

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

<b>BEDS Code/DBN:</b>	20K445
<b>School Name:</b>	New Utrecht High School
<b>School Address:</b>	1601 80 <sup>th</sup> Street Brooklyn, NY 11214
<b>Principal:</b>	Maureen Goldfarb
<b>Restructuring Phase/Category:</b>	Restructuring Advanced Comprehensive English Language Arts- All Students; Hispanic Students; Students with Disabilities; English Language Learners; and Economically Disadvantaged Students Mathematics- All Students; Hispanic Students; Students with Disabilities; English Language Learners; and Economically Disadvantaged Students
<b>Area(s) of Identification:</b>	
<b>Dates of On-site Diagnostic Review:</b>	April 12-13, 2011

**PART 1: INTRODUCTION**

**A. Community and School Background**

New Utrecht High School serves 2,937 students in grades 9 through 12. The student enrollment is seven percent Black, 32 percent Hispanic, 32 percent White and 29 percent Asian students. Of these students, 32 percent are English language learners (ELLs) and 15 percent are students with disabilities.

The administrative team includes the Principal and 11 Assistant Principals (APs), some of whom are new to the school this year. The school leader has served as Principal for four years and manages a staff of 180 teachers. The staff consists of mostly veteran teachers who have been at the school for many years; there are five teachers who have been at the school for fewer than three years. Approximately 93 percent of core classes are taught by highly qualified teachers.

**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>	
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2008-09 and 2009-10 show a reduction in the number of subgroups that did not make Adequate Yearly progress (AYP) in one or more identified subject/area(s).	✓
+	The school's most recent Total Cohort graduation rate reflects a 20 percent gap reduction between the school's graduation rate in the previous year and the State's 80 percent graduation rate benchmark.	✓

Positive or Negative Indicator (+/-)	<b>School Performance Indicators</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 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 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>		
+	2008-09 NYC Progress Report Grade of B	✓
+	NYC Quality Review Score of Well-Developed	✓

## B. School Strengths

Many staff members report a dramatic and positive increase in the level of professional discussion among teachers and school leaders. Teacher led professional discussions are building a collaborative culture that many staff members find invigorating and rewarding.

## 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:

- The written curricula for the identified areas of mathematics and English language arts (ELA) are under-developed and do not sufficiently guide all teachers in the effective delivery of the New York State (NYS) Standards. There is no clear evidence of alignment to the State Standards in the written curriculum, in lesson planning, or in daily instruction.
- There is no clear link between the written curriculum and its expected implementation in classrooms. Current professional development (PD) efforts are not sufficiently focused on curriculum development. In addition, administrative supervision is not sufficiently focused on the effective implementation of curriculum.

#### Recommendations:

- The Network should work with the school on the development of curriculum in all core areas and ensure clear alignment with the current NYS Learning Standards. Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in ELA and literacy as well as mathematics to prepare for implementation in the school year 2012-13. All curricula should be developed by

knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development.

- All teachers and administrators should participate in PD on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects taught.

