

NEW YORK STATE EDUCATION DEPARTMENT

Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	07-09-01-06-00-11
District Name:	Horseheads Central School
School Name:	Horseheads Intermediate School
School Address:	952 Sing Sing Road, Horseheads, NY 14845
Principal:	Bobbi Brock
Accountability Phase/Category:	Improvement (year - 1) - Focused
Area of Identification:	English Language Arts - Students with Disabilities and Economically Disadvantaged Students
Dates of On-site Review:	November 8, 2011

PART 1: MISSION STATEMENT

"Quality Education for All: The Mission of the Horseheads Central School Community is to provide a quality education for all within a nurturing environment which promotes excellence, growth, and a sense of civic responsibility."

PART 2: SCHOOL STRENGTHS

- The school environment is conducive to learning. The students are engaged and on task. The school staff is dedicated.
- Positive home and parent relationships exist.
- The teachers and school leaders have access to data.
- There is an abundance of technology and resources.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Teachers have access to District and New York State (NYS) assessments results. The District's Strategic Plan has established goals for each grade level.
- There is evidence that the Intermediate School Site Team and some teachers analyze New York State Assessment Data, but not on a regular basis, to ascertain student growth and identify areas of continued concern.
- There are teacher/grade level designed common benchmark assessments in English Language Arts (ELA) and mathematics. Results of these benchmarks are submitted to the District, but are not consistently used by teachers to diagnose student and program strengths and weaknesses.

RECOMMENDATIONS:

- The School Leadership team (SLT) should ensure that teachers are provided training on analyzing data, using data to inform instruction, and developing intervention strategies.
- The SLT should provide facilitation and dedicated time for grade level teams to examine assessments for performance trends, conduct root-cause analysis of the data, and determine action steps that will drive changes in classroom instruction with a focus on improved student outcomes.
- Teachers should regularly meet to analyze common assessments data and monitor student progress.

II. TEACHING AND LEARNING

FINDINGS:

- There is evidence that the NYS Learning Standards are being followed, as reflected by instruction in the classroom, posters on the walls, and student work displays.
- Teachers create a positive classroom environment.
- Evidence of rigorous learning was inconsistent throughout the school. Some lessons observed by the review team focused on recall and basic comprehension; there was limited evidence of assigned tasks requiring higher order thinking skills.
- Objectives were not observed on the board, nor were they referenced before, during, or after the lesson. Structured activities designed to allow for questions, analysis, or understandings of lesson

concept were not observed.

RECOMMENDATIONS:

- Instruction should be planned and delivered that allows for students to process content and have in depth discussions.
- Instruction should be planned and delivered that use proactive questioning and activities that develop higher level thinking skills. Progress should be monitored and instruction accordingly adjusted.

III. SCHOOL LEADERSHIP

FINDINGS:

- There is a seasoned school leadership team that takes great pride in the services provided to students.
- The school leader is currently responsible for both the intermediate and middle schools with support from two Assistant Principals; as a result there are limited opportunities for the SLT to spend time in the classroom.
- There does not appear to be enough time available to drill deeper into the available student data so that it informs instruction.

RECOMMENDATIONS:

- A time should be provided for teachers to meet in department and/or grade level settings to analyze student data to inform instruction.
- The school leaders should create a schedule of regular classroom walkthroughs.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The school has a school social worker and a school psychologist.
- The relationship both with the community and with parents is positive, collaborative, and effective.
- Scheduling and programming are designed to ensure no loss of instructional time.

- The site-based team meets monthly and has a data driven site based plan.
- For the first quarter of 2011-12, 20 percent of the students were on the distinguished honor roll and 58 percent of the students were on the honor roll, yet only 52 percent of the students met the Standard Reference Point (SRP) for ELA. There is a disconnect in expectations for student achievement.

RECOMMENDATIONS:

- The number of action items on the site based plan should be reduced and/or prioritized.
- The site team should participate in a root cause analysis of the remaining goals and action steps to ensure the action steps will result in the desired improvement.
- Data should be examined at every site-based team meeting.

V. PROFESSIONAL DEVELOPMENT**FINDINGS:**

- The school supports a variety of professional development (PD) for all instructional staff.
- There is comprehensive and effective instructional technology PD.
- Staff take advantage of PD opportunities.
- The “Habits of Mind” PD has been successful, as evidenced by the school climate and lack of student behavioral issues.
- Currently, there is no common approach to literacy instruction; however, there is a plan in place to implement a common ELA program K-6 in 2012-13.
- There is a lack of PD to meet the specific needs of struggling readers and writers.
- The school has an instructional support coach model that is not being used to its fullest potential.

RECOMMENDATIONS:

- All instructional staff should be required to participate in PD to meet the needs of struggling readers and writers.
- Common instructional strategies should be adopted and required for all classrooms to meet the needs of struggling readers and writers.
- The variety of PD offerings should be focused and limited.

- The school leadership should examine how to provide follow-up and support for PD on adopted instructional strategies for struggling readers and writers, including pushing into classrooms and modeling instruction.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Teachers and students have access to computers and interactive white boards in the classroom.
- There are adequate numbers of textbooks, supplemental materials, and technology in all classrooms.
- The school also has a computer lab, a library with many computers, and several computer carts that contain lap tops for classroom use.
- The classroom environment was clean and structured.

RECOMMENDATIONS:

- School leaders should continue to ensure that appropriate technology, software applications, textbooks, supplemental materials, and training are available for staff and students.
- The integration of technology should be maximized by allowing students more frequent engagement with the technology.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in this report are intended to guide the school's inquiry, planning and discussion. School staff should use the findings and recommendations as input for the continuous review, revision, and evaluation of the 2012-2013 Comprehensive Educational Plan (CEP). The school should also continue its efforts in the implementation of the Regents Reform Agenda initiatives: P-12 CCLS, Data Driven Instruction and the Annual Performance Reviews for teacher effectiveness.