

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability

SCHOOL QUALITY REVIEW REPORT

BEDS Code/DBN:	580403030013
School District:	Huntington City School District
School Name:	Huntington High School
School Address:	Oakwood and McKay Roads, Huntington, New York 11743
Principal:	Carmela Leonardi
Accountability Phase/Category:	Improvement (year 1) Focused
Areas of Identification:	English Language Arts: Hispanic Students, Students with Disabilities, and Economically Disadvantaged Students Mathematics: Students with Disabilities
Dates of On-site Review:	December 13-15, 2010
Review Team Lead:	Maxine Morgenbesser, NYSED
District Reviewers:	Marybeth Robinette, Joseph Leavy, Ted Glass, Vicki Mingin, Carmen Kasper

PART I: MISSION STATEMENT

District Mission:

“Recognizing the strengths of our district’s traditions, its history of community support, the diversity of our population and our commitment to educational excellence, the mission of the Huntington Union Free School District is to educate students by effectively teaching an enriched body of knowledge through the active participation of all students, school upon their unique talents and abilities to produce creative, self-assured, responsible citizens who are capable of critical thought and action.”

School Mission:

The following school mission statement was adopted as of January 2011:

“The faculty of Huntington High School works collaboratively to involve all students in rigorous academic programs. Students and adults work together to create an environment based on responsibility, respect and safety. Our mission is to educate all students in a supportive and challenging environment where they can learn to be citizens of a culturally diverse society.”

PART 2: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS AND UTILIZATION OF DATA

FINDINGS:

- The Principal and directors analyze summative school data (including midterm exams) and routinely share this information with teachers. Extensive analysis of State assessment data, including Regents examinations and RCTs summative achievement data in all academic areas has been conducted to schedule classes and for placement; identify individual student support needs for Academic Intervention Services (AIS)); and/or track cohort completion of required State testing. Data, however, is not disaggregated by subgroup performance.
- The use of Curriculum Based Measures (CBM) is being introduced in some humanities courses as formative assessments to benchmark growth between collection points of summative data.
- Curriculum based departmental midterms and finals are used in mathematics, English language arts (ELA), social studies, science, and content area classes at each grade level. Common assessments are not used beyond the midterm and final examinations.
- Individual student assessment history, profiles and Individual Education Plans (IEPs) are available through e-school and the BOCES Assessment Reporting Service (BARS) website. Such profiles, along with teacher assessments of student proficiency levels and needs, are used during Instructional Support Team meeting (IST) or Response to Intervention (RtI) problem solving meetings. However, teachers are not formally engaged in the use of common planning time to implement and evaluate interventions that address the individual needs of at-risk students, or to inform the educational program and the delivery of instruction.
- Systematic data analysis and interpretation of formative and summative data disaggregated by subgroup is not systematically shared in a comprehensive, consistent manner among departments and across the District.
- Writing folders are used to track student growth in writing and rubrics are used to evaluate student growth. Following an analysis of student performance in writing, student writing has been identified as an area in need of improvement. Subsequent research has led the school to propose the use of the Strategic Instruction Model (SIM) Program to address this need.
- Professional development on Sheltered Instruction Observation Protocol (SIOP) methodology has not been provided to all content area teachers.
- Attendance information is shared weekly with the guidance department and school administrators. Daily phone calls to students' homes (Connect-Ed) are generated based on recorded absences. Monthly letters detailing attendance records, tardiness, cuts, and absences are mailed to students' homes. Parent meetings have been scheduled with the families of each grade 9 student who has accumulated five or more absences. These meetings are held by the Principal, the Assistant Principal (AP) in charge of attendance, the director of guidance and the guidance counselors. The use of participation grading as articulated in the school grading policy is not consistently implemented.

RECOMMENDATIONS:

- School administrators should encourage teachers to conduct a comprehensive analysis of the most recent summative and formative school data for students in the identified subgroups (students with disabilities, Hispanic and economically disadvantaged) for use in instructional decision-making and curriculum redesign.
- The school should continue and expand the use of formative data as a diagnostic tool beyond the humanities program.
- The school should expand the use of interim common assessments and formative assessments to benchmark student progress; inform the provision of (AIS) and RtI interventions; tailor differentiated instruction and adjust the educational program on an on-going basis. Teachers should be provided professional development (PD) in the design of formative assessments and how to use these assessments to focus AIS to meet the identified needs of at-risk students.
- After the data analysis has been shared, teams of teachers should use common planning time to implement and evaluate interventions that address the individual needs of at-risk students and inform the educational program, including the delivery of instruction.
- School administrators should encourage scheduled opportunities for special education, ESL, content area teachers and support personnel to jointly analyze all relevant data (Universal Screening, Regents and midterm exams, CBM data, marking period grades, attendance data, NYS and individual diagnostic assessment) on a quarterly basis.
- The use of writing folders and rubrics to track student growth in writing should be continued. The need to improve student writing should be addressed through the introduction of the SIM Program (including sufficient support and PD).
- School administrators should ensure that PD for content area teachers on the SIOP methodology is continued and expanded.
- The school should continue to implement interventions to address student attendance and provide additional specialized support to address attendance for all students. The Attendance AP should ensure that communications are expanded to cover all grades, where possible. The administrative team should ensure that teachers consistently implement the participation grading policy as articulated in the school grading policy and further encourage parental engagement and involvement in the improvement of student attendance through additional outreach, home visitations, and parent conferences.

II. TEACHING AND LEARNING

FINDINGS:

- Instruction and support in the English language arts (ELA) program includes the use of various structured programs to promote growth in literacy across the curriculum, and the use of a differentiated approach to instruction in English classrooms (small group work, differentiation of assignments, etc.). Writing folders are used to track student growth in writing and rubrics

are used to determine growth in this area. This methodology is not used in the English as a second language (ESL) program.

- The provision of AIS is currently being offered to small groups of students in courses required for graduation through the use of tutorial duty assignment for teachers. These services are an extension of curriculum content and do not reflect individualized AIS. Student progress is neither formally documented nor assessed in the existing tutorials. Variation in intensity, content and skills to address specific student needs is not evident. Notification of when a student begins AIS, the reason for AIS, and when or how a student exits AIS were not evident. The use of computer-assisted instruction to meet individual student needs is not evidenced in the delivery of AIS.
- Common assessments and formative assessments are not universally used to either monitor student learning or adjust instruction and AIS.
- The school has standard-based instructional plans, curriculum maps and units of study in ELA, mathematics, and ESL. However, there is no clear instructional planning or articulation between departments to address the needs of students with disabilities.
- There is little evidence of high expectations or equal access for English language learners (ELLs) and students with disabilities to Honors and Advanced Placement courses and to challenging learning opportunities that promote the development of higher order thinking skills. This inequity is particularly evident in self-contained classes. In the classrooms observed, teacher-centered instruction was the major instructional strategy employed and checks for understanding queried the recall of facts. PD and supervision in incorporating research-based strategies to promote higher order thinking skills and instructional rigor are planned for this school year. Also under consideration is the incorporation of programs that reflect sensitivity and respect for cultural diversity.
- Spanish speaking ELLs have access to native language arts, mathematics and living environment courses taught in Spanish and global and U.S. history through an ESL approach. Advanced ESL students are mainstreamed for English, mathematics and science. These students do not receive on-going support or progress monitoring. As a result, student progress is slowed by the high demands of the mainstream pace and breadth of information presented.
- The school offers extended school day activities, an afterschool credit recovery program and a summer school program. These programs/activities do not include the same levels of support to ELLs and students with disabilities that is provided during the regular school day.
- Universal screenings administered in November and March provide information to identify students at-risk based on behavioral criteria. Screening data is used to inform the IST as to what behavioral interventions are needed for individual student
- A transitional program has been introduced for English proficient general education students who enter grade 9 overage. This program has been successful in increasing graduation rates. However, the program is not currently available to students with disabilities and ELLs.

RECOMMENDATIONS:

- Special education, ESL and English teachers should be trained in the SIM writing program to improve the writing skills of their students. Mainstream content area teachers should be provided training on SIOP methodology to use with ELLs. For ESL students in the advanced level, a common writing folder should be maintained by both English and ESL teachers.
- AIS should be provided as required, with services tailored to meet the individual needs of at-risk students. AIS should be monitored for the intensity of support, content and skills in the core content areas. The AIS program should include documentation, reporting and an evaluation of the provision of AIS. AIS procedures should include the required notification of entry into the program, the provision of progress reports to parents, parental notification regarding the end of AIS, and the maintenance of documentation of AIS in all content areas in accordance with State requirements. Teachers should be trained in the design of formative assessments and how to use these assessments to focus AIS to meet the needs of students at-risk.
- The administrative team should ensure that the use of summative and formative assessments is implemented schoolwide. These assessments should be used on an on-going basis to monitor student learning and adjust instruction during AIS and in all core academic classes.
- The alignment of ELA and mathematics instructional plans, curriculum maps and units of study should be encouraged. These tools should be shared among departments.
- The school should continue and expand the incorporation of proven research-based strategies to improve higher order thinking skills and achievement for all students and address the needs of ELLs and students with disabilities. Research-based programs that reflect sensitivity and respect for cultural diversity should be considered.
- The District and school should allocate resources to focus on the coordination, development, and implementation of programs to meet the instructional needs of all ELLs in appropriate settings (general education classes, native language arts, ESL and bilingual education programs). PD should be provided to mainstream teachers on how to use a SIOP approach with ELLs.
- The school should ensure that the necessary supports to ELLs and students with disabilities offered during the regular school day are provided to ensure full access to extended school day activities, the afterschool credit recovery program, and the summer school program.
- Data on student performance, absenteeism, and suspension should be integrated with Universal Screening data to provide tiered behavioral interventions using the PBIS model for individual students.
- Consideration should be given to the extension of the transitional program (for at-risk students entering the high school) to include ELLs and students with disabilities.