## II. Teaching and Learning

### Findings:

- The limited range of instructional strategies in use throughout the school is not maximizing student engagement and is not effectively supporting the needs of all students. Most lessons observed were dominated by teacher-directed, whole group instruction, and all students were engaged in identical tasks with identical materials. In some observed classes, tasks and products were differentiated for student groupings, but there was no accompanying differentiation of text.
- There is no schoolwide approach to grouping students for instruction. Some teachers grouped students to complete co-operative tasks. Some teachers grouped students in pairs to jointly complete assignments. Grouping students for discrete skill acquisition or to address common skill or content deficits is not common. Grouping students for the purpose of providing small group targeted instruction does not regularly occur.
- Students are not benefiting from the presence of two teachers in most Integrated Co-Teaching (ICT) classes. Co-teachers were not effectively sharing teaching responsibilities. One teacher dominated instructional delivery while the other assumed a more passive role as an observer or assisted the teacher by distributing materials.
- Pacing of instruction did not consistently engage all students in the productive use of class time. Bell-to-bell teaching did not occur in all classes. The 'do now' activities extended for too long and did little to enhance learning. In some classes, students finished their work before the end of class and had nothing to do.
- Lesson objectives, lesson aims and NYS Standards were not presented to students. There is no schoolwide approach to incorporating objectives in lesson planning or in lesson delivery. Some of the teachers who referenced lesson objectives used different standards from the ones found in written curriculum maps.
- Whole-group, teacher-generated instruction did not provide students with opportunities to engage adequately in interactive discussions. Students were not actively engaged in all classes, and student-to-student interaction was insufficient for language development of former ELLs and other students who would benefit from discussing what it is they have learned.
- The rigor of the student work being produced was low. Much of the project work produced was more appropriate for elementary level classes, e.g., handmade posters with illustrations and small amounts of student writing.

- The integration of technology in lessons and use by students when producing work was limited. Much of the written and project work produced by students was done by hand. Teachers were not consistently modeling the use of technology by incorporating visual images and web-based resources into lessons.
- There is no consistently applied schoolwide grading policy. Departments have autonomy over modifications and adjustments to grading policies. The variation among department grading policies contributed to varying pass and fail rates making some subjects appear more challenging than others. The school does not have in place a protocol that ensures a common approach to the assignment of extra credit, thus students can earn grades that do not actually reflect mastery of content.

**Recommendations:**

- School leaders should ensure that teachers plan for and implement strategies to engage students, such as the workshop model. This might include a ten-minute mini-lesson with an explicit teaching point, ‘turn and talk’ to increase student involvement, and independent work with appropriate leveled materials. School leaders should provide PD for teachers and, through the observation process, ensure that the model selected is commonplace and effective across the school.
- School leaders should ensure that teachers maximize student learning by providing instruction that is targeted to the needs of individual students. PD should be provided to equip teachers with the expertise to establish flexible grouping of students as a regular practice in all content areas, including all ICT, self-contained special education and English as second language (ESL) classes. The Network should support school leaders in providing training that centers on the analysis and use of data to drive instruction and learning. School leaders should ensure that teachers use the training in their instruction.
- School leaders and the Network should provide PD on best practices for the co-teaching staff. School leaders and teachers should establish clear expectations that student experiences are enhanced by the presence of an additional teacher in the classroom. Teachers should plan together and establish clear roles and responsibilities for the co-teacher and design lesson plans to ensure that there are dual activities planned, small group instruction is provided, or a high degree of differentiation is included in written lesson plans. School leaders should facilitate intervisitations to exemplary ICT classes to provide models of successful practice.
- School leaders should communicate clear expectations to teachers for “do now” activities that include limiting the length of the activity and alignment with the objective of the lesson. School leaders should review teacher lesson plans to ensure that maximum teaching time is planned and should conduct walkthroughs to ensure that bell-to-bell instruction is occurring. PD should be provided to increase teacher capacity to design instructional activities that include effective pacing and sequencing of instruction.
- School leaders should provide teachers with extensive and ongoing review of curriculum maps and ensure they understand the purpose of embedded lesson objectives. School leaders should establish expectations for the use of objectives in the lesson delivery process and closely and regularly monitor classroom practice for the execution of these expectations.
- School leaders should review lesson plans to ensure that all teachers are planning to include active student participation in all classes. Leaders should offer PD to all staff to increase their capacity to

structure lessons that include active student-to-student involvement. School leaders should evaluate the level of student engagement when carrying out walkthroughs and lesson observations.

