

**NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS**

<b>BEDS Code/DBN:</b>	09X055
<b>School Name:</b>	PS 55 Benjamin Franklin School
<b>School Address:</b>	450 St Paul's Place Bronx, NY 10456
<b>Principal:</b>	Luis Torres
<b>Restructuring Phase/Category:</b>	Restructuring Advanced Comprehensive
<b>Area(s) of Identification:</b>	English Language Arts- All Students; Black Students; Hispanic Students; Students with Disabilities; English Language Learners: and Economically Disadvantaged
<b>Dates of On-site Diagnostic Review:</b>	March 22-23, 2011

**PART 1: INTRODUCTION**

**A. Community and School Background**

PS 55 Benjamin Franklin School serves 704 students from pre-kindergarten through grade 5. The school enrollment is 47 percent Black, 52 percent Hispanic and one percent Asian students. Just over 22 percent of students are English language learners (ELLs) and nearly 17 percent are students with disabilities. Nearly all of the school's students live within walking distance except for 69 students with disabilities who come from further away and arrive each day by bus. The school shares its building with a middle school that occupies the fifth and sixth floors.

The administrative team consists of the Principal and three Assistant Principals. The Principal is in his seventh year as the leader of the school. All three Assistant Principals (APs) were part of the school's administration when the Principal joined the school. The school houses a United Federation of Teachers (UFT) Teacher Center, and its leader is funded by the school. Staff turnover is low. There are 61 teachers on staff, including the leader of the UFT Teacher Center and a mathematics coach. All the teachers are highly qualified.

**PART 2: ASSESSMENT OF THE SCHOOL'S EDUCATIONAL PROGRAM**

**A. Performance on Key Indicators of Student Achievement Trends and School Progress**

Positive or Negative Indicator (+/-)	<b>School Performance Indicators</b>	✓
	<b>NYSED Quantitative Performance Measures</b>	
-	Negative trend data for one or more identified subject/areas and subgroups for the past 2 consecutive years (2008-09 and 2009-10), as indicated by an decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.	✓
-	School is ten or more points away from meeting its Effective Annual Measurable	✓

Positive or Negative Indicator (+/-)	<b>School Performance Indicators</b>	✓
	Objective (EAMO) for one or more identified subgroups in subject/area(s) of identification.	
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2008-09 and 2009-10 show an increase in the number of subgroups that did not make AYP in identified area(s).	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 indicate an increase in the achievement gap between identified subgroups and the <b><i>All Students</i></b> subgroup in one or more identified subject/area(s).	✓
	<b>NYCDOE Quantitative and Qualitative Performance Measures</b>	
-	2009-10 NYC Progress Report Grade of C	✓
+/	NYC Quality Review Score of Proficient (Developing – Dec 2010)	✓

## B. School Strengths

- The school provides a welcoming environment for students and parents. The Principal has brought improvement in student behavior and school climate since his appointment.
- The school has strong relationships with community-based organizations. The Montefiore Health Center has an on-site clinic, and families have direct access to primary health care, dental screening services and counseling. The Graham Windham organization provides social work support for families at risk.

## C. Key Findings and Recommendations

**Summary of the key issues (causal factors), and other areas of concern, identified during the on-site diagnostic review that are negatively impacting student achievement in identified areas, as well as recommendations, as related to the seven JIT Indicator Categories:**

### I. Curriculum

#### Findings:

- Curriculum maps for English language arts (ELA) are not fully in place. These are currently being adapted by grade teams to incorporate New York State (NYS) Learning Standards, Performance Indicators and Common Core Standards. The main reading program of balanced literacy is being replaced three days a week by a packaged reading program intended for use as a supplemental resource.
- The school's scope and sequence curricula documents for science and social studies are not aligned to the ELA curriculum.
- Not all ELA curriculum maps had pacing calendars attached. Writing calendars observed were aligned to State Standards by grade only. There was no vertical alignment of standards from grade to grade to identify where a student falls on the performance indicator continuum for writing.

