NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	09X114
School Name:	Luis Llorens Torres Children's Academy
School Address:	1155 Cromwell Avenue Bronx New York 10462
Principal:	Olivia Francis-Webber
Restructuring Phase/Category:	Restructuring Advanced Comprehensive
Area(s) of Identification:	English Language Arts- All Students; Hispanic Students; Students with Disabilities; English Language Learners and Economically Disadvantaged Students
Dates of On-site Diagnostic Review:	May 24 – 25 , 2011

PART 1: INTRODUCTION

A. Community and School Background

Luis Llorens Torres Children's Academy serves 882 students enrolled in kindergarten through grade 5. The school enrollment is 78 percent Hispanic, 18 percent Black, three percent Asian, one percent White and less than one percent American Indian students. Of these students, 40 percent are English language learners (ELLs) and almost 16 percent are students with disabilities. Most students live within a one mile radius of the school.

The administrative team consists of the Principal and two Assistant Principals (APs). The Principal has been at the school for eight years and the two APs for four years. There are 64 teachers on staff. One percent of the teachers has been at the school for less than one year and one percent for fewer than three years. All of the teachers are highly qualified. The rate of teacher and administrative turnover is low.

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 (+/-)	**School Performance Indicators**	✓
	NYSED Quantitative Performance Measures	
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-9 show a reduction in the number of subgroups that did not make Adequate Yearly progress (AYP) in one or more identified subject/area(s).	✓
-	Negative trend data for one or more identified subject/areas and subgroups for the past 2 consecutive years (2007-08 and 2008-09), as indicated by an decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.	✓

Positive or Negative Indicator (+/-)	**School Performance Indicators**	✓
-	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 2007-08 and 2008-09 indicate an increase in the achievement gap between identified subgroups and the ***All Students*** subgroup in one or more identified subject/area(s).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
+/	2008-09 NYC Progress Report Grade of B	✓
+/	NYC Quality Review Score of Proficient (08/09)	✓

B. School Strengths

- The Principal has secured a number of grants to support student learning, including one for a dedicated library media center.

- Parents appreciate that the school leaders and teachers are always willing to listen to them.

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 school has recently transitioned to a new reading program that is not yet fully aligned with the New York State (NYS) Learning Standards. Lessons included multiple activities that were not developmentally aligned. Teachers and staff developers commented that there was too much material to cover for each teaching period. As a result, teachers were directed to scale down lessons to meet time requirements. The reading program predominantly incorporated grade level reading content that did not meet the needs of struggling students.

- In addition to curriculum and scope and sequence materials for the new program, the previous curriculum calendars and pacing charts were included in the program. The reading program has not been reviewed to ensure that skills are developmentally sequenced for each grade level and from grade to grade. Teachers select curriculum that they feel is appropriate for their individual classes, thereby eliminating the opportunity to create consistency in the delivery of instruction.

- Classroom resources were not standards based. Activities and tasks prescribed were low level. Leveled books were not sufficiently differentiated to meet the needs of higher achievers and struggling students. In some classrooms, there were too few books in the classroom libraries and genres were mixed within each bin for the genre library.

Recommendations:

- School administrators and teachers should work collaboratively to develop curriculum maps that identify the key skills necessary to support the learning needs of students, as informed by data analysis. The maps should fully incorporate the standards and be used to support the skills-based approach designated by the new reading program.

- Curriculum maps should be used to develop pacing charts to create consistency in content and an appropriate timeframe for teaching and learning. Regular informal walkthroughs, as well as lesson plan reviews by administrators, should be used to ensure that teachers are following the suggested plans and pacing charts and incorporating the standards-based curriculum.

- The Principal should use existing or redirected funds to ensure that all classes have both a sufficient number of books to form libraries by genres and books that are leveled across genres for independent reading. In addition, sets of books should be provided to guided reading groups so that student learning is enhanced.

II. Teaching and Learning

Findings:

- Teaching and learning across the school is inconsistent ranging from lessons with good features to lessons that are poor. The majority of teachers did not effectively use data to plan instruction to meet the needs of students in their classes. Data was used to group students, but the work for each group was not differentiated to match student abilities, and resources were not always correctly targeted to meet the learning needs of all students.

- The teaching in the Integrated Collaborative Teaching (ICT) classes varied considerably. Some teachers planned together but others did not. In one lesson observed, the teacher for students with disabilities was not prepared to instruct the group as there had been no pre-planning. In most classes, one teacher was dominant and the other provided support to individual students. Monitoring of these classes is weak.