- School leaders and teachers should seek to increase the level of academic rigor and active student engagement throughout the school. Teachers should be provided with exemplary project-based learning units and be required to model their projects on these examples. Teachers should provide regular opportunities for students to use current technology to produce written and graphic illustrations to increase the level of sophistication and academic rigor of projects.
- School leaders should establish clear expectations for the integration of technology into instructional delivery and in the creation of student work. Training should be made available for teachers with a focus on the integration of audio, video and web-based interactive instructional tools. Following the training, all teachers should set standards for the production of student work that clearly delineates when students should use computers and other multimedia presentation tools.
- The Principal should assemble a grading policy committee. This group should examine all of the grading policies in place in the school and work to refine them so that there is a single policy that is consistently applied and reflects high expectations and realistic mastery of content.

### **III. School Leadership**

#### **Findings:**

- The school leader has not adequately established and communicated high expectations for the performance of all staff. The school leader expects that all students will take Regents examinations at the conclusion of Regents level courses, yet a significant number of students who have taken Regents level courses have not been scheduled to take Regents exams.
- The school leader has not set high expectations for the performance of students and staff and has set Comprehensive Educational Plan (CEP) goals that are too low to adequately drive schoolwide improvement efforts. Two key CEP goals set one percent improvement targets for increased student achievement.
- The school leadership has failed to organize the school schedule to provide common planning time that includes all department members. Members of departments meet in subsets of the whole department, either before or after the school day and the work of the different groups within departments is disjointed.
- The school leadership has not ensured that students and teachers have sufficient instructional materials and supplies. Teachers and students report that they do not have an adequate quantity and quality of printed materials to address the needs and interests of students at different instructional levels.
- The school leader has not ensured that the School Leadership Team (SLT) includes the required percentage of parent representation. Parents report that they approve the goals that are brought to the SLT, but are not actively involved in the analysis of school performance and goal setting.

- The school leadership has established a PD model that is not sufficiently tied to scientifically researched and validated best practice. Teachers share teacher-created strategies, which is satisfying their professional desire to lead the school's improvement efforts, but there is insufficient quality control to ensure that what is being shared should be replicated throughout the school.
- The school leadership has not ensured that ELLs are receiving the required guidance they need to improve their academic achievement because insufficient support is available for ELLs in academic courses taught in English.

**Recommendations:**

- The Principal should set explicit expectations for staff performance and regularly communicate these expectations verbally and in writing. Staff should seek to consistently rise to these expectations and provide regular updates on progress in meeting expectations for students to take Regents exams. The Principal should ensure that all students that study Regents courses take the examinations.
- School leaders should conduct a thorough data analysis of student performance trends and determine how much progress needs to be made to reach Adequate Yearly Progress (AYP). The Principal should establish improvement targets and goals that will enable the school to meet AYP as quickly as possible. These goals should be incorporated into the CEP, with interim progress regularly reported. The Principal should ensure that SLT members are actively engaged in determining goals, targets and action plans.
- The school leadership should provide scheduled planning time for small groups and entire departments to ensure consistency of messaging and to ensure that all members of each department are working in alignment and are fully informed of the work of colleagues. School leaders should measure the impact of this work in terms of improving student achievement.
- School leaders should conduct a thorough inventory of departmental instructional resources and identify the materials that will be needed to effectively implement the department's curriculum. School leaders should identify gaps and create an acquisition schedule to replace and replenish the current collection of texts and other written materials.
- The Principal should ensure that the required number of parent representatives serve on the SLT. The Principal should request the support of the Network and the parent coordinator in increasing parent involvement in goal setting and the monitoring of progress towards meeting the CEP goals.
- The Principal should continue to involve teachers in a teacher-led PD model but increase oversight of practices shared. The Principal, with Network support, should include and infuse research-based instructional strategies into the PD sessions, have teachers implement them and then report back on results.
- The Principal should require the administrator responsible for ELLs to report regularly the number of identified students and their service requirements. The Principal should request schedules of service providers to ensure that all students are getting the supports that they are entitled to receive. School leaders should monitor the quality of services that students are receiving.

