

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

SCHOOL QUALITY REVIEW REPORT

<b>BEDS Code/DBN:</b>	400400010011
<b>School Name:</b>	Lockport High School
<b>School Address:</b>	250 Lincoln Ave Lockport, NY 14094
<b>Principal:</b>	Frank Movalli
<b>Accountability Phase/Category:</b>	Improvement (year 1) Focused English Language Arts - African-American and Students with Disabilities
<b>Areas of Identification:</b>	Mathematics - Students with Disabilities
<b>Dates of On-site Review:</b>	March 28-30, 2011

**PART 1: MISSION STATEMENT**

“We believe: All people can learn. Schools create conditions for success academically, socially, emotionally, physically, and aesthetically. Teaching and learning are the shared responsibilities of home, school and community. Our mission is to assure comprehensive learning for all so that each person will be a lifelong learner.”

**PART 2: FINDINGS AND RECOMMENDATIONS**

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

**FINDINGS:**

- Formative and summative data are not used to inform instruction, especially in English language arts (ELA) and mathematics.
- Data are not discussed in department meetings on a regular basis to adequately examine student performance. This is especially evident in ELA and mathematics self-contained special education classrooms.

**RECOMMENDATIONS:**

- The ELA and mathematics departments should work together to create formative grade level assessments. The data collected from these assessments should be combined with summative assessment data to make decisions about instruction.
- Department meetings should include greater use of data discussions, along with comparing and coming to consensus about student expectations for ELA essays and mathematics assignments. The social studies and science departments should participate in data driven dialogues in student performance areas that require growth. It is especially important that the school focus on self-contained classroom expectations and data dialogue.

## **II. TEACHING AND LEARNING**

### **FINDINGS:**

- There are few opportunities for the alternative high school placement or Lockport Opportunity Program (LOP) teachers to work with the school in the areas of ELA and mathematics alignment.
- The ELA curriculum is highly focused on novels and fiction. There is a lack of writing in ELA classes.
- There is no clear definition of rigorous standards-based expectations in many of the observed ELA, mathematics and self-contained special education classes. During classroom observations, it was noted that co-teachers were taking notes, but were not engaged in active teaching or coaching small groups.
- Special education classes are not sufficiently rigorous to promote student achievement of proficiency on the mathematics and ELA State assessments.
- Special education consultant teachers are underutilized in their current roles in integrated classroom settings.
- Observed ELA and mathematics lessons were teacher focused. There was a lack of research-based best practices used during the observed lessons.
- There was little evidence to suggest alignment of the ELA curriculum between the middle school and the high school.
- There was a lack of lesson objectives at the beginning of observed lessons.
- There was no common schoolwide grading policy that supports student achievement.

### **RECOMMENDATIONS:**

- School administrators should ensure that opportunities are provided to encourage school and LOP staff to communicate and work together frequently. The areas of curriculum alignment, teaching resources and lesson planning should be a major focus of these discussions and meetings.
- The ELA curriculum should be revised to reflect the requirements of the Common Core State Standards. Current ELA classes should be reviewed for more nonfiction opportunities that align with the NYS Regents exam.
- The school administrative team, in conjunction with District administrators, should provide content area teachers with multiple opportunities to discuss rigorous ELA, mathematics and special education course work. The school administrative team should hold teachers accountable for rigorous standards-based expectations.
- The District Director of Special Education should review all special education courses at both the high school and middle school levels for curriculum alignment, teacher expectations, and alignment to the NYS performance indicators.
- The District Director of Special Education, in conjunction with the Principal, should provide a clear expectation of the roles of the consultant teacher and the classroom teachers in a co-teaching instructional

model. All classroom teachers should be provided professional development (PD) to ensure proper alignment between activities and expectations.

