

Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

# Final Report



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| <b>BEDS Code</b>      | 540801040001                              |
| <b>School Name</b>    | Gilboa-Conesville Central School          |
| <b>School Address</b> | 132 Wyckoff Road, Gilboa, NY 12076        |
| <b>District Name</b>  | Gilboa-Conesville Central School District |
| <b>Principal</b>      | Jack Etter                                |
| <b>Dates of Visit</b> | May 29-31, 2019                           |



## Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school’s commitment to improvement.

The report provides a critical lens to help the school best focus its efforts.

## School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: <http://www.nysed.gov/accountability/essa-accountability-designation-materials>.

The most recent results for the “All Students” group at the school are as follows:

### Elementary/Middle School Performance Indicators

| Composite Performance Achievement Level | Student Growth Level | Combined Composite and Student Growth Level | English Language Proficiency Level | Average ELA and Math Academic Progress Level | Chronic Absenteeism Level |
|---|----------------------|---|------------------------------------|--|---------------------------|
| 2                                       | 1                    | 1   | -                                  | 1  | 4                         |

### High School Performance Indicators

| 4 Yr Grad. Rate <67% | Composite Performance Achievement Level | Average of 4-, 5-, and 6-year Graduation Rate Levels | Combined Composite Performance Achievement and Graduation Rate Level | English Language Proficiency Level | Average ELA and Math Academic Progress Level | Chronic Absenteeism Level | College, Career, Civic, Readiness (CCCR) Level |
|----------------------|---|--|--|------------------------------------|--|---------------------------|--|
| NO                   | 3                                       | 4  | 3  | -                                  | 1  | 4                         | 4  |

Gilboa-Conesville Central School serves 320 students in grades PK - 12.

## Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a district consultant.
- The team visited a total of 26 classrooms during the visit.
- The OEE visited six classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including schoolwide data and student work.
- In advance of the visit, 34 staff members (74 percent) completed a DTSDE pre-visit survey conducted by NYSED.

## Successes Within The School That The School Should Build Upon:

1. The school offers several college courses for which students can earn college credits, including US History, College Algebra, Precalculus, Sociology, and Statistics. The number of students enrolled in these courses increased in 2018-19 as compared to 2017-18. Four of these courses are taught via Distance Learning. Students enrolled in these courses spoke positively about their experiences and stated that they particularly enjoy talking to students from other schools and learning from their live professor. Some students told the IIT that they made friends with students they met during the classes.
2. During the 2018-19 school year, the principal brought memorable guest speakers to the school to share significant stories from their life experiences. For example, students listened to a motivational speaker from *The Deadliest Catch* reality television show. Students stated that the speaker inspired them because he shared the challenges that he had to overcome to be successful. They said that they thought the speaker was invited into school to help them connect with successful people outside of their community and empower them to follow their own dreams. In addition, a Holocaust survivor was invited into school to reinforce and complement the unit students were studying. Students remembered this visitor vividly and said that the discussion helped to connect classroom learning with the real world. One student commented that it brought learning to life.
3. During the 2018-19 school year, because of the school's remote location, the principal took steps to improve its communication with emergency services providers in order to generate a quicker response for any active law enforcement or possible life-threatening situations. The principal met with the Schoharie County Sheriff and New York State Police Department (NYSPPD) to share the school's emergency documents and building blueprints. As a result, the New York City Department of Environmental Protection (NYCDEP), Schoharie County Sheriff's Department, and the NYSPD have all been given access to the school's live security cameras. This allows law enforcement agencies to access the school site and allocate resources prior to arriving on the scene. The school has established a good relationship with the nearby NYCDEP law enforcement division, assuring a less than two-minute response to an active threat in the school. Site visits from all three agencies support the continuing collaboration. The IIT found during discussions with students that regular practices for lockdowns take place. Students spoke knowledgeably about the safety procedures and reasons for lockdowns.

