

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	280209030006
District Name:	Freeport Schools
School Name:	John W. Dodd Middle School
School Address:	25 Pine Street, Freeport, NY 11520
Principal:	John O'Mard
Accountability Phase/Category:	Improvement (year 1) - Focused
Area of Identification:	English Language Arts - Students with Disabilities and English Language Learners
Dates of On-site Review:	January 4 and 11, 2012

PART 1: MISSION STATEMENT

"The mission of the J.W Dodd Middle School is to provide a challenging academic curriculum for our diverse population in a caring and moral environment. We are committed to building the skills necessary for high academic achievement with all students in order to foster a community of lifelong learners. This will be accomplished in a safe environment that addresses the intellectual, social, emotional, and physical needs of our students. Parents and community members are encouraged to partner in the educational process and assist in the development of productive and responsible citizens who will contribute to our changing global society."

PART 2: SCHOOL STRENGTHS

- A positive environment as well as a culture of professionalism are evident and reflected in all adult and student interactions. There is a commitment to the school's success.
- A Comprehensive Educational Plan (CEP) was developed, approved by the Board of Education, and submitted to the New York State Education Department (NYSED).
- A Quality Improvement Plan (QIP) outlining teaching and learning priorities for students with disabilities is developed and is being shared with staff.

PART 3: I.COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The School-Based Inquiry Team (SBIT) reviews and analyzes student data from Northwest Evaluation Association (NWEA) and NYSED and guides teachers in the design of instruction to meet the needs of all students. A common language is developing among professionals regarding student data.
- Common Formative Assessments (CFAs), the NWEA Measures of Academic Progress, are administered twice a year for English language arts (ELA) and mathematics and provide detailed information for teachers and school leaders. In addition, quarterly exams and thematic exams are used in all departments.
- English and mathematics teachers have created student data/assessment binders that contain multiple sources of student data. Currently, the school leaders are working with the other departments to create binders to help the process of data management for every teacher. Teachers are expected to update and maintain the binders throughout the school year.
- There is evidence that data on student progress is regularly shared and discussed at department meetings. Teachers analyze individual and group data and are beginning to interpret trends in student performance.

RECOMMENDATIONS:

- The SBIT should continue to examine and interpret student data. Examining individual and group data for students with disabilities and English language learners (ELLs) will assist in determining trends in student performance and highlight specific student needs.
- Professional development (PD) and collegial discussions on data analysis, progress monitoring and effective use of data to inform instruction and intervention strategies should continue.
- Teachers should be held accountable for consistently using data from interim, formative, and summative assessments to inform and differentiate instruction in order to support all students' needs.

II.TEACHING AND LEARNING

FINDINGS:

- All grade seven students are scheduled for a daily period of reading instruction.
- The grade seven teachers are teamed in the four content areas.
- In grade eight, the English and social studies periods are blocked.
- Frequent team meetings and block meetings allow teachers to share information on students and programs.

- Teachers participate in PD sessions and faculty meetings on the implementation of the P-12 Common Core Learning Standards (CCLS).
- There was evidence of the use of word walls as well as the reinforcement of vocabulary.
- The individual schedules for students in the self-contained special education class were redesigned to allow for mandated English as a second language (ESL) services for the dually classified students, i.e., students with disabilities/ELLs.
- Extended-day instructional support designed for students to gain mastery in identified areas is provided.
- There is evidence of the effective use of technology, and many of the classrooms have a SMART Board.
- Sheltered Instruction Observation Protocol (SIOP) training is provided by the District several times per year. It is understood that this model is a framework that can bring together the instructional program by organizing methods and techniques to ensure effective teaching practices. All content area teachers should receive PD in this model to support ELLs.
- Teachers communicate lesson goals and objectives to students. Explicit teaching and re-teaching will assist students with disabilities to achieve stated objectives successfully.

RECOMMENDATIONS:

- Curriculum maps aligned with the CCLS should be developed. These standards should be incorporated into lesson plans to encourage higher order thinking skills, and the use of argumentative essays should be continued.
- The recommendations of the QIP should be implemented.
- Fidelity to the "READ 180" program should be maintained through the establishment of entry and exit criteria for students.
- A schoolwide focus on "stamina building" should be established for all students and should include parents in the process.
- The Parent Academy should be continued for Spanish-speaking parents.
- Formal and informal walkthroughs should be conducted by school leaders to ensure that academic rigor and expectations for student outcomes are being implemented.
- Provisions should be made for students with disabilities to engage in structured activities that are designed to allow for processing.
- Teachers should continue to build upon prior language and knowledge, particularly when working with ELLs and students with disabilities.

III. SCHOOL LEADERSHIP

FINDINGS:

- Pre and post-observation conferences, as well as evaluation and goals-setting conferences, are held with all staff members.
- The school leader is interested in providing additional PD for teachers to serve ELLs better in mainstream classrooms.
- Both Assistant Principals are in their first year in this assignment. They are familiar with the District as both have served the District in different positions prior to the school year.

RECOMMENDATION:

The school leader should ensure that a data-driven approach to school improvement continues and is thoroughly understood by all service-providers. The approach should include data-driven collaborative instructional planning and continuous monitoring of progress for all students and subgroups.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Information and notices to families are provided in both English and Spanish.
- There is a nurturing school culture.
- Outreach programs and partnerships, such as "21st Century," "C-STEP," "Stages for Life," and the "Adolescent Literacy Connection," are promoted and support students.
- The school day was restructured for September 2011 and includes a ninth period for student intervention or challenge.

RECOMMENDATION:

Family outreach programs should be continued.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Professional development (PD) is ongoing for teachers to use technology to promote learning and thinking effectively.

- Teachers are informed of, and may choose to participate in, out-of-District workshops and conferences. There are numerous PD opportunities offered by the District.
- There is evidence of department planning time and instructional conversations among special education and ESL teachers.
- There are currently five dually-certified core content teachers. The District encourages teachers to pursue additional certification in ESL or special education.

RECOMMENDATIONS:

- Teachers should craft focused individual PD plans that support their own practice and student achievement.
- The Sheltered Instruction Observation Protocol (SIOP) PD program should be continued, and the use of SIOP strategies and techniques should be monitored through lesson plan review and formal and informal observations.
- PD should be ongoing, meaningful, targeted, and continually changing and adapting to meet the needs of a dynamic learning community. PD on differentiating instruction to effectively meet the needs of all students should be continued.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The school is clean and orderly.
- Safety personnel are visible and friendly.
- The library has a sufficient number of high quality books in languages other than English.

RECOMMENDATION:

The expansion of the library collection with books in languages other than English should be continued.

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.