#### IV. Infrastructure for Student Success

##### Findings:

- Some parts of the building require improvement and upgrading to provide students with a learning environment that is adequate and inviting. Student access to the bathrooms is inadequate, as some bathrooms are locked, and students report that lines are long during some parts of the school day.
- Hallway displays are not current and do not reflect the contributions and accomplishments of the current student body. Walls are decorated with outdated student-painted murals, and the first floor halls display honor rolls from previous decades that have not been updated. Hallways are dark and drab, and there is little exemplary student work displayed on hallway bulletin boards.
- Teachers and leaders do not express consistently high expectations for student success. Much of the instruction in grades 9-11 is geared toward passing the Regents. There is not a uniform approach to preparing students with disabilities for post-secondary success. Projects and class work lacks rigor. Students generally complete worksheets, and projects are more appropriate for elementary students. ELLs are asked to write simple sentences as homework. Some teachers have resisted assigning students to Regents examinations even if the student has taken the required courses.
- There is no formally and regularly scheduled time for articulation among support staff and teachers and among teachers in different departments. ESL and content-area teachers are not provided with opportunities to meet and discuss student work and progress. The membership and frequency of guidance department meetings is limited.
- The school does not provide a well-defined Academic Intervention Services (AIS) program. All AIS opportunities scheduled during the school day are voluntary, as are afterschool and Saturday programs. The school has not implemented a Pupil Intervention Plan (PIP) for all students identified in need of services. In addition, the school has implemented Tier I vocabulary strategies for targeted students through their inquiry process but has not monitored the effectiveness of these implemented strategies.
- Students do not have access to high-quality, multimedia reference and print materials. The library collection is dominated by reference books and does not include an updated collection of high-interest adolescent fiction or non-fiction. Classroom libraries are inadequate and teachers supplement the classroom libraries with their own collections. Although the library includes a bank of computers, several are not connected to printers, limiting their use.
- Student access to hands-on science laboratory experiments is inadequate for the school enrollment. Students report that some labs are overcrowded and that they do not get to complete all components of the inquiry in the lab. Students also report that “paper labs” are not adequate or meaningful. There is no lab assistant. This function is carried out by teachers as a compensatory time position and is not supporting the effective use of the labs.
- The school has not developed effective systems to involve parents actively on the SLT or the Parent Association. Parents report that a small number of parents attend Parent Association meetings.

- There is no consistent system by which the school communicates with parents. While report cards are distributed to families as per Chancellor's requirements, progress reports are optional. Electronic interim progress reporting tools such as eChalk and engrade are only used sporadically by some staff.

**Recommendations:**

- The Principal should examine the school's present capacity to provide all students with adequate access to bathroom facilities and should consider opening the locked bathrooms, if feasible, to minimize bathroom congestion.
- School leaders should insist that teachers update hallway displays so that they reflect the accomplishments of current and recent honorees. Leaders and teachers should provide students with opportunities to update and repair murals and to contribute to the school's appearance by creating their own murals. Teachers should display exemplary student work with the expectation that specific bulletin boards are the responsibility of departments, academies or student groups.
- School leaders should communicate clear and high expectations for student success to all teachers and should regularly evaluate teachers to monitor high expectations for teacher and student performance. Opportunities should be given to teachers to design together rigorous and differentiated projects and tasks that are aligned to NYS Standards and provide challenges to students. School leaders should provide and implement a comprehensive PD program to support teachers in the development of rigorous lessons and projects.
- The Principal should schedule regular, comprehensive Pupil Personnel Services (PPS) meetings to include all PPS staff. Student case study meetings should also be scheduled. These should be attended weekly by appropriate staff and provide opportunities for articulation among teachers who share students, in particular those teachers working with students who are at-risk of not meeting State Standards.
- The Principal should mandate AIS supports for all at-risk students and coordinate and monitor these services. School leaders should ensure that students who are eligible for services receive the support to which they are entitled. School leaders should develop student identification and staffing plans for AIS programs that are based on student need and teacher effectiveness.
- The Principal should form a committee of content teachers and the school librarians to review current classroom and library materials and increase the school collection, including the addition of culturally and linguistically diverse materials. School leaders should ensure that all technology in the library is properly maintained and available as a resource to students.
- The Principal should appoint a lab assistant to support instruction and operation of labs and to create an inventory of available and necessary supplies needed to perform required and optional lab investigations. The Principal should ensure that the number of students that are programmed for labs does not exceed the number of available stations.
- The Principal and other leaders should work with the Network to explore methods to increase active parent participation.