- Teachers' lesson planning showed great inconsistency in format and content. Standards were integrated into written lesson plans in too few classes.
- Many reading goals were generic. Discussions with students indicated that strategies to achieve these goals were generally limited to reading more. A reference sheet, indicating benchmark reading levels and marking period assessments correlated to running record assessments, has been introduced. However, this document was not seen in use in classrooms or evidenced in discussions with teachers.

**Recommendations:**

- The ELA curriculum should be fully mapped for all grades, including appropriate referencing to the standards and performance indicators. The school leader should ensure that the school's selected main reading program is implemented fully across all grades to provide continuity and consistency of instruction. Supplemental reading programs should be used for targeted students receiving Academic Intervention Services (AIS) or only during supplemental instructional periods.
- School leaders should ensure that science and social studies curricula are aligned to the ELA curriculum maps to ensure content area support for student progress in ELA.
- The school leaders, with the support of the Network, should develop pacing calendars that incorporate vertical alignment of standards from grade to grade. These should support teachers in their assessment of where individual students are on the writing continuum and in formulating appropriate next steps in supporting student growth and progress. The language of the performance indicators from the standards should frame the construction of all rubrics used to assess students. The school should provide PD for classroom teachers to ensure that they are familiar with both the horizontal and vertical alignment of curriculum mapping and use below-grade and above-grade maps to support student growth and progress.
- The school leaders, with Network support, should revise the required elements of lesson planning to more closely support the school's balanced literacy approach to reading and writing. Additionally, the school should conduct PD for all teachers in the required elements of lesson planning to support balanced literacy within ELA. The revision of the required elements of teacher planning should include clearly established elements for guided group instruction in reading and writing. Planning should routinely be based on data-driven differentiated instruction.
- The school, with Network support, should provide PD on data-driven goal setting, emphasizing the construction of sharply focused goals for each student in reading and writing and providing clear and specific strategies for each student to support individual growth and progress. School leaders should request that all teachers use the agreed processes for recording and tracking student progress in reading and writing.

**II. Teaching and Learning**

**Findings:**

- Instructional strategies being used by teachers were limited. Direct teaching, guided by question and answer was observed in the majority of classrooms.

- Most teaching was whole-class teaching. Teachers did not use data or their own monitoring of student progress to form differentiated groups and plan appropriate instructional tasks for each. Groupings were not flexible.
- Instruction in some classrooms did not match the school ELA curriculum maps.
- Instructional pacing of the lesson was often slow, and students were not engaged.
- There was no evidence of materials in native languages in English as a Second Language (ESL) or mainstream classrooms.
- All students have ELA goals set with their teachers during conferences at the beginning of the school year. However, there is little evidence to indicate that these ensure that interim benchmarks are included to check whether or not students are on target to achieve their goals. In a few classrooms, there was evidence of written assessments by classroom teachers, with next steps for student growth indicated. However, these next steps were general responses to student writing rather than based on individual students strengths and needs. Next steps focused heavily on mechanics rather than writing process or content.
- Teachers were inconsistent in setting out the main aim or objective for each ELA lesson taught.
- There was a general lack of rigor in instructional practices.
- Teachers' use of modeling and scaffolding was limited in both reading and writing instructional practices. Balanced literacy conditions for learning, including immersion, demonstration, engagement, expectations, responsibility, employment, approximation and response, were not routinely incorporated into classroom instruction.
- Most teacher questioning techniques were at a low level of Bloom's Taxonomy, often requiring only single-word responses.
- The lack of a full-time literacy coach prevents the school from providing appropriate supports for teachers in developing differentiated planning and data-driven instruction in ELA.
- Teacher planning and instructional practices incorporated few higher-order thinking skills and processes. Although the school is using a problem-solving approach in mathematics, there is no evidence that these skills or teaching practices have transferred to ELA.
- The use of supportive routines for balanced literacy, including folders and materials for students to access independently, were not evidenced. Many teachers spent too much time giving out materials and lost valuable instructional time.
- Teacher comments on student work were mostly generic and not aligned to the State Standards and performance indicators. The quality of the rubrics varied, and only some teachers incorporated language from performance indicators to support the evaluation of student work. Consequently, these rubrics did not support student self-reflection, student self-analysis or the formulation of next steps to improve their work.
- In most classrooms observed there was limited use of technology.