## Areas Of Need To Be Addressed For Long-Term Success

### Systems for Improvement

- **The principal should establish processes for analyzing school data and using it to guide school improvement efforts.** Although the school collects data about attendance, behavior, and student academic performance, there is no process in place to analyze this data and use it to inform decisions. For example, the principal reported that a small number of students frequently misbehave, but there has been no in-depth analysis to identify why this occurs. Similarly, the school's leadership and teachers collect data regarding student academic achievement, but there is no process in place to use the data to make curricular decisions or inform instruction. The principal acknowledged that the lack of data analysis makes it more difficult to see how the school is doing and to identify areas of need.
- **The principal will need to develop long-term goals that are specific, measurable, attainable, relevant, and timely (SMART) based on school improvement priorities and devise a plan with incremental steps and activities to ensure progress towards each goal is achieved.** Although the principal has identified school priorities for improving instruction and student learning, the school does not have SMART goals based on these priorities or action plans to guide school improvement efforts. The principal acknowledged that the school has not made the amount of progress he would have expected at this point in the school year. In the future, the principal should develop SMART goals based on the identified school priorities and action plans with incremental steps to achieve those goals. The principal will need to ensure that the progress is monitored by the school leadership team to ensure that the school is on track to meet the goals.

### Leadership and Organization at the School

- **The principal should identify and share his instructional expectations with teachers.** Teachers reported that they had not received clear instructional expectations for the 2018-19 school year. In addition, they stated that during the current academic year, they had not received any professional development that specifically focused on improving instruction.
- **The principal should visit classrooms regularly to observe instructional practices and provide teachers with actionable feedback.** The IIT found from discussions with the principal and teachers that although the principal has been visible in classrooms, walkthroughs focused on instructional practices have not been conducted, and teachers have not received feedback on their practice during the 2018-19 school year. Several teachers told the IIT that they would welcome the opportunity to have someone come into their classroom and provide them with feedback about their instructional practices. In the future, the principal should create a schedule for walkthroughs focused on pre-determined instructional practices and devise a method for providing actionable feedback.
- **The principal should ensure that protocols and procedures for Academic Intervention Services (AIS) are understood and implemented by all staff.** The IIT found from discussions with the principal and staff that in some grades, all students are currently receiving AIS supports. Although the school has established specific protocols for AIS entrance, monitoring, and exit, the IIT found that these protocols are not being followed to ensure that each student is receiving the appropriate level of support. The principal acknowledges the issues and understands the need for AIS to be reviewed and for clear procedures and protocols to be presented and explained to all staff and teachers.
- **The principal should ensure that protocols and procedures for Response to Intervention (RTI) are understood and implemented by all staff.** The IIT found from discussion with teachers that they use two distinct processes

to make an RTI referral. Some teachers and staff provide written referrals, but others assess student skills with iReady software. The school has a policy about screening for RtI, use of the three-tier RtI model, ongoing monitoring of student progress, and use of the monitoring data. However, the IIT found during discussions with teachers that the school's RtI process is not widely known. The principal understands the need for RtI to be reviewed and for clear protocols and procedures to be presented and explained to all staff and teachers.

### Learning at the School

- **The school should develop a comprehensive curriculum for all grade levels and content areas that is aligned with the New York State Standards.** The IIT found from discussions with the principal and teachers that there is no established English language arts (ELA) or math curriculum for teachers to follow in the elementary grades. In the middle school and high school, there is no established curriculum in any core content area. Teachers shared that many of them have become accustomed to developing their curriculum independently. The principal is currently conducting a curriculum resource inventory and is aware of the need to complete a full curriculum review.

### Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Students stated that behavioral expectations and enforcement of rules is inconsistent.** Interviewed students stated that expectations for student behavior and the enforcement of rules varies from class to class. Students stated that as a result, student behavior is more disruptive in some classes and sometimes interferes with their learning.
- **Parents would like all teachers to keep the Power School parent portal up to date so that they can access recent information about their children's academic performance.** Parents reported that they like to be involved in their children's education and that they find the parent portal useful. They stated that some teachers update the portal more often than others. Parents reported that it would be helpful if all teachers updated the portal at least once per month so that parents could be kept well informed of how their children are progressing.