III. SCHOOL LEADERSHIP

FINDINGS:

- The District mission statement and a preliminary mission statement for the school are available. The school mission statement was formulated in January of this year. Goal setting and the delineation of the vision are evidenced through topics presented at faculty meetings and on superintendent conference days. Alignment of the District and school vision and goals is a priority for this school year.
- The development and implementation of a data driven instructional improvement cycle that specifically addresses the needs of students with disabilities and ELLs is an emerging priority for the school leadership for this school year.
- There is continuous focus on the implementation of strategies that improve student performance. There is evidence that the provision and monitoring of support for instruction is a goal of the Principal and her Cabinet for this school year. In the previous years, this has not been a goal.
- Directors and school leaders (the Principal's Cabinet) meet on a monthly basis. At the time of the visit, a duly constituted School Leadership Team (SLT) to develop the school Comprehensive Educational Plan (CEP) was being formed but was not yet in place.
- The Principal and members of the SLT provide systematic training and PD on RtI Tier I and Tier II behavioral strategies and how to monitor for fidelity implementation across disciplines and subgroups.

RECOMMENDATIONS:

- The school administrative team should continue the alignment of the vision, goals and PD between the school and the District.
- The school administrative team should ensure the implementation of a data driven instructional improvement cycle that consistently addresses the needs of students with disabilities and ELLs.
- School leadership should continue to focus on the implementation of strategies to promote higher order thinking and increased student engagement that will result in improved student outcomes.
- On-going communications between District directors and the Principal's Cabinet should be continued and expanded to include the SLT.
- The implementation of Tier I and II behavioral interventions should be continued, and academic Tier 1 and the Tier 2 interventions should be introduced.

IV. INFRASTRUCTURE

FINDINGS:

- The school has adequate technological resources to provide for students' learning needs. However, not all classrooms observed had equitable classroom technology resources.
- Limited evidence was available to document the consistent sharing of student data (behavioral and academic) to help students with the transition from middle school to high school.
- Although parental notification of the school's identification status was communicated at a public School Board Meeting and in an article posted on the District website, there is no evidence of direct communication to parents in accordance with State and federal requirements.

RECOMMENDATIONS:

- Technology resources for classroom use across all programs and departments should be equitably allocated.
- The Principal along with District staff should initiate a structured and written policy for sharing information on students transitioning to grade 9. Academic information should include a student profile as well as the strategies implemented and the programs or services that have already been provided.
- The Principal should ensure that parents are provided written notification via a letter of the school's accountability status. To the extent practical, the notification should be written in the language spoken by the parents, in accordance with State and federal requirements.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- PD is provided by the District and the school administrative team (through faculty meetings and department meetings), and through participation in external PD opportunities. The focus of PD has been on behavioral Tier II RTI and I interventions and addressing the needs of students with disabilities and ELLs.
- An introduction of the SIM Writing Program in grade 9 and differentiated instruction PD is planned for this school year.

RECOMMENDATIONS:

- A focus on academic interventions and differentiated instruction should be included in the PD Plan on Tier I and II RtI interventions, with a particular emphasis on identified subgroups. Teachers should be provided strategies for differentiated instruction and SIOP methodology and opportunities for reflective practice and evaluation of the new initiatives being implemented.
- The Principal should ensure that plans for the provision of SIM writing training for ESL, special education and grade 9 English teachers and PD on differentiated instruction for grades

9-12 teachers are implemented. An evaluation component should be included that would allow teachers and administrators to assess the implementation, effectiveness and impact of these initiatives.