- The teaching of students with disabilities was inconsistent. Work was not aligned to the needs of the students, largely because data was not effectively used. There was little feedback to students on the quality of their work and how to improve it.

- Learning time was not always efficiently used. In a few classes, lessons were not completed because of the low expectations of the teachers. In others, students finished their work early and had no extension activities, so they sat idly or chatted aimlessly. In a small number of special education classes, the lesson did not start on time. For example, in one class, instruction did not start until 30 minutes after school began.

- Students in groups were not always encouraged to engage in discussion about their work. Sometimes students were eager to share their learning with others in the group, but teachers did not capitalize on this enthusiasm. In these classes, the language skills of students were not developed fully and their learning was not consolidated or extended.

- School leaders have not rigorously coordinated instruction in literacy in content areas, resulting in inconsistency across classrooms. Some teachers used strategies to effectively promote literacy, and others did not. This is a contributory factor to the low achievement in English language arts (ELA).

- Questioning strategies used by teachers often did not promote higher order thinking skills, as questions generally required only factual responses. Many teachers did not encourage students to extend their answers. This prevents students from developing their language skills. In some classes observed, teachers cut off the responses of students and answered for them.

- The management of student behavior in some of the special education classes was poor.

- Technology is available in all classrooms but is not always effectively used to support instruction. In some cases, the SMART Boards were used as white boards. Laptops are not effectively used to support learning in all classes.

- There was no evidence of a consistent grading policy within or across grades. Rubrics have been developed for ELA, but not all teachers consistently use them.

Recommendations:

- School leaders should work with the Network to develop a program of professional development (PD) for ELA that is based upon the extensive student achievement data that is available. PD should also specifically target improving teachers' ability to use data to guide and inform planning, and to differentiate instruction. Through the observation process and through monitoring teachers' planning, school leaders should ensure that differentiation is embedded throughout the school. The supply and use of resources should be regularly reviewed to ensure that student needs are being met.

- The Principal should request Network support for all teachers involved in special education classes to receive PD on differentiated instruction and on adapting and modifying curricula to meet the diverse learning needs of students. PD should also include training on how to implement effective ICT classes. The school leaders should regularly monitor teaching and learning in these classes and ensure that PD strategies are fully and consistently implemented.

- School leaders should develop protocols for classroom walkthroughs that clearly outline expectations for planning and delivery for all special education teachers. These should include, as a minimum, lesson plans, differentiated instruction, use of data to drive instruction, displaying and sharing of learning goals, effective questioning, and constructive feedback to guide students on what they need to do to improve.

- School leaders should establish protocols for lesson planning that ensure that the timing of lessons is effective and that the best use of time is made to maximize student learning. Teachers should be expected to provide extension activities for those students who finish their work early. Lesson plans and the use of time in classrooms should be a focus for observation by school leaders. School leaders should also conduct walkthroughs to ensure that all lessons begin promptly.

- School leaders should establish a program of PD for all teachers on promoting group interaction through meaningful activities. Lesson planning by teachers should routinely include activities to extend interactive learning. Teachers should encourage student-to-student interaction and

sharing of work so that student enthusiasm is capitalized upon and students get regular opportunities to improve their language skills. School leaders should make student interaction a focus of walkthroughs and observations.

- School leaders should implement a PD program for all teachers to develop their understanding of how to promote content area literacy. This should include the different styles of writing required by content areas, support for students in knowing and understanding the content area vocabulary and strategies to consolidate and extend the reading/writing skills that are taught by ELA teachers.

- The school leaders should support and train teachers to frame questions that require deep student reflection and support students in evaluating their own work and that of others. Teachers should plan questions that promote higher order thinking skills in advance of their instruction. School leaders should focus on questioning strategies during their walkthroughs to ensure that this PD is effectively implemented across the school.

- School leaders should work with all special education teachers to develop strategies for managing the behavior of students. School leaders should insist on a consistent approach across the school so that all students are clear about what constitutes acceptable behavior. School leaders should monitor teaching and learning and provide ongoing PD where improvements in behavior are not evident.

- The school leaders should develop a program of PD to train teachers on how to use technology to support classroom instruction. School leaders should monitor the use of technology in all classrooms as part of formal and informal observations.

- School leaders should develop a schoolwide grading policy across all grades, ensuring that it builds continuity and consistency. Teachers should display the policy in classrooms and ensure that students understand the grading policy.

III. School Leadership

Findings:

- The Principal has been the school leader for eight years, but achievement in ELA has not improved in that time. Currently 70 percent of students are not meeting the performance standards.

