2012

PART 1: MISSION STATEMENT

“It is the mission of Copiague Middle School faculty and staff to create an educational atmosphere in which each student is provided with the opportunity to realize their full potential as students, athletes, artists, musicians, and individuals through personal attention and encouragement. The curriculum in the middle school has been developed to challenge and stimulate the minds of students in grades 6, 7 and 8, while remaining responsive to the needs of each student during the transition from childhood to adolescence.”

PART 2: SCHOOL STRENGTHS

- Staff is focused on increasing student achievement for all students, particularly at-risk students. This is evidenced by the use of multiple sources of on-going assessment data to monitor student performance to drive appropriate instruction. Based on a review of the materials provided and classroom visits, the review team found that a common vision and mission exist throughout the school. Students are offered differentiated instruction and remedial interventions. A variety of resources are available for students and their parents to support students’ health, social, and emotional needs.
 - Subgroup identification is apparent in all data analysis materials, and support programs are developed and implemented based on needs of students.
 - Students with disabilities are offered placement in a full continuum of programs.
 - Appropriate materials (textbooks, trade books, library books) are available for all students, including students with disabilities and English language learners (ELLs).

- All teachers have online access to student Individual Education Plans (IEPs).
- Instruction for ELLs is aligned with New York State (NYS) requirements and includes appropriate materials and instructional strategies.
- Researched-based programs are used both with students with disabilities and ELLs.
- Extensive extended school day and summer school opportunities are available to all students.
- School leaders and District leadership maintain a highly collaborative relationship. Teacher observations are scheduled and feedback is given to teachers in a timely manner.
- A teacher/student mentoring program encourages and supports strong relationships for at risk students.
- Translation, both oral and written, is available to encourage parents who do not speak English to participate in their children’s education.
- A schoolwide PD calendar is developed and adhered to and PD topics are determined based on the needs of the teachers. Attendance at appropriate out-of-District conferences is encouraged and supported.
- PD focused on ELLs is a priority. Teachers are encouraged to participate in the Intensive Teacher Institute (ITI) program and acquire English as a Second Language (ESL) extension on their license.
- Incorporation of technology in instruction is a District priority and is evident throughout the educational program.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS AND UTILIZATION OF DATA

FINDING:

Data is collected in many formats that reduces utilization efficiency and may lead to over-assessment.

RECOMMENDATION:

The school leaders and staff should analyze the current assessment program to identify the best formats for data, choose the strongest predictors of student performance, and make adjustments to eliminate over-assessment of students.

II. TEACHING AND LEARNING

FINDINGS:

- The implementation of the NYS P-12 Common Core Learning Standards (CCLS) has not been initiated.
- The current English language arts (ELA) curriculum does not ensure sufficient rigor as related to expectations for student learning, particularly for students at-risk.

RECOMMENDATIONS:

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. The curriculum must be aligned to the new P-12 CCLS in English language arts and mathematics. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development.
- In implementing the CCLS, school leaders and teachers should ensure an increase in the rigor of the ELA curriculum and increase the expectations for student learning.

III. SCHOOL LEADERSHIP

FINDING:

Training for school leadership in the application of new teaching standards is pending resolution of Annual Professional Performance Review (APPR) issues.

RECOMMENDATION:

Training should be initiated for all staff with the new teacher evaluation system, in alignment with new APPR regulations.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The District has identified a small number of community-based organizations (CBOs) in the Copiague community and has a limited relationship with these CBOs.
- Parent-teacher organizations exist, but are not as robust as the staff and parents would like.

RECOMMENDATIONS:

- The school should expand its relationship with current CBOs, and additional external partners that can support the educational program should be identified.

- The school should investigate methods to increase participation in parent-teacher organizations.

V. PROFESSIONAL DEVELOPMENT

FINDING:

Introduction to the CCLS has occurred.

RECOMMENDATION:

School and District leadership should prioritize the provision of PD focused on the implementation of CCLS. All teachers and school leaders should participate in PD on how to plan and implement a curriculum with rigor, as well as delivery methods that are student centered. The curriculum should be used in the formation of assessments that measure individual student mastery of State standards. Walkthroughs and formal evaluations should focus on effective implementation of curriculum.

VI. FACILITIES AND RESOURCES

FINDING:

Facility maintenance as well as acquisition and provision of educational resources are District priorities. Facilities at the middle school are well-maintained and in good order. Resources available to students are current and up to date.

RECOMMENDATION:

The District should continue support to maintain facilities and provide current resources.

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.