- School leaders should, with Network support, develop schoolwide expectations regarding the use of electronic grade books so that all students and families can access information on student progress in real time.

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

### **Findings:**

- There is insufficient collection and use of data across the school. The school leader has collected no data to formulate or evaluate the effectiveness of staffing and programming changes. A grade 9 academy has been formed and staffed, but no efforts have been made to examine its effectiveness. The Administration reports that it is too soon to evaluate the initiatives started in September and will wait until the end of the year to obtain results. Leadership has not reviewed mid-year Regents exams and grades.
- The school lacks a clear and consistent understanding of the root causes of its lack of ability to make AYP in the identified areas. Some teachers report that poor attendance and a large population of ELLs and Students with Interrupted Formal Education (SIFE) are root causes of underperformance. Others stated that the curriculum and programming of teachers and students has contributed to the lack of success for these student groups. The Principal and other school leaders have identified lack of vocabulary as the root cause and that this is negatively impacting student achievement on the ELA and mathematics Regents examinations.
- The school leader has not provided schoolwide expectations regarding the use of data in planning instruction. Although the school leader has hired a part time data specialist one day per week, this is insufficient to support teachers and school leaders in the use of data. There is no consistent process or expectation for the use of embedded textbook or teacher made assessments to determine student progress or achievement. There is no consistent approach across departments for monitoring and analyzing data.
- Teachers do not systematically collect and analyze student data. Teachers neither have data binders nor is there a formal schoolwide method for recording and analyzing data. Data collected varies from teacher to teacher. Inquiry teams do not systematically collect pre- and post-data to effectively determine student growth.
- Whole groups of students are receiving the same interventions, regardless of their unique needs. ELLs and students with disabilities are all receiving the same, undifferentiated interventions regardless of individual need. The school chose to implement a Tier 1 vocabulary intervention with all students, regardless of identified need. There are limited other interventions, aside from Regents preparation. School leaders report that it is too early to tell if these interventions are effective; however, no interim assessment data is being collected.

### **Recommendations:**

- School leaders should collect and analyze data to inform decisions at the school level and evaluate the effectiveness of implemented changes. The school leadership should review the grade 9 academy results quarterly to evaluate the impact of the staffing changes, including the additional guidance counselor and secretary, on low attendance and student performance. The school leadership should establish benchmark targets and timelines and analyze data on an interim basis to evaluate and monitor progress towards goals.

- School leaders should craft a clear vision for the school’s future, informed by a thorough analysis of a wide range of school data. This vision and analysis of data should be communicated to all teachers throughout the year to ensure shared understanding and alignment of instruction across the school in meeting these goals. School leaders and teachers should collect data and use the established inquiry teams to identify specific barriers to academic success for the identified subgroups. Specifically, mathematics teachers and leaders should monitor the effectiveness of newly assigned grade 9 teachers and the outcomes of testing all students with the Regents at the end of June 2011. Per-session funds should be allocated that allow teams of teachers to meet over the summer and revise curriculum based on student outcomes.
- The school should appoint a full-time data specialist who can support and train the school leaders and teachers in the use of a wide range of assessment strategies to inform instructional planning. Teachers should be expected to put this training to use in the classroom so that work is better matched to student academic needs. The data specialist should inform all constituencies, especially school leaders, about the trends in school data to develop long range plans. All departments should have access to the tools and current technology necessary for the collection and analysis of assessment data, including item analyses.
- The Principal should assign the data specialist to design a schoolwide system for collecting, recording, maintaining and analyzing formative and summative data on each student. The data specialist should provide PD to administrators and teachers on the use of formative assessment data to inform instruction. School leaders and the data specialist should use common formative assessments across courses and departments to provide early indicators of students in need of support, develop plans to support all students, and evaluate student growth by course, grade, teacher and department.
- School leaders and teachers should develop a broad portfolio of high-quality interventions for all at-risk students, especially ELLs and students with disabilities. School leaders should ensure data are collected on students so that interventions are matched to individual needs. School leaders and teachers should monitor the progress and performance of all at-risk students to evaluate the effectiveness of interventions and adapt strategies and programs as needed.