- The school grading policy does not match balanced literacy assessments or clearly state how these percentages are generated, what they measure, or how they translate into progress report statements and report card grades.

**Recommendations:**

- The school, with the support of the Network, should provide comprehensive professional development (PD) for teachers and administrators on strategy-based instruction, using grade-by-grade performance indicators as a basis for developing a range of strategies to support individual student growth. PD on literature-based instruction in ELA should be provided. The school should provide support for classroom teachers in aligning tasks appropriate to the genre with individual student needs in order to develop student understanding and academic rigor.
- The school, with the support of the Network, should provide PD for all teachers and administrators on using assessment data to form the basis of differentiated group instruction in their classrooms to meet student needs. Conferencing and recording from conferences should be embedded in this process. Emphasis should be placed on flexibility and fluidity of groups, based on ongoing assessment and observation of students. School leaders should monitor for implementation in the classroom.
- School leaders should closely monitor all classrooms to ensure that all instruction matches the school curriculum mapping and time frames for the units of study being taught.
- School leaders should use formal and informal lesson observations to monitor the content and pacing of lessons observed, focusing on the maintenance of student involvement and engagement. Oral and written feedback should be provided to classroom teachers to support their ongoing PD and, wherever necessary, targeted modeling and supports should be arranged.
- The Principal should identify and set aside resources to purchase appropriate books and materials.
- PD should be provided for classroom teachers and administrators in the use of benchmark reading and writing levels, clearly establishing beginning, interim and end levels to be used for goal setting. Individual student self-reflection should be included as a natural part of ongoing classroom assessment and evaluation. Administrators should monitor the observance of goal setting and review this at regular intervals across the year. The schools published benchmark reading and writing levels should also serve to guide assessment and goal setting for students meeting and exceeding grade level.
- School leaders should ensure that all teachers use specific objectives to define what students are going to learn. Teachers should communicate these objectives to students at the start of the lesson. The school leaders should also ensure that all content area planning and teaching follows this best practice to support the contribution of other content areas to student growth in ELA.
- The school, with the support of the Network, should provide PD for teachers and administrators focused on accountable talk, academic rigor and high expectations for student learning.
- The school, with the support of the Network, should provide PD for administrators and teachers on key elements of best practices embedded in the conditions for learning, providing a well-developed framework for instructional practices in the classroom in ELA and in all other content

areas. Where needed, specific teachers should be targeted for additional support through modeling, scaffolding and feedback.

- The school, with the support of the Network, should provide PD for administrators and teachers on questioning strategies directly related to the development of extended responses, higher-order thinking and all levels of Bloom's Taxonomy.
- The Principal should consider revising the school's organizational structure to allow funding for a full-time literacy coach with a specific role in supporting classroom teachers across the grades in their ELA instruction.
- The school, with the support of the Network, should provide PD for administrators and teachers on routinely incorporating activities that involve higher-order thinking skills and processes. Teachers should provide students with regular opportunities for critical thinking, problem solving, analysis, evaluation, employment of taught elements, student approximation and response. The principles embedded in the school's problem-solving approach to mathematics should be consciously transferred to the teaching of ELA.
- The school, with the support of the Network, should provide PD for administrators and teachers on developing classroom routines to support balanced literacy development, maximizing instructional time and developing student independence. The teacher's role during the literacy block should be clearly defined and communicated to all teachers. This role should reflect each segment of a balanced literacy approach. Administrators should monitor classroom environments and teacher practices to ensure that all teachers fully implement the school's balanced literacy approach to ELA development.
- The school should create grade-by-grade quality rubrics, incorporating the language of the performance indicators to support student self-reflection and the formulation of next steps to improve their work continuously.
- The Principal should secure the resources to expand technology throughout the school. This should include additional computers and a SMART Board in every classroom. The school should provide appropriate software for each grade in ELA for ELLs and for students with disabilities. The Principal, with the support of the Network, should provide PD for administrators and teachers, focusing on the use of technology and the use of software to support learning and student growth.
- The school should revise the schoolwide grading policy, specific to ELA, to match the balanced literacy evaluations of grade-by-grade reading levels and writing continuum.