VI. FACILITY AND RESOURCES

FINDINGS:

- The school leaders are in the process of acquiring textbooks and resource materials (in both English and Spanish) to support instruction across the content areas and in providing access to these materials on an on-going basis.
- Not all classes have full access to computer-assisted instruction. Classrooms in which students with disabilities receive instruction are equipped with SMART Boards. This technology is not available to the same extent in ESL classrooms. Computer-assisted instruction is not used to support the acquisition of language, the provision of AIS or the identification of individual student instructional needs.
- Although there is evidence of a school safety plan, students were observed exiting the school through doors that were open and not monitored by security staff. Supervision of the basement loading area was not evident.
- Currently, eligibility for free and reduced lunch requires students to line up separately from other students during lunchtime. There are plans to make student accessibility to free and reduced lunch more private through the use of universal identification coding.

RECOMMENDATIONS:

- The school should continue the access, acquisition and maintenance of textbooks and resource materials to support instruction in English and Spanish.
- Technology to support classroom instruction should be equitably provided in all programs. The use of computer technology with appropriate software should be incorporated into the ESL and special education programs to support language, content and skill acquisition for ELLs and to diagnose and address individual student needs.
- The Principal should institute actions to address school security and the supervision of the loading area in the basement.
- The Principal should ensure that plans to make access to free and reduced lunch less public through the use of universal coding be implemented.

PART 3: CONCLUDING STATEMENT

The administration and staff of Huntington High School and the Huntington Union Free School District are to be commended for their assistance and cooperation during the School Quality Review (SQR). The climate of Huntington High School is welcoming to all who enter. Individuals involved in the review stated that the SQR process was valuable and the information

gleaned from the review would be used to improve the education program and increase student performance.

The SQR team reached consensus on findings and recommendations based upon a review of documents including the Quality Indicator document; classroom visitations; and interviews with teachers, students, parents and other members of the high school community. Recommendations include the maintenance or introduction of activities/interventions in the following areas:

- School administrators should oversee the conduct of a comprehensive analysis of summative and formative school data for students in the identified subgroups for use in instructional decision-making and curriculum redesign.
 - Administrators should schedule opportunities for special education, ESL, content area teachers and support personnel to jointly analyze all relevant data on a quarterly basis.
 - The use of formative data as a diagnostic tool and to benchmark growth between collection points of summative data across the content areas should be expanded.
 - The administrative team should ensure that the use of summative and formative assessments is implemented schoolwide. These assessments should be used on an on-going basis to monitor student learning and adjust instruction during AIS and all core academic classes.
 - Appropriate PD should be provided in the design of formative assessments and how to use these assessments to focus AIS on the identified needs of at-risk students.
- The provision of PD should include the introduction, implementation and evaluation of initiatives in support of the Comprehensive Educational Plan. An evaluation component should be included to allow teachers and administrators to assess the degree of implementation, effectiveness and impact of these initiatives.
 - Common planning time should be used to develop and evaluate interventions that address the individual needs of at-risk.
 - School administrators should ensure that PD and implementation of the SIOP methodology is continued and expanded. Mainstream content area teachers should be trained on the use of SIOP methodology to use with ELLs.
- The Principal should ensure that parents are provided written notification (letter) of the school's accountability status. To the extent practical, the notification should be written in the language spoken by the parents, in accordance with State and federal requirements.
- The school should continue to implement interventions to address student attendance and classroom participation for all students in grades 9 through 12. The school should continue expanding parental engagement and involvement in the improvement of student attendance through additional outreach, home visitations, and parent conferences.
- The school should provide required AIS services tailored to meet the individual needs of at-risk students.
- The alignment of ELA and mathematics instructional plans, curriculum maps and units of study should be encouraged. These tools should be shared between departments.

- The school should continue expanding the incorporation of proven research-based strategies to improve higher order thinking skills and achievement for all students, addressing the needs of ELLs and students with disabilities in particular.
- Technology resources for classroom use across all programs and departments should be equitably allocated. Expanded integration of computer technology should be used in support of language, content and skill acquisition for ELLs to and address individual student needs for students-at-risk.
- The school should ensure that the necessary supports to ELLs and students with disabilities are provided to ensure full access to extended school day activities, the afterschool credit recovery program, and the summer school program.
- The school administrative team should continue the alignment of the vision, goals and PD between the school and the District.

The findings and recommendations noted in this report are intended to guide the school's inquiry, planning and discussion for the development, continuous review, revision, and evaluation of the Huntington High School Comprehensive Educational Plan (CEP). The District should provide sufficient resources to enact the CEP. SQR Quality Indicators that have not received mention in this report were found to be in evidence and should be maintained where possible at their current levels.