## **VI. Professional Development**

### **Findings:**

- A comprehensive PD plan has not been developed. The Principal reported that achievement of students with disabilities is a serious challenge, but there is no PD focus on special education. Most teachers have former ELLs in their classes, yet there is no consistent, focused support provided to teachers to ensure they incorporate ESL strategies in all classes. Teachers share best practices, but there is no clear link between what is shared and the identified needs of the subgroups.
- Scheduling of teachers into PD sessions is disjointed and is not fully meeting the needs of all teachers. The scheduling of teachers for the monthly faculty conference is spread across four periods, by department. Consequently, some teachers meet in groups of two, while others meet in larger groups. This results in limited time for whole department PD and common planning.

- Feedback mechanisms are insufficient to ensure that PD is effective and appropriate. Best practices shared by the PD committee are not strategically focused on identified subgroups and are not vetted as effective practices. The inquiry work being conducted by teams interviewed does not consistently incorporate student achievement data, and teams are unable to determine if their approaches are successful and should be replicated or shared. Teachers readily share practices, and the sharing of the practices is viewed as PD. There is no method of evaluating the best practices that are shared and no way to determine their value as best practices schoolwide as teachers themselves choose what to share. Peer review of best practices does not occur.

**Recommendations:**

- School leaders should ensure, with the help of the Network, that the school accountability data is used to identify the root causes of underachievement of subgroups that are not achieving AYP. The school should develop a plan to provide ongoing PD to support teachers in acquiring proven instructional strategies that are research-based and aligned to the needs of all subgroups. School leaders should monitor, through observations, the incorporation of these strategies into instructional delivery. Teachers with former ELLs in their classes should receive PD that helps them to develop strategies that are research-based and meet the specific needs of this group. School leaders should make classroom visits to ensure that teachers are implementing these strategies and providing the necessary support. Teachers should be provided with opportunities to observe ESL classes so teachers can incorporate effective strategies used by ESL teachers. Similar support and opportunities should be provided for teachers who support students with disabilities in general education classes.
- The school leadership should create a schedule that ensures common planning time by department. School leaders should seek to create a whole group working environment that leads to the development of a common agenda where all can participate and focus on departmental needs, initiatives, goals and PD. School leaders should assess the impact of the work in the classroom setting.
- School leaders should develop an infrastructure for inquiry team meetings that is focused on the use of data to improve student learning. Training should be conducted for all teachers to effectively use student achievement data to inform the inquiry team meetings with teachers and APs. A feedback mechanism should be created to determine the effectiveness of PD provided. The feedback should be used to modify and adjust future offerings to ensure that the needs of teachers and students are continuously addressed.

**VII. District Support**

**Findings:**

- The Network has not provided effective leadership and operational support for the school leader. The leadership demands of a large comprehensive high school have provided numerous challenges for the Principal.
- The Network has not provided the school with adequate support to update instructional technology resources.
- The Network has not provided the school with expertise to collect and analyze assessment data. To compensate for this, the Principal has hired a part-time, one day per week data specialist. The

school need for increased use of data to drive instruction and increase student achievement of the identified subgroups is not being met with this model.