- The school leadership does not set priorities for the effective management of fiscal resources received by the school; for example, a small number of teachers have purchased their own books to enhance and improve student learning.

- The Principal has not made clear her expectations for high achievement. There is little student work displayed in the school to indicate high expectations of students and teachers. School leaders have not looked within the school for the reasons for the low achievement in ELA, instead blaming external factors such as the high number of ELLs or the high mobility of students.

- The Comprehensive Educational Plan (CEP) will not effectively move the school forward. The AP for ELA has not ensured that the goals are focused on ELA, the major area of academic concern. The AP who has oversight for students with disabilities has not set goals for these students,

despite the fact that their achievement gap is the greatest. There are no interim benchmarks in the CEP, so progress towards the goals cannot easily be monitored.

- The Principal and APs have not conducted the required number of formal observations for the school year. The Principal has conducted four formal observations, and indicated that she only observed non-tenured teachers.

- The two APs could not provide evidence that they have completed the formal observations that are required. Each produced evidence to suggest that less than half of their observational schedule for the year has been completed.

- The administrative staff has not scheduled formal observations for all staff entitled to an observation of their work, such as school specialists. A review of informal notes collected from the APs indicated that teachers consistently neglected to provide lesson plans or use data to inform grouping. These deficiencies were not, however, reflected in the formal observations, where all teachers received satisfactory ratings. Although the team observed at-risk teachers, there are no unsatisfactory ratings pending for the year. As a result, poor teaching in the school, especially for students with disabilities, has not been addressed.

- School leaders have not ensured that the protocols for monitoring the quality of teaching and learning are rigorous enough to improve the consistency of instruction. The program is not focused on the school's priorities, and the quality of feedback from school leaders lacks sufficient perception and depth to move instruction forward.

- The Principal has employed a number of external consultants over the years to establish programs that support school improvement. These have not been rigorously evaluated for their success in improving the achievement of students.

- The school leadership has not implemented an organized school schedule for the smooth daily operation of the school. The Principal was not able to provide the review team with a bell schedule, school organization sheet or teacher programs.

- The AP for students with disabilities has not ensured the effective operation of the Academic Intervention Services (AIS) program. Assigned teachers for AIS hold other multiple roles. The full-time AIS teacher is frequently used to cover absent teachers, and students do not receive their full entitlement of services. Part-time (three days per week) AIS teachers each manage caseloads of 28 to 40 students each. The school was not able to provide information on the number of students who receive AIS from the teachers with split programs. In addition, the school did not have complete current and required information in all of the Individual Education Plans (IEPs).

- The Principal and APs did not have a clear overview of the work of the many professional learning communities (PLCs) in the school because formal systems for communication have not been established. For example, school leaders could not provide the number and names of students who were below standard in ELA. A number of teachers hold multiple organizational responsibilities, and some teachers were unclear about the roles and responsibilities of staff with leadership roles. As a result, daily organization of the school is not smooth and information about the work of teams is not easily obtainable. This also affects planning to improve performance in ELA.

- The AP for ELA has not ensured that the PD program for ELA is effectively based upon the analysis of data. As a result, the program is not focused systematically upon the weaknesses in this content area. This has contributed to inconsistency in teaching and learning across the school.

Recommendations:

- School leaders should receive extensive training in the establishment of priority initiatives for school improvement that specifically focus on raising achievement in ELA. The Principal should set the bar of expectation at a high level and direct and manage personnel and initiatives so that there is a far greater driving force on improving student achievement. The Principal should ensure that when budgetary allocations are reduced, items that support instruction, especially books, should be prioritized.

- The Principal should work with all members of the school community to establish new goals for the school that encompass high achievement. These goals should be widely published within the school and community and should be a focus for all school evaluations. There should be a renewed recognition of the necessity to urgently improve student achievement, particularly in ELA.

- The school leaders should review the goals of the CEP, focusing closely on ELA, especially the performance of students with disabilities. The goals should have clear timelines with interim benchmarks to measure progress. The school leaders should regularly evaluate progress towards the benchmarks.

- As a matter of urgency, school leaders should ensure that a schedule is developed to regularly observe all teachers. The school leaders should ensure that all teachers receive their required observations.

- The Principal should develop a mechanism for holding the two APs accountable for their observation of lessons. The mechanism should be formalized as part of their job description.

- The Principal should identify the staff who need observations and produce a schedule for the year. The schedule should be regularly updated and a record kept of the number of observations that have been completed.

- The school leaders should develop a rubric for informal observations that is based upon the PD program and the needs of teachers and students. The rubric should be regularly reviewed. Teachers should be given detailed feedback, and areas for improvement should form part of the focus for the next observation.

