

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	5905010600002
District Name:	Fallsburg Central School District
School Name:	Fallsburg Junior Senior High School
School Address:	115 Brickman Road, Fallsburg, NY 12733
Principal:	Michael Williams
Accountability Phase/Category:	Improvement (year - 1) - Comprehensive English Language Arts – All Students; Hispanic Students and Economically Disadvantaged Students
Areas of Identification:	High School Graduation Rate
Dates of On-site Review:	November 21, December 6 and 19, 2011

PART 1: MISSION STATEMENT

“Prepare Today, Succeed Tomorrow, Inspire Excellence, Challenge the World”

PART 2: SCHOOL STRENGTHS

- Fallsburg Junior Senior High School (FJSHS) is staffed with caring professionals dedicated to the success of all students.
- The faculty and staff have been immersed in professional development (PD) opportunities, including but not limited to: differentiated instruction, “Teach Like A Champion,” curriculum mapping, alignment to the Common Core Standards, and the Olweus Bullying Prevention Program.
- The Positive Behavioral Interventions and Supports (PBIS) program is in the third year of implementation.
- The Extended Day program offers remediation to all students in the four core subject areas as well as enrichment in a number of different artistic and social areas.
- There are a number of intervention strategies in place to reach the at-risk population, including: TRY, Response to Intervention (RtI), Child Study Team, “Do The Right Thing Award,” targeted intervention by social workers and guidance counselors, and “Check and Connect.”

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

Findings:

- The Northwest Evaluation Association (NWEA) assessment is used three times over the course of the school year. While this data is accessible to all teachers, it is underutilized by much of the school instructional staff.
- Special education and Academic Intervention Services (AIS) instructional staff use NWEA results to set personal student growth goals.

Recommendations:

- There should be a greater focus on the development of interim assessments by classroom teachers. Teachers should analyze the data from these interim assessments to make changes both in delivery of instruction and content focus.
- All student achievement data should be readily available to all staff. Web-based data folders should be established, listing results from various District/State assessments.
- More time should be designated for analyzing data during scheduled PD. Intervention strategies should be developed accordingly.
- The use of NWEA results to set personal student growth goals should be duplicated in all subject areas and grades.

II. TEACHING AND LEARNING

Finding:

Many classrooms are still operating under the “chalk and talk” methodology, with little or no opportunity for student input.

Recommendations:

- The school leader should ensure teachers provide increased opportunities for student input and engagement.
- The District and school should continue to align curriculum maps K-12 to the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- Research project requirements should be modified to include more study in authentic resources. Additionally, the accountability system for successful participation in and completion of projects

should be strengthened.

- More time should be provided for teachers to meet with successful colleagues county-wide to create best practices guidelines for every subject area, including non-core ones.
- Targeted PD should be provided on meeting the specific instructional needs of English language learners (ELL), as well as in specific classroom instruction practices.
- A targeted reading intervention program should be used by special education and Academic Intervention (AIS) teachers.
- Subject-specific classes (self-contained) should be established for all subjects.
- Regular team/grade level meetings should be established in the high school.
- New strategies should be developed to enroll more at-risk students in the Extended Day academic intervention program.
- A rewards system should be explored to increase Extended Day participation.
- Team and grade level meeting time should be established for analyzing data and developing strategies for improvement of at-risk students.

III. SCHOOL LEADERSHIP

Findings:

- The emphasis of the school culture has shifted to student achievement in the last four years. However, even greater emphasis on student results is required.
- Parent notification is provided regularly in two languages (English and Spanish). This is accomplished by letter, phone “blast,” and web site access.
- Greater emphasis should be placed on involving the Hispanic population in Fallsburg more in school activities.

Recommendations:

- School leaders should place more emphasis on accountability and results.
- The school and district should hold informational events and “themed” workshops geared towards local Hispanic community and create a liaison to that community.
- Teachers should be scheduled to teach subjects and grade levels that reflect the best use of their abilities.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

Findings:

- The school classroom layout appears appropriate to grade groups, subject areas, and teacher movement requirements throughout the day. Middle school students come to the high school area only when absolutely necessary because of shared teachers, i.e., physical education and music.
- Safety nets such as Check and Connect and use of outside resources (TRY) are close to maximum capacity.
- Community participation, especially with upper-level students, is very low.
- One “open house” per year for parent conferences is insufficient.

Recommendations:

- The District should continue to explore additional safety net resources, especially those that can be “housed” internally.
- The school should continue to explore creating new partnerships with community organizations, especially those employing the parents of English as a second language (ESL) students/English language learners (ELLs).
- The District and school should explore the creation of parent conferences modeled after the elementary school. This should be structured both during the school day and after school to accommodate as many families as possible.

V. PROFESSIONAL DEVELOPMENT

Recommendations:

- All staff should receive PD regarding the needs of ELLs.
- More planning time should be provided for classroom teachers, special education teachers, and ELL teachers to meet.
- Teachers should continue to receive PD regarding alignment of the curriculum to the CCLS.
- More PD should be scheduled during school staff meetings.
- Teachers should receive additional PD regarding the new accountability system for teachers – Annual Professional Performance Reviews (APPR).
- The District should maximize the resources of BOCES relative to providing PD.

VI. FACILITIES AND RESOURCES

Findings:

- The realignment of the lunch system this year (elimination of the middle school cafeteria) has created a noise problem for classes in session during middle school lunch periods.
- SMART Boards are regularly used by only a few teachers. Student use of the SMART Boards is almost nonexistent.
- The greatest number of discipline referrals is generated due to classroom disruptions.

Recommendations:

- All teachers should be given targeted PD in strategies to diffuse classroom conflicts.
- The District should obtain more devices enabling teachers to do “on the spot” analysis, i.e., Senteo.
- The library in the JSJS should not be closed, except in extreme cases such as State testing. An aide should be scheduled to accommodate teacher lunch/preparation time.
- Teachers and staff should play a greater role in supervision of the hallways during class breaks.
- The District should explore electronic alternatives to the textbook i.e., e- readers and I-Pads.

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 Data Driven Instruction and the APPR for teacher effectiveness.