

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	15K442
District Name:	District 15
School Name:	MS 442 New Horizons School
School Address:	317 Hoyt Street, Brooklyn, NY 11231
Principal:	Deanna Sinito
Accountability Phase/Category:	Improvement (year-1) - Comprehensive
Area of Identification:	English Language Arts - All Students; Students with Disabilities; Hispanic Students and Economically Disadvantaged Students
Dates of On-site Review:	February 7-8, 2012

PART 1: MISSION STATEMENT

“At NHMS, we believe in and are committed to...

Academic Achievement

- Collaborative Team Teaching (CTT)
- Data driven differentiation
- Small group instruction
- Project-based curriculum
- State-of-the art Arts and Technology program

Social development

- Accountable 1:1 conversations between staff and students
- Mutual respect
- Social responsibility
- Peer mediation
- School-wide community building initiatives

Personal Growth

- Exposure to a wealth of experiences and opportunities
- Formative accountability
- Reflective, informed decision-making”

PART 2: SCHOOL STRENGTHS

- Collaboration supported by an established grade team structure is well embedded in the school.

- The assessment and monitoring of student progress and teaching strategies are ongoing.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- A review of the school's data indicates a high number of reported behavioral incidents.
- Not all students with disabilities were aware that they participated in an Individualized Educational Program (IEP); therefore, have not participated in the development of their IEP goals.

RECOMMENDATIONS:

- The school leaders, with the support of the Network, should continue to implement the Positive Behavior Interventions and Supports (PBIS) to support appropriate student behavior. A PBIS team should be established to focus on the implementation of primary and secondary preventions and interventions. Additionally the school leader should invest in intensive small group or individualized tertiary interventions for students with more severe behavior problems that do not respond to primary and secondary preventions and interventions.
- The school leaders, with the support of the Network, should make an effort to ensure that all students with disabilities have an understanding of their IEPs. The IEPs should be developed with opportunities for students to contribute to their plan development.

II. TEACHING AND LEARNING

FINDINGS:

- Based on available documentation, interviews and reviewed lessons, there was some evidence that the school has begun to implement the new P-12 Common Core Learning Standards (CCLS). Some of the lessons that were observed by the review team contained teaching points; however, they did not set a context that incorporated prior learning.
- Based on interviews with school leaders and teachers, new entrants to the school received Academic Intervention Services (AIS); however, these services are not provided in a timely manner.
- There was no schoolwide grading policy, rather grading is specific to the subject and unit of study. Each teacher developed a grading policy for each unit of study. The school leadership recognizes the need for a more formal schoolwide grading policy.
- There was evidence of differentiation in the level of teacher support provided to students; however, instructional materials for students with disabilities were not provided to accommodate the students' level and needs. Materials provided to the entire class were the same and not differentiated.

- There were inconsistencies in the delivery of instruction. A few of the lessons observed by the review team did not provide students with a clear aim or objective.
- Although the school purchased Achieve 3000 to support student learning and teachers have received some PD; the program has not been implemented.
- The use of rubrics was inconsistent throughout the school. Displayed student work did not include feedback from teachers with next steps to enable students to move to the next level.

RECOMMENDATIONS:

- The school leaders should monitor lesson structures to ensure that prior learning is incorporated into the lessons. The school leaders should continue to monitor lesson plans to ensure alignment to the new CCLS occurs routinely.
- The school leaders and school counselor should cultivate relationships with the prior schools of new entrants to gain knowledge of their prior academic status to immediately match the new entrants to AIS that addresses their varied needs and positively impact student outcomes.
- The school leaders and teachers should establish a schoolwide grading policy that is easily accessible to students to ensure that they are aware of their academic progress and what the next steps are for them to make improvements. School leaders should monitor the policy's implementation through observations and walkthroughs.
- The school leader should provide professional development (PD) opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD should be on the use of data to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups. School leaders should regularly monitor instructional practices in the classroom to ensure that differentiated activities are in place throughout the school. Ongoing support and PD should be provided to ensure data is used to match work that meets the individual needs of students.
- The school leaders and teachers, with the support of the Network, should identify key components and develop a suggested lesson structure that will provide consistency in the delivery of instruction. Feedback should be provided by school leaders during informal and formal observations on the successful implementation of this strategy.
- The school leaders and teachers should develop a plan to implement the web-based program, Achieve 3000, as soon as possible to provide support to at-risk students. School leaders should monitor the implementation and provide support to teachers as needed.
- Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback, peer feedback and student self-assessment. School leaders should monitor student work in notebooks and on display to ensure that the quality of feedback provided helps students improve and move to the next level. Student work that demonstrates rigor should be exhibited and celebrated throughout the school.

III. SCHOOL LEADERSHIP

FINDING:

Based on interviews with school leaders and teachers, the school has implemented many initiatives to support student learning; however, there is little evidence of a cycle of plan-assess-adjust.

RECOMMENDATION:

The school leadership should develop a systematic plan-assess-adjust cycle for all student supports and monitor its effectiveness on a regular basis.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDING:

Although the school provides teaching and learning opportunities and teacher teams review student data and support student deficiencies; there was little evidence that intense and focused targeted skill based remedial opportunities in ELA are experienced by students in need of support.

RECOMMENDATION:

School leaders should ensure that teachers are held accountable for using formative, interim and summative assessment data to plan and adjust lessons, content and curriculum, as well as provide remediation opportunities, when needed, to meet the needs of all students in the identified area of ELA.

V. PROFESSIONAL DEVELOPMENT

FINDING:

Interviews with the school's core Inquiry Team indicated a desire to extend the inquiry process beyond a one year scope.

RECOMMENDATION:

The school leaders should survey the staff to determine if the development a long term plan of inquiry is feasible. School leaders with the assistance of the Network should provide PD for long term inquiry work, if the survey yields such results. School leaders should continue to monitor inquiry work and its impact on student achievement.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Although the school is committed to the use of SMART Board technology in the classroom, a number of teachers were not optimally using the technology or taking advantage of the intended purpose and capability of the technology other than using it as an LCD projection device.
- There is insufficient computer and laptop technology to accommodate the diverse needs of this varied community of learners, including software to accommodate students with disabilities and ELLs.
- The school has developed comprehensive classroom libraries; however does not have a library /multimedia center.

RECOMMENDATIONS:

- The school leaders should seek to provide teachers with basic and advanced PD in incorporating the use of SMART Board technology into their lesson plans to support interactive and hands-on learning. School leaders should monitor technology usage through observations and walkthroughs.
- The school leaders, with the support of the Network, should seek funding sources and grants to expand the technological resources to improve student achievement.
- The school leaders, with the support of the Network, should seek funding sources and grants for the development and creation of an appropriate library/media center that will encourage and reinforce reading and research for all students. School leaders should ensure that the library/media center is appropriately staffed with a librarian/library media specialist.

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 Comprehensive Educational Plan (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 Common Core Learning Standards, Data-Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.