- The school leaders should establish protocols for evaluating the success of all initiatives in terms of their impact on student achievement. Following this analysis, the successful strategies that have been identified should become part of the PD for all teachers. Results should be incorporated into the CEP. School leaders should supervise all teachers to ensure that they are held accountable for implementing the strategies and goals of the CEP.

- The Principal should review the roles and responsibilities of all staff to ensure equitable distribution of work. The new structure should be widely distributed to all staff and parents and reviewed to ensure that the day- to-day running of the school is smooth.

- The Principal should work with the AP who holds responsibility for students with disabilities to ensure that AIS teachers are effective in their roles. The AP should take greater responsibility for ensuring that AIS are provided in an appropriate manner and the needs of identified students are fully met. The Principal should hold the AP accountable for this management responsibility. The Principal should request Network PD support for special education teachers on writing quality IEPs and in meeting the requirements of the Annual Reviews and Educational Planning Conferences.

- The school leaders should establish a communication system to coordinate the work of the PLCs in order to obtain an overview of their work and to ensure accountability. This overview should be readily accessible to all leaders and teachers and be part of all evaluations that take place in the school.

- School leaders should work with the data specialist to analyze the areas of weakness in ELA and devise a comprehensive program of PD. Through informal observations, school leaders should monitor the impact of PD in each classroom.

IV. Infrastructure for Student Success

Findings:

- A new behavior plan, the Eagles' Nest Program, has been introduced and all teachers are expected to positively reward students for good behavior. However, not all teachers have implemented this expectation with fidelity.

- Not all students with disabilities and ELLs with IEPs receive AIS instruction during the school day with supplementary programs or resources. No Pupil Intervention Plans (PIPs) have been developed to ensure the implementation of AIS for these students.

Recommendations:

- School leaders should form a behavior committee, with representatives from across the school, to develop a schoolwide protocol for consistently implementing the Eagles' Nest Program in all classes. This should include a system for collecting data and analyzing student behavior, a reinforcement schedule, an interest inventory for student preferences and the celebration of student successes. The committee should outline the roles and responsibilities of all members of the team and the school community for the successful implementation of the program and the timeline for data collection. The committee should present to the staff and students the steps and procedures for implementing the program within their classrooms. Minutes of the meetings should be communicated and distributed to all staff. The school leaders should take a proactive role on the committee and periodically review the data collected to monitor the program's effectiveness.

- School leaders should ensure that all students with disabilities and ELLs with IEPs have PIPs for their AIS supports, with specific strategies, supplemental programs, materials and resources provided. Data should be collected on the progress of each student. School leaders and the data specialist should provide protocols for implementing AIS and a calendar for data collection. School leaders should monitor and evaluate the AIS program for each student. Data should be analyzed by teachers and assigned school leaders to ensure that the strategies and programs being used impact student progress.

V. Collection, Analysis, and Utilization of Data

Findings:

- Special education teachers do not sufficiently analyze student data to plan differentiated instruction, inform decision-making for promotional criteria or monitor mastery of students' IEP goals.

- Instructional change strategies and the administration's prioritization of schoolwide goals and improvement planning are not informed by the analysis conducted by the data specialist. The data specialist regularly analyzes schoolwide and grade-level data, along with student performance trend data from the NYS Acuity interim assessments for the accountability subgroups. However, the results from this analysis have not resulted in changes to the instructional program or the instructional practices of the teachers of students with disabilities, ELLs, or students in other subgroups.

- The school has not implemented a strategic plan to address the root causes of why the school has not made AYP in the area of ELA for multiple subgroups over several years. The CEP goals for 2010-11 were not in alignment with the priorities established by the data specialist after an extensive review of the data. There were no interim benchmarks or timelines in the action plans for the CEP. The CEP goals that were established were not incrementally measurable as they were solely reliant upon the NYS assessments.

- The school leadership does not monitor internal and external assessments to determine student progress or achievement for instructional planning. The school does not review or analyze the internal school data, including the Teacher's College Running Record (TCRR) assessments or the Reading Street unit tests. Class data is not analyzed for the NYS ELA. TCRRs are administered only in grades K-2. The results of these internal assessments are not reviewed, tracked or analyzed on a school, grade or class-wide basis.

- The student portfolios contained few examples of authentic student work. Student work was mostly worksheets/consumables, and many of the pieces were from the first half of the school year.

- There was no evidence of instructional change strategies developed or used by the teachers based on data. Teachers differentiated instruction by regrouping students and reteaching material that students had not mastered. There was no change in teaching practices based on research, school level expertise or common best practices.