### **III. School Leadership**

#### **Findings:**

- Though the Principal has set out clear expectations for teachers in their planning and delivery of instruction, these expectations were not evident in the classrooms observed.
- The parents and teachers on the school leadership team (SLT) are not involved in school decision making or in developing the goals in the Comprehensive Educational Plan (CEP). Parent members

of the SLT were not aware of these goals. Although the SLT had seen the CEP, the SLT was not involved in monitoring its implementation.

- There was no evidence of any data-based strategic planning to determine the priorities for the school in the current year. The goals in the CEP have been rolled forward year to year and have not been planned to meet the current needs of the students, especially in ELA.
- The Principal has assigned the APs to supervise classes spanning grades Pre-K-5, rather than focus the administrators' accountability for student progress on specific grades. The Principal could not produce any documentation indicating current goals for the APs.
- The school does not provide sufficient resources to support ELA, Academic Intervention Services (AIS) and library-media services.
- There is a low level of parent involvement with the school.
- The Principal is not sufficiently engaged in PD processes in the school to improve the quality of teaching and learning.
- A classroom in the school that is used by Lehman College as a lab site for differentiated instruction hosts visitors from other schools, but not from the school in which it is situated.
- Many of the records of classroom observations by APs provide little guidance and support to teachers to improve instructional practice or lesson content. The APs focus more on the observable features of the classroom environment than on the improvement of instructional practice in their monitoring processes. The recent move to a web-based recording system does not work effectively for informal observations in which no evaluative text is included. There was no evidence that the Principal had undertaken any observations in the current school year.
- The Principal's evaluations of the APs were not provided for 2009-2010 and those for 2008-2009 did not provide incisive goals or areas for improvement.

**Recommendations:**

- School leaders should involve the school staff and SLT in revising the vision and aims of the school to focus more strongly on raising expectations for high academic achievement for all students.
- School leaders should monitor the planning and delivery of instruction, providing clear feedback to teachers and focusing on whether expectations for planning and instructional practices have been met. Wherever necessary, administrators should provide in-school supports and model practices to ensure that all teachers are following the school guidance on planning and delivery of instruction.
- School leaders should involve the SLT in determining the key areas of improvement and the challenging goals to be included in the CEP. The SLT should be fully involved in the school decision-making processes and in monitoring the implementation of the CEP.
- School leaders should review the school's performance data regularly in order to identify the areas where achievement needs to be improved. The Network should provide support to the school's

administrators and SLT in constructing challenging but realistic goals to support sustained improvements in student achievement, particularly in ELA.

- The Principal, with the support of the Network, should revise the size, membership and roles of the administrative team, giving greater emphasis to monitoring and improving student achievement in specific grades, particularly in ELA. The Principal should ensure that the APs are held accountable by setting expectations for them through a set of clear yearly goals. The Principal should review the work of the APs annually, using these goals and provide feedback to indicate their next steps in improving their administrative practice and effectiveness.
- School leaders should seek the support of the Network to develop creative strategies to ensure that sufficient resources are available to provide AIS, staff the school library and provide additional support in ELA through at least one full-time literacy coach.
- School leaders and the parent coordinator, with Network support, should develop a range of strategies to increase parental involvement in the school. The Network should identify schools in similar circumstances with high levels of parental support for visits by the parent coordinator to increase parental engagement.
- School leaders should become more involved in the planning and delivery of PD, including modeling key features of the school's ELA instructional delivery.
- School leaders should ensure that Benjamin Franklin School teachers make inter-visitations to the Lehman College lab site to improve their understanding of differentiated learning and to support planning of differentiated activities in their own classrooms.
- School leaders should seek the help of the Network and outside consultants to support all administrators in developing their classroom observation skills. To ensure consistency of evaluation, this process might include joint observation between an external observer and individual members of the administrative team and between the Principal and each AP. The Principal should play a full part in formal and informal observations of instruction, in addition to those undertaken by APs.
- The Principal should set clear professional goals annually for each AP, with timelines and interim benchmarks for use in monitoring progress towards those goals, providing any necessary supports that might be needed. The school leader should review these goals annually to ensure the APs are held accountable, identifying further goals in areas where improvement is required.

