

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	640701040003
District Name:	Granville Central School District
School Name:	Granville Jr./Sr. High School
School Address:	58 Quaker Street, Granville NY 12832
Principal:	James D. Donnelly, Jr.
Accountability Phase/Category:	Improvement (year-1)- Focused English Language Arts (Middle Level Grades 7 and 8) - Students with Disabilities
Areas of Identification:	Mathematics (Middle Level Grades 7 and 8) - Students with Disabilities
Dates of Review:	November 21, 2011, December 9, 2011

PART 1: MISSION STATEMENT

“We, the Granville School Community, will provide a safe, respectful environment where all students, using their full potential, achieve academic excellence, develop individual strengths and become responsible caring citizens. We will foster the value of lifelong learning.”

PART 2: SCHOOL STRENGTHS:

- The school is technology rich.
- There is a supportive staff.
- The school is developing a Professional Learning Community (PLC) philosophy.
- There are supportive community organizations.
- Diverse extra-curricular activities are offered.
- There are accelerated and honors curricula in multiple disciplines.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

RECOMMENDATION:

The school should initiate student progress monitoring tools.

II. TEACHING AND LEARNING

RECOMMENDATIONS:

- Staff should continue professional development (PD) in the P-12 Common Core Learning Standards (CCLS).
- The school should implement research based instructional methodologies and differentiated instructional practices.
- Curriculum maps should be aligned to the CCLS.
- Local grading practices should be aligned with State assessment rubrics.
- Data Driven Instruction (DDI) should be developed through the use of formative assessments.
- The school should monitor and adjust classroom and schoolwide practices according to Positive Behavioral Interventions and Supports (PBIS).
- The school should develop multiple PLCs to meet the variety of needs of students and faculty.
- The school should follow through with the Site Based Instruction Team (SBIT).

III. SCHOOL LEADERSHIP

RECOMMENDATIONS:

- PLCs should foster a philosophy of staff efficacy and school leadership.
- The school should reassess the current structure and teacher assignments.
- The school should continue to implement PLC training.
- The school should continue to develop facility with AIMSweb.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

RECOMMENDATIONS:

- The school should implement a new master schedule with appropriate room assignments.
- The school should implement a unified Academic Intervention Services (AIS) system.
- The school should ensure a smoother transition to middle school through teaming, alternative scheduling, and extended AIS intervention.
- The high school curriculum should integrate SAT/PSAT preparation techniques/standards.
- The school should continue outreach to community based organizations.
- The school should expand social network opportunities to support home-school partnership.
- The school should investigate opportunities to encourage parent teacher connections.

V. PROFESSIONAL DEVELOPMENT

RECOMMENDATION:

The school should explore mathematics and English Language Arts (ELA) expert consultants.

VI. FACILITIES AND RESOURCES

RECOMMENDATION:

The staff should acquire training in CCLS.

PART 4: CONCLUDING STATEMENT

The 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.