Recommendations:

- All staff serving students with disabilities should receive PD on the collection and analysis of data from all assessments to formulate flexible groupings, provide the necessary modifications and adaptations of the curriculum for lesson planning to improve student learning outcomes, and provide the appropriately leveled learning materials. In addition, the school leaders in collaboration with the data specialist, IEP teacher, AP for students with disabilities and special education teachers should develop a system for collecting and analyzing data to monitor progress towards IEP goals.

- Schoolwide goals and improvement planning should be based on the data analysis conducted by the school data specialist. The school leaders should monitor the instructional program and support the development of the teaching practices of the teachers of all students, especially students with disabilities, at-risk students and ELLs.

- The school should develop and implement a strategic plan to address the root causes of why the school has not made AYP in the area of ELA for multiple subgroups over several years. The CEP goals should be based on data and should be aligned with the priorities established after an extensive review of the data. The CEP goals and action plans should take into consideration both NYS and Department of Education (DOE) accountability data. These goals should contain interim benchmarks and timelines within the action plans that are incrementally measurable.

- The school should monitor and compare internal and external assessments to determine student progress for instructional planning and to ensure the efficacy of the internal assessments. The school should review and analyze internal school data, including the TCRR assessments and the Reading Street unit tests. TCRRs should be administered in all grades. The results of these internal assessments should be reviewed, tracked and analyzed on a school, grade and class-wide basis.

- Student portfolios should contain authentic, timely student work. The student work should be reviewed periodically to ensure consistency and rigor within and across the grades.

- Instructional change strategies, based on data, should be developed and used by all teachers. These best practices should be developed with the literacy coach, lead teacher and Network staff. The teachers should research, develop, observe and enact these best practices through their PLCs and their inquiry team work. This work should be carefully monitored by the school leaders and tracked by the data specialist and the teachers to prove its effectiveness.

VI. Professional Development

Findings:

- The school's PD plan is not comprehensive or aligned with school goals and has had little impact on improving student performance. Although there is a great deal of data in the school, there was little evidence indicating that it was used to inform the plan.

- The current schoolwide PD plan has had little impact on meeting the needs of the students, as indicated by ELA test data. Although a system is in place to provide teachers with PD and the opportunity to collaborate, there is no rigorous action plan that identifies important components to improve reading/ writing lessons and activities.

- There are no formal feedback structures to assess the impact of PD on the performance of teachers. A review of the supervisors' observation reports showed no narrative or focus on a targeted area of reading instruction to help teachers improve their craft.

- There is little evidence that members of staff are held accountable for incorporating strategies learned in PD into their daily teaching. Rigorous strategies to meet diverse learning needs were not evident and the quality of instruction varied from teacher to teacher.

- The weak mechanism for observation of teachers did not provide a clear picture of the individual learning needs of teachers. As a result, school leaders did not support the individual development of teachers.

- The PD plan for all teachers to support the needs of ELLs and students with disabilities has not been effective in raising the achievement of these groups.

Recommendations:

- The school should develop a comprehensive PD program that aligns with school goals by using the data available in the school. School leaders should seek support for PD from the Network and other outside specialists to help them develop a detailed plan that focuses on improving teaching and learning to better meet the needs of students and teachers.

- School leaders should work with an ELA specialist to revisit the current staff development program in order to develop a plan of action that addresses the needs of all teachers and students.

- The school should develop a formalized feedback system in order to measure the impact that PD has on teacher performance. School leaders should use the information acquired through observations and other data to adjust the PD plan. Teacher representatives should be included in the formation of PD plans.

- The school leader should conduct follow-up observations after PD sessions to ensure that teachers implement the strategies learned into the classroom instructional program. The administration should develop detailed recommendations and specific next steps in their observation reports and focus on these in their next observation.

- The school leadership and staff should develop a needs assessment form and an action plan to support the changing needs of individual teachers and the staff overall. For teachers of AIS and ELLs, PD should include training on how to develop a diagnostic and prescriptive template to monitor individual student growth.

- School leaders should identify resources to develop a PD program to increase teachers' understanding of the specific learning needs of students with disabilities and ELLs.

VII. District Support

Finding:

The CEP did not have implementation timelines, interim benchmarks or progress targets. The goals of the CEP were not measurable and it was not possible for the school to monitor them throughout the school year. The Network has reviewed the CEP and provided feedback but did not identify this deficiency.

Recommendations:

- When reviewing and providing feedback for the CEP, the Network