

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

<b>BEDS Code:</b>	030501040001
<b>District Name:</b>	Harpursville Central School District
<b>School Name:</b>	W. A. Olmsted Elementary School
<b>School Address:</b>	54 Main Street, Harpursville, NY 13787
<b>Principal:</b>	Joshua M. Quick
<b>Accountability Phase/Category:</b>	Improvement (year - 1) - Focused
<b>Area of Identification:</b>	English Language Arts - Students with Disabilities and Economically Disadvantaged Students
<b>Dates of On-site Review:</b>	November 16, 22, and 28, 2011

**PART 1: MISSION STATEMENT**

“The mission of the Harpursville Central School District is to provide a nurturing learning environment that challenges students to reach their highest potential. Through the efforts of the entire community, we will seek to help students become self-confident, healthy, responsible and productive citizens.”

**PART 2: SCHOOL STRENGTHS**

- The school is clean and safe and provides a wide variety of learning environments for students, including computer labs and libraries.
- Teachers report strong parental involvement in academics, extracurricular functions, and open houses.
- Teachers are afforded opportunities to participate in regional and on-site professional development (PD).
- Technology is available for staff, including interactive whiteboards and computers in classrooms.
- Through the Quality Improvement Process (QIP) process, the school focuses on Positive Behavioral Interventions and Supports (PBIS). Implementation is evident in classrooms observed by the review team.
- The District provides afterschool enrichment programs for students; invests in quality resources and supports for its teachers; trains teacher leaders to provide embedded PD for staff; and introduces regular structures for collaboration, including daily Professional Learning Community (PLC) time for staff.

## **PART 3: FINDINGS AND RECOMMENDATIONS**

### **I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

#### **FINDINGS:**

- The review team found evidence that the school uses universal screenings and common literacy assessments.
- The school has begun administering quarterly assessments based upon *Journeys* the literacy series adopted by the District.
- While the school has State assessment data and data from literacy assessments available, the review team found little evidence that data is used regularly by teachers and school leaders to inform instruction and curriculum planning.

#### **RECOMMENDATIONS:**

- The school should develop written, measurable goals for student achievement for both subgroups and individual students. Student growth should be evaluated regularly by school leaders and staff.
- The school leaders should ensure that common, high quality interim assessments in English language arts (ELA) and mathematics, aligned with the New York State (NYS) P-12 Common Core Learning Standards (CCLS), are adopted and implemented.
- School leaders should develop and implement an assessment and data review calendar for the school, each grade, and individual teachers. These data reviews should result in action plans for improvement.
- PD should be provided in data-driven instruction, including the development of action plans and accountability systems for implementation.

### **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- Teacher daily curricular decisions are driven largely by textbooks in ELA and mathematics.
- The curriculum is not aligned with the CCLS.
- Lessons observed by the review team lacked rigor and often focused on discrete skills.
- The review team found no evidence of common rubrics or of exemplars for student writing.
- There was little or no evidence of consistent instructional strategies in classes observed by the review team.

- There was no common language or roadmap to describe what staff valued as quality instructional practices.
- Observations by the review team revealed:
  - traditional, teacher-led classrooms;
  - student interactions with the teacher that were typically one student at a time;
  - support for struggling learners was inconsistent or ineffective, i.e., at times there was too much support, with the teacher literally doing the work for the student, and at other times there was too little or no support;
  - minimal evidence of teachers checking for understanding, i.e., teachers often moved from teacher-directed instruction to independent practice with little guided support or transitions; and
  - numerous comments from teachers describing low expectations for the academic performances of economically disadvantaged students and students with disabilities.
- The review team found little or no evidence of a consistent quality program for AIS or of planning to support specific student improvement.
- The review team observed limited evidence of quality co-teaching.
- The program for students with disabilities seemed to be limited to adding one special education teacher to the classroom.

**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 Common Core Learning Standards 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.

All teachers and administrators should participate in PD on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subject being taught.

- Teachers should develop a written plan aligned with the CCLS that describes precisely how they will bridge the gap between the current instructional levels of students with disabilities and grade level curriculum.
- Staff should compare and contrast textbook series and the CCLS expectations and make all needed changes to ensure instruction is in complete alignment with CCLS.

- School leaders should ensure that all staff implement effective teaching practices.
- School leadership should adopt and use a high-quality observation tool and evaluation rubric that is consistent with effective teaching practices.
- Training that school leaders receive in how to conduct teacher observations should include a strong focus on inter-rater reliability to ensure valid and reliable evaluation of teachers.
- PD for teachers should be focused on effective teaching practices.
- The AIS plan should be reviewed and modified to focus on procedures and protocols the school will use to improve the academic performance of at-risk students.
- Teachers should use formative data as a part of the AIS program to identify struggling students and instructional strategies to use with them.
- School leaders should participate in a QIP and use the results to adjust co-teaching and programming for students with disabilities.

### **III. SCHOOL LEADERSHIP**

#### **FINDING:**

There is limited evidence that the school leadership employs a quality goal set/plan/assess/adjust process to drive school improvement initiatives.

#### **RECOMMENDATIONS:**

- School leaders should develop and articulate clear focused goals for improvement and define how success will be measured.
- School leaders should develop and implement a detailed Comprehensive Educational Plan (CEP).
- School leaders should regularly review and report progress toward goals in the CEP.

### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

#### **FINDINGS:**

- Student programs appear to occur in isolation, i.e., evidence suggests a disconnect between AIS, and reading and general class instruction.
- While teachers in pre-kindergarten to grade six have daily time for grade level and/or department meetings, evidence of student learning is not shared between and across programs.

## **RECOMMENDATIONS:**

- As one part of developing the school's CEP, staff should identify all ELA learning opportunities/programs for students.
- School leaders and teachers should develop specific protocols that enable them to regularly share evidence of student learning during team planning and use the data to plan curriculum, instruction, and Response to Intervention (RtI) options.

## **V. PROFESSIONAL DEVELOPMENT**

### **FINDINGS:**

- Teachers and school leaders reported that while the District provides PD programs for literacy that include workshops and in-class support, implementation was not consistent and lacked structures for accountability.
- The District's PD plan does not address the needs identified in this report.

### **RECOMMENDATIONS:**

- A PD plan should be defined by teacher and student needs and include a means for evaluating its success. PD should be based on observation and evaluation of teachers' instructional practices.
- School leaders should continue to review resources to ensure all teachers' instruction is aligned with the CCLS.

## **VI. FACILITIES AND RESOURCES**

This is an area of strength for the school.

## **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 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.