#### **IV. Infrastructure for Student Success**

##### **Findings:**

- Not all bulletin boards had displays of student work, including rubrics referencing State Standards. Too few posted displays of student work included teacher comments referring to the rubrics to move students forward in their learning.
- Administrators define their role as being a support for teachers rather than supporting student progress in ELA and other content areas. Administrators did not communicate a clear focus on improving student performance as an element of their responsibilities.

- The school has not completed 27 annual reviews for students with disabilities within the required timeframe. Some bilingual schedules observed did not clearly stipulate required services for beginner English language learners.
- There is no well-defined system based on assessment data to track student progress or identify at-risk students. No AIS supports are currently provided to students in the lower grades. No Personal Intervention Plans (PIPs) are being generated for Level 1 and Level 2 students.
- Sixty-nine out of the 89 students with disabilities do not have access to AIS due to transportation issues.
- The position of school librarian was removed two years ago, and this has resulted in the library being closed, other than for teacher led activities.
- Few parents are currently attending PTA meetings. Parents report that the calendar of events is not sent out to them in a timely manner. The calendar is not produced in all native languages.
- Parents were not familiar with the school's CEP or its goals and stated that they were not involved in the development of the CEP.
- School notices and materials are only translated into Spanish, despite the fact that the school community encompasses other languages.
- Parents are surveyed only once a year through the NYCDOE Learning Environment Survey and not through any school-based mechanism.

**Recommendations:**

- Administrators should work with school staff to ensure that quality standards-based student work is prominently displayed and celebrated. School leaders should provide comprehensive PD on the creation of quality, standards-based rubrics written in student friendly language. These should be used to write comments on student work related to State Standards and include next steps to improve student achievement.
- School leaders should revise the school vision, aims and CEP to reflect high expectations for all students. Administrators should ensure that high expectations are embedded in all teacher observations and that all teachers have high expectations for students in all classroom assignments.
- School leaders should ensure that all annual reviews for students with disabilities are completed within the required timeframe. School leaders should ensure that schedules set out clearly the levels of language proficiency to be targeted when providing required services for ELLs. If additional staffing is necessary, administrators should contact the Network for support.
- School leaders, with the support of the Network, should create a comprehensive student support service plan. This should include identification of all at-risk students and ways of overcoming barriers to success. School leaders should establish protocols that place students with the appropriate AIS support staff. School leaders should carefully monitor these services to ensure

maximum attendance and effectiveness. School leaders should ensure that PIPs are developed for all Level 1 and Level 2 students in order to address their specific ELA needs.

- School leaders should reevaluate the extended day and develop a plan to enable all students, including students with disabilities who are bussed to school, to participate in AIS during the school day.
- The Principal should reopen the library, either by allocating funds to rehire a librarian or by training an existing staff member to keep the library operational.
- School leaders should create a school-based needs assessment for parents to create more effective communication and ensure greater parent participation. School leaders should develop a range of ways for parents to communicate their concerns, including e-mail and telephone contact, parent breakfasts/lunches and flyers. In addition school leaders should seek the support of the Network in arranging for the parent coordinator to visit schools with higher parent involvement to discover ways that these schools have been able to increase the number of parents who play an active role in the education of their children. The time for PTA meetings should be made flexible enough to enhance attendance. Calendars should be sent out in a timely fashion and be translated into the various languages.
- The Principal should actively involve parents in the SLT decision-making processes. The decisions of the SLT should be made collaboratively by the entire SLT and not by the school leaders in isolation. The Principal, with the Network support, should provide PD on facilitating SLT meetings.
- The Principal should ensure that all written and oral communication related to programs, meetings and other activities is provided in the home language of all student groups. Where needed, support should be obtained from the NYCDOE Translation Services Unit.
- The Principal should create a schedule to survey parents at mid-year and at the conclusion of the school year to identify any areas of concern regarding the education of their children, school improvement and their satisfaction with the school. School leaders should modify or adjust school practices to address parental issues.

