

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	091402060000
District Name:	Saranac Central School District
School Name:	Saranac Middle School
School Address:	70 Picketts Corners Rd., Saranac, NY 12981
Principal:	Mr. Jeffrey M. Durant
Accountability Phase/Category:	Improvement (year- 1) - Focused English Language Arts - Students with Disabilities
Areas of Identification:	Mathematics - Students with Disabilities
Dates of On-site Review:	December 7 - 8, 2011

PART 1: MISSION STATEMENT

“To provide all students the opportunity to receive quality instruction that will develop their ability to achieve high standards. To guarantee guidance and caring support that will help them learn to apply acquired knowledge to life situations and to become lifelong learners.”

PART 2: SCHOOL STRENGTHS

- Highly qualified personnel are teaching all classes.
- There are multiple opportunities for student involvement, such as Builders Club, athletic clubs, band, chorus, and the drama club.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The school has sufficient data to assess student progress.
- The team determined through an analysis of the New York State Testing and Accountability Reporting Tool (nySTART) that students with disabilities increased their scaled scores in English Language Arts (ELA); however, in mathematics, scores for students with disabilities decreased.

- There is some evidence that formative and summative data are used to plan for and monitor student outcomes.
- An analysis of Academic Intervention Services (AIS) data indicates that there is some evidence of the use of data analysis for subgroups.

RECOMMENDATIONS:

- The school leadership should ensure that there is more detailed cohort data analysis in both mathematics and ELA using nySTART data.
- The school should use interim, formative, and summative assessments to plan standards-based, differentiated instruction for students. This should continue to be an area of focus.
- The School-Based Inquiry Team (SBIT) should establish a process to analyze interim assessment data and data folios to plan lessons, units, and intervention strategies.

II. TEACHING AND LEARNING**FINDINGS:**

- Teachers are aware of the elements of the New York State (NYS) P-12 Common Core Learning Standards (CCLS) and have discussed implementation through preparation of a unit.
- Some students with disabilities, in both general education and special education classes, are provided accommodations, including specially-designed instruction that enables them to participate and progress in the general curriculum. The classrooms visited by the review team received instruction that was aligned to the NYS Learning Standards.
- There is a lack of consistent use of differentiated instruction throughout the school.
- The grading policy is teacher-driven and not consistently and uniformly communicated to students and parents.
- The inquiry teams are in the early stages of implementation.

RECOMMENDATIONS:

- The school should ensure that professional development (PD) on the CCLS continues, with a focus on implementation of lesson plans for ELA and mathematics.
- The school should provide access to instruction that accelerates the progress of students with disabilities in reading and mathematics. For example, the school should investigate having AIS provided by classroom teachers, having resource room as a level of the continuum, scheduling double periods, and extending homeroom for grades seven and eight.

- The school should provide PD to ensure that classroom instruction is aligned to the CCLS and addresses the specific skills, abilities, and educational needs of individual students.
- The school leader should ensure that the grading policy is consistently implemented and clearly communicated to students and parents.
- The SBIT should continue data analysis, and PD should be aligned to needs identified by the data team.

III. SCHOOL LEADERSHIP

FINDINGS:

- Classes are taught by highly qualified teachers, but there is no consistent alignment between teacher subject area certification and the required interventions.
- The walkthrough data provided to the review team indicated that there is evidence of monitoring, supervising, and supporting of instruction.
- Review and analysis of data occurs periodically, but in an isolated manner.
- The support and monitoring of curriculum and content area data is most often assigned to the department chairperson.

RECOMMENDATIONS:

- The master schedule should be reviewed and modified to include referral periods by general education teachers in order to provide greater intervention support.
- The school leader should focus on key instructional strategies that support the needs of students with disabilities during the walkthrough process. Timely feedback should be provided to teachers and follow-up visits made to ensure incorporation of these strategies into instruction.
- The school leader should ensure that there is a collaborative review and analysis of data and instruction by grade level and/or subject area teams, with a specific focus on subgroup performance in mathematics and ELA.
- The school leader should ensure the various members of the content area departments collaborate to analyze content data.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The AIS plan and schedule supports learning opportunities; however, AIS should be better aligned to the core curriculum.

- There is limited use of technology resources for teaching and learning in priority instructional areas.

RECOMMENDATIONS:

- The school should provide multiple options for PD on CCLS through technology and identify available outside sources for training. Student data should be used to consistently drive PD.
- The school should increase PD on technology resources so that teachers are able to increase instruction in the area of technology for identified student groups.

V. PROFESSIONAL DEVELOPMENT**FINDINGS:**

- There is evidence of co-planning meetings involving review and discussion of student issues and content.
- There is limited evidence that individual student performance data is analyzed and shared as a basis for determining teacher PD needs.

RECOMMENDATIONS:

- The school should use shared decision-making and the SBIT to review and analyze data to inform instruction and make recommendations for PD.
- The school should continue to develop opportunities for the review, analysis, and discussion of student work for the improvement of student achievement in ELA and mathematics. Team meetings should include focused discussion regarding subgroup progress.
- PD should be provided that is focused on the development of co-teaching relationships that have a positive impact on student learning. Co-teaching practices should be further developed to maximize learning opportunities for students with disabilities.

VI. FACILITIES AND RESOURCES**FINDINGS:**

- Technology is not fully and effectively integrated into instruction.
- The Positive Behavioral Interventions and Supports (PBIS) program is evident within the school setting. Review team walkthroughs verified that posters, signs, and bulletin boards about the program are prominently displayed.

RECOMMENDATION:

The school should continue to support technology integration in the classroom.

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 Performance Reviews for teacher effectiveness.