

John Yeates Middle School (Finalized 1/18/17)
School Performance Review Summary Document
December 9, 2016

Academic Review Team Members

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Commendations:

- Areas of concerns have been identified and the school has taken steps to address each area:
 - SWD - Co-Teaching efforts, book study, and administrative modeling
 - 7th Grade Math - Training has been provided through a W&M math day, team planning, Alg. readiness support

Recommendations:

- Set grade level goals for student performance (Ex. 7th grade math scores will increase from...).
- In an effort to reach the goal of improving advanced pass rate, gage your progress by setting and expectation of 80% or better on benchmark assessments.
- Revisit the support needed as a result of the Writing Checks and develop an action plan.
- Schedule a formal and informal writing check date for the 2nd nine weeks with the English Supervisor during the week of January 30th . Ensure all writings are graded and recorded in the grade book for the 2nd nine weeks.
- Ensure teachers are administering the checkpoint for writing and develop a process to evaluate the effectiveness of the writing DOLs.
- Monitor co-teaching and planning with gifted resource teachers through documentation of grade level planning
- Provide teachers an inclusion portfolio review schedule for the remainder of the year to include a review for each nine weeks. Provide effective feedback and a follow up meeting date if corrections are required.
- Schedule a meeting with the Supervisor of Special Education to review enrollment and intake procedures for a student with disabilities. Include the Special Education Lead Teacher from JYMS in the training. Yellow files were not organized in the correct order. Provide training to staff responsible for maintaining the yellow special education file.

Support Provided by SAO:

- Weekly writing DOL's
- 1st NW writing check

- Writing DOL Checkpoint
- Conduct a Writing Review
- City-wide meetings are held monthly with a focus on writing and the taught curriculum.
- Monthly Special Education Lead Teacher and Transition Lead Teacher meetings
- Monthly LEA meetings
- Monthly VAAP meetings
- Scheduled meetings for all self-contained special education teachers

John Yeates Middle School School Performance Review

| Items | Comments |
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| Data Usage (PALS, Benchmarks, MAP, Nine weeks assessments, etc.) | <p>3 year longitudinal data shows strong score in all areas with the exception of writing that dropped to 69%. Please include writing as one of your areas of focus.</p> <p>Subgroup data reveals a need to focus on Economically disadvantaged and Students with disabilities. Scores in these areas have declined.</p> <p>In the area of Mathematics, student performance at JYMS tends to dip in 7th grade then return to high levels in 8th grade.</p> <p>JYMS has identified collaborative classrooms, Math 7 and disciplinary referrals as focus for this school year.</p> |
| Rubric Review Findings: <ul style="list-style-type: none"> ● Written, Taught, Tested ● Leadership Rubric Professional Development Rubric | |
| IEP Monitoring and Compliance Including Binder Checks | <p>Follow Up of Spring, 2016 End of Year Checkout</p> <ul style="list-style-type: none"> ● Four IEPs did not have consent at EOY checkout; after review today one IEP remains out of compliance. <p>Transfer/Intake Review of Files</p> <ul style="list-style-type: none"> ● To date seven students with disabilities have transferred into JYMS . None of the files reviewed met the requirements for the enrollment and intake for students with disabilities transferring from out of district to Suffolk Public Schools. ● Upon request the Special Education Supervisor will provide additional training on these procedures. <p>Inclusion Portfolio Review</p> <ul style="list-style-type: none"> ● Eleven teachers submitted inclusion portfolios for review. One teacher did not submit a portfolio. All teachers had the binder set up in the correct order although many sections did not contain the appropriate data. ● Lesson Plans- Some portfolios did not include lesson plans; some did not include the role of each teacher in the lesson or the specialized instruction required for students with disabilities. Lesson plans should indicate the models of co-teaching throughout the lesson. ● Data collection- Some teachers did include the Power School benchmark data for individual students but the data was not analyzed to identify the weak strands requiring remediation. |

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| | <ul style="list-style-type: none"> ● Remediation Plans- Using the Data collection, purposeful remediation/re-teaching plans should be developed to address the weaknesses of each student. Portfolios did not include remediation plans. <p>Self-Contained Portfolio Review</p> <ul style="list-style-type: none"> ● Two student portfolios were reviewed from self contained classrooms. ● Portfolios were organized according to the review form and contain adequate data to support student growth. <p>VAAP Review</p> <ul style="list-style-type: none"> ● Four VAAP binders were reviewed from two teachers ● VAAP binders were organized per the administration form. ● Two binders need the content area cover sheet completed for the assessed content area. ● All four binders are currently on target to meet the required submission timeline. |
| Quality Feedback to Staff | JYMS has conducted over 100 observations this year. Keep in mind that non-tenured and teachers new to suffolk require formal observations. To date only 5 formal observations have been conducted. |
| Addressing the needs of at risk Students and teachers | |
| Attendance update/improvement efforts Discipline update/improvement efforts | |
| School Improvement and | <p>The School Performance Plans need to be strengthened in the following areas:</p> <ul style="list-style-type: none"> - Strategies for Data Use - Utilizing results for the Survey, develop corresponding strategies |
| Focus Area Progress | <p>Writing Checks 11/28/16</p> <p>Writing checks were conducted November 28th.</p> <p>Overall Strengths: 8th grade teachers are using a variety of graphic organizers and strategies throughout the writing process.</p> <p>Overall Challenges: 9 teachers out of 18 either did not turn in all of their writing folders or the students' writings were not graded. There is a concern with the amount of writings that were not completed or graded. November 7th was the end of the first nine weeks.</p> <p>A follow up conference was held with the administrator to share the findings of the writing check. A writing check will be scheduled for all teachers the 2nd nine weeks.</p> |
| Other Classroom Observations | |

John Yeates Middle School – School Performance Review

| | Priority (Attention Required) | Emerging (Making Progress) | Sustain (On Target) | Mid-year Review Update |
|---|-------------------------------------|-------------------------------|------------------------|---------------------------|
| Data Usage | | | √ | |
| Written, Taught, Tested | | √ | | |
| IEP Monitoring and Compliance | √ | | | |
| Quality Feedback to Teachers | | √ | | |
| Addressing the Needs of At Risk Students and Teachers (Academic, Behavior & Attendance) | | √ | | |
| Communication to Internal and External stakeholders (Student & Staff Interview) | | | √ | |
| Focus Area(s) Interventions (Writing, Advanced Student Achievement, and Subgroup gaps) | √ | | | |
| Faculty Interviews (Safety & Climate) | | | √ | |
| Student Interviews (Safety & Climate) | | | √ | |
| Professional Development is aligned to School Improvement efforts | | √ | | |