## **V. Collection, Analysis, and Utilization of Data**

### **Findings:**

- Student data is not being effectively used to drive instruction. Although teachers have access to all student data throughout the year through the Achievement Reporting Innovative System (ARIS), there was little evidence that teachers were using the data to identify student learning needs to guide their planning for differentiated instruction.
- Interviews with the administrative staff indicated that there is no strategic plan in place to improve student achievement or teacher instructional practices in ELA. The CEP does not address the specific identified needs of all subgroups, including students with disabilities and ELLs.
- The results from the ELA quantitative and qualitative data from various State, City and school assessments have not been analyzed or effectively used by teachers.

- The school does not have a comprehensive tracking system to identify students not making sufficient progress within and across years. As a result, students in need of AIS are not accurately identified and AIS are insufficient to support the identified students. There are no existing interim benchmarks in any grade that set expectations for student progress across the year.

**Recommendations:**

- School leaders, with the support of the Network, should provide PD for teachers and administrators in data analysis and ensure they know how to use this to plan differentiated instruction. School leaders should closely monitor teacher use of data, giving ongoing guidance and extra support to teachers as needed. Teachers should receive additional ARIS training on student assessment data and the various reports that are available to target the instructional needs of individual students.
- School leaders and the SLT should review schoolwide data and identify performance trends in ELA. The CEP should be reviewed by the SLT and substantially revised to reflect the specific needs of all students, including students with disabilities and ELLs. Student data from periodic assessments should be shared and analyzed several times per year and used to review the action plans in the CEP, making adjustments where necessary.
- With the assistance of the Network, the Principal should develop a plan for teachers and support staff to review student data periodically throughout the year. Comprehensive PD should be provided on the use of student data in instructional planning to maximize student achievement.
- The Principal, with the support of the Network and the school data specialist, should create a comprehensive tracking system across all grades, following every student, to monitor progress and growth and to identify students in need of AIS supports. School leaders should monitor goal setting to ensure student progress. School leaders should provide PD on the collection and use of data relating to the supplementary instructional programs in place, their impact and their strategic alignment to core standards and CEP goals in order to meet AYP targets.

**VI. Professional Development**

**Findings:**

- The number of teachers who attend ELA PD offered by the Teacher Center, Network, Central, or State is limited. The attendance of teachers at the Teacher Center PD offerings is particularly low. There is no comprehensive strategic PD plan aligned with the school goals to improve the quality of teaching and learning across the school.
- The many grade, inquiry and common planning time meetings do not focus on the use of data to drive instruction and meet student needs.
- Written feedback mechanisms to evaluate the effectiveness of PD offerings are not in place.
- There is little accountability among administrators and teaching staff for incorporating PD outcomes into instructional practice.
- One staff member undertakes mentoring responsibilities, Teacher Center PD responsibilities, and some literacy coaching duties, resulting in ineffective allocation of instructional supports.

- General education teachers do not have opportunities to attend PD to support them in developing specific strategies for instructing students in subgroups such as ELLs and students with disabilities.