- ELA and mathematics teachers, along with other members of the teaching staff, should receive PD and guidance in the area of research-based and/or student centered instruction, such as: learning centers, graphic organizers, flexible grouping of students, explicit vocabulary instruction, the FIVE model (Facts Inferences Vocabulary Experiences Summary) and 6 +1 writing traits.
- The ELA staff at the middle and high school should meet to collectively create an aligned and spiraled curriculum between the middle and high school grade levels.
- Teachers should create a standard based objective for lessons and ensure that objectives are posted in the classroom prior to the start of the lesson.
- A schoolwide grading policy that supports student achievement and is based upon student learning standards should be developed and consistently implemented throughout the school.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- The academic department chairs do not lead ongoing data analysis, curriculum alignment, student work reviews, and discussions on increasing academic rigor of classes, especially in the identified areas of accountability.
- Administrators within the school do not conduct frequent academic focused walkthroughs.
- The school administrators do not collect course syllabi at the beginning of the academic year or lesson plans regularly. They do not regularly provide feedback to teachers.

#### **RECOMMENDATIONS:**

- The District, in conjunction with the building leadership team, should establish protocols for screening, selecting, training and evaluating department chair candidates to ensure the implementation of data analysis, curriculum alignment, student work reviews, and increased academic rigor.
- The priorities of the school administrators should be adjusted to ensure that formal and informal walkthroughs with an academic focus are conducted and teacher feedback is provided.
- The Principal should establish the expectation of a course syllabus that explains course expectations and learning goals for students. The faculty should regularly submit lesson plans that are reviewed, and administrators should provide feedback.

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

#### **FINDINGS:**

- Credit recovery opportunities that are available do not always meet the needs of academically challenged students.

- Academic Intervention Services (AIS) provided through the “PUSH” extended classes are not responsive to student needs in the areas of ELA, mathematics and special education.
- There is no discernable transition program from the middle schools to the high school that focuses on preparing at-risk students and students with disabilities for success in mathematics and ELA.
- The ninth grade academy model is producing results that demonstrate a reduction in the number of failures in core content areas.

**RECOMMENDATIONS:**

- Credit recovery opportunities should be approved by the Principal or designee and focus on the reason(s) students were unsuccessful in obtaining credit in the original course. The Principal should have the final evaluative judgment for the credit recovery assignments.
- The school should reevaluate the extended classes using available data, including Regents data and develop a program that will meet the needs of students, especially in the areas of ELA, mathematics and special education.
- With support from the District, the school along with the middle schools should develop a summer transition program designed to support students in need and accelerate students, especially in the areas of mathematics and ELA.
- The school should examine the feasibility of expanding the academy model to tenth grade.

**V. PROFESSIONAL DEVELOPMENT**

**FINDINGS:**

- There were limited PD opportunities for general education teachers to learn skills and strategies designed to teach students with disabilities.
- There was limited evidence of PD implementation in classrooms.

**RECOMMENDATIONS:**

- The school and District administrative staff should work to develop enhanced PD offerings for general education teachers. The PD should be focused on increasing the academic achievement of students with disabilities.
- School and District administration should build accountability for implementation of PD into annual teacher evaluation systems.

**VI. FACILITIES AND RESOURCES**

**FINDING:**

- The school is well-maintained, with adequate physical space for students. The school is currently involved in a renovation project; as expected, there are some disruptions to the teaching and learning process.

**RECOMMENDATION:**

- The District should continue to ensure that the school is well-maintained. The District along with the school administrators should continue their efforts to reduce disruptions created by the renovation project.

**PART 3: CONCLUDING STATEMENT**

Based upon the School Climate Survey data from students, parents and community members, Lockport High School has made significant strides in the past four years in creating a safer culture and school climate. Student behavior in the common spaces (hallways, cafeterias) has improved dramatically according to data shared with the SQR team. While the building renovation project progresses in the next year, disruptions to teaching and learning should continue to decline. Students will have access to greater learning opportunities as the music, business and technology wings are retrofitted and returned to daily student use. Teaching staff will continue to need additional support as technology is integrated into core content standards. The District and the school have a unique opportunity with the reorganization of the grade 6-8 level to build greater accountability for student achievement in the intermediate /middle school.

The SQR team believes with the school's concerted effort of data analysis and enhanced educational opportunities for students with disabilities, especially in the self-contained classes, the school should have greater success with its academic accountability results.