- The bathrooms are insufficient to meet the needs of the school population. Bathrooms on some floors are locked and available to adults only.
- The Network has not provided adequate guidance and support to the school to ensure that parents are fully engaged and involved in the SLT. In addition, the SLT does not have the required parent representation.
- The Network has not formally and regularly scheduled support to the school to ensure that curriculum alignment, benchmark assessments, data systems and instructional materials are adequate.
- The Network has not provided feedback on the CEP. The school's current goals lack challenge and are not closely aligned to the identified areas for improvement. The current goals are set at a one percent increase in student achievement results.

**Recommendations:**

- The Network should work closely with the Principal to prioritize areas for focused leadership development and establish a regular schedule for the delivery of supports.
- The Network should assist the school in conducting a thorough needs assessment of the technology requirements of all teachers in all departments and assist the school in the development of a long-term technology acquisition and replacement plan.
- The Network should provide training and ongoing support to the school to ensure that data are regularly collected, analyzed and used to design instruction and evaluate the effectiveness of programs and interventions.
- The school should engage the Network plant manager to facilitate a connection with the city's facility management department to ensure that bathrooms are upgraded and expanded to meet the needs of the school's enrollment. The school should consider opening bathrooms on each floor that are currently locked and only available to adults.
- The Network should work with the school leadership and parent coordinator to provide guidance on how to increase parent participation in the SLT. The Network should ensure that all parents, including non-English speakers, are fully engaged in the work of the SLT.
- The Network should conduct a thorough needs assessment of the school and work with the Principal to create a prioritized support system to address all of the school's identified needs. Network support specialists should regularly check-in with the school leaders to assess current needs and the effectiveness of the Network's efforts to support the school.
- The Network should increase the capacity of the SLT to effectively conduct a thorough needs assessment of student and schoolwide performance trends and write school goals that are rigorous and address the identified needs.

- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

**Other Concerns:**

- The school leader allocates funds to 11 APs, ten Deans and a number of other non-teaching positions. This allocation of funds limits student access to an adequate supply of high quality instructional materials needed to address the range of student interests and instructional levels and the cultural diversity of all students in the school.
- The Principal delegates instructional leadership to the administrative team. In doing this, the Principal is not adequately informed about school programs and initiatives. As a result, she is not able to provide appropriate guidance to other school leaders.
- The Principal reported that when she conducts walkthroughs she finds unsatisfactory performance 15 percent of the time, yet this is not reflected in teacher observations.

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

**A. Overall Findings**

Reference	JIT Finding for Restructuring Advanced Schools	✓
(b)	The school has made some progress in identified areas and may make AYP with further modification to the Restructuring Plan.	✓

**B. Overall Recommendation**

Reference	Recommendation by the JIT for Restructuring Advanced Schools	✓
(b)	Continue implementation of the current Restructuring Plan with <u>modifications</u> recommended as a result of the review.	✓

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

The school has not effectively and consistently served students with disabilities or ELLs and is not providing focused PD to teachers who serve these students. A Restructuring Plan should be developed that incorporates the following:

- Appoint an external leadership coach to mentor the Principal. The coach mentor should have successful large comprehensive high school leadership experience. The mentor should increase the capacity of the Principal to prioritize funding decisions to staff the school effectively, provide adequate material resources, effectively manage and evaluate staff and use data to determine the effectiveness of school improvement and teacher performance.

- Reduce and reorganize the leadership team to align the size of the administrative team to better reflect student enrollment. The current leadership team includes 11 APs and 10 Deans. Review the roles and responsibilities of the APs and perhaps consolidate responsibilities to increase the amount of funds that go directly to instruction.
- Focus on teacher observation practices and procedures that will enable the Principal to both evaluate and support teachers. Ensure that the teacher observation process provides teachers with opportunities to grow and enables the Principal to establish clear and unequivocal expectations for teacher performance. Conduct teacher observations with vigor and use the teacher observation process to support student learning.
- Refocus the work of the PD committee on identifying a small number of initiatives, designing and implementing a cycle of training and assessing the impact of the initiatives by collecting hard data.