**Recommendations:**

- School leaders should generate a comprehensive PD plan in coordination with the SLT and the Network, based on needs assessment and data that informs the instructional needs of all students. The plan should focus particularly on meeting the needs of at-risk students in ELA. All administrators and teaching staff should engage in comprehensive, systemic and coached PD on the school's balanced literacy approach, the principles and conditions of learning, scaffolding of instruction and the effective use of data to drive instruction. Additionally, all administrators and teachers should receive PD on the differentiation of instruction to suit the needs of at-risk learners; struggling learners; and high-performing students in need of challenging, well-scaffolded instruction.
- In coordination with the Network, the school should provide continuous, systematic and rigorous PD on the use of data to drive instruction. The school should engage in ongoing analysis of data, including item analysis, and should closely monitor student progress based on benchmarks to support teachers' planning of differentiated instruction.
- The Principal should develop protocols for gathering teacher feedback on the quality and value of all PD and use the information to help coordinate future offerings.
- School leaders should develop a systemic approach to following up all PD, including analyzing the impact of inter-visitations and model lessons on teacher practice. In addition, the administrators should monitor the turn keying or replication of strategies and knowledge learned in PD to ensure they are being implemented in classrooms.
- Mentoring services offered to new teachers or teachers in need of instructional support should take into account the strategic needs of the school, particularly in ELA. To support this, additional personnel should be deployed to focus on literacy coaching and the effective implementation of a well thought out, balanced literacy approach that supports the core curriculum.
- All teachers should receive systematic, monitored PD on how to target the needs of ELLs, students with disabilities, students with diverse needs and at-risk students in order to create literate, independent learners. This PD should focus on how the needs of these groups of students are met within the school's balanced literacy approach. Mechanisms to ensure turn keying or replication of knowledge and practices learned should be created.

**VII. District Support**

**Findings:**

- The Network has provided opportunities for PD on data analysis; however, it has not assisted the school in the analysis of individual student data and performance trends.
- Although the Network reviewed the CEP and gave advice on revisions, the Network gave no feedback on the suitability of the academic goals in the CEP to bring about improvement in instruction and raise student achievement.

**Recommendations:**

- The Network should target the school for intensive PD on data collection, data analysis and effective data use to support differentiated instruction and improved student progress.
- The Network should provide targeted support to the administration and the SLT in revising the CEP to reflect the school’s priorities for improvement, especially in ELA.
- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

**Other Concerns:**

- The school’s grade-level Inquiry Teams have not made significant progress in the use of data to guide instruction.
- The impact of the current consultant engaged by the Principal to provide support for his leadership of the school is limited, as strategic planning and instructional practice in ELA are weak.

**PART 3: JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION**

**A. Overall Findings**

Reference	JIT Finding for Restructuring Advanced Schools	
(c)	The school has not made sufficient progress in identified areas, and is unlikely to make AYP under the current structure and organization.	✓

**B. Overall Recommendation**

Reference	Recommendation by the JIT for Restructuring Advanced Schools	
(c)	Develop and implement a new Restructuring Plan that includes <u>significant changes in staff, organizational structure, leadership and/or configuration</u> , to address issues that continue to negatively impact student academic performance in identified areas.	✓

**C. In the space below, include specific information to support the District in determining how the above JIT recommendation should be implemented.**

- Provide the Principal with a system of ongoing support and monitoring, with a particular focus on:
  - strategic planning, including the use of school performance data to identify priorities for improvement;
  - improving his understanding how the school’s balanced literacy approach should be effectively implemented through the grades; and
  - supporting the development of lesson observations that focus on improving instructional practice and raising student achievement.

- Review the size, roles and membership of the administrative team and the team of coaches to ensure the combined teams while maintaining the school's strengths in mathematics and science contain:
  - an administrator with the certification, experience and content area expertise to supervise sustained improvement in instructional practice and student achievement in ELA;
  - a staff member with the skills and expertise to develop the school's collection, analysis and use of data to guide instructional practice; and
  - at least one literacy coach with the skills needed to support improved instructional practices and achievement throughout the school.
  
- Provide an intensive program of PD for teachers and administrators to bring about improved instructional practices and increase student outcomes in ELA.
  
- Engage all stakeholders (parents, staff, community members and representatives from the DOE and Network) in the development of a Restructuring Plan that addresses recommendations from this Joint Intervention (JIT) review.
  
- Develop a comprehensive PD plan, in coordination with the SLT and the Network, focusing on the development of the school's balanced literacy approach and on the differentiation of instruction to meet the needs of all learners.
  
- Ensure that all teachers and administrators have clear, focused and monitored professional goals.
  
- Ensure that AIS supports are provided universally, where appropriate, to support the identified needs of students.
  
- Ensure the parent coordinator receives support in developing a clear plan to increase the engagement of parents in their children's' education.
  
- Provide PD for all staff in the use of collaborative inquiry approaches.
  
- Enlist the services of the Network to provide support for the implementation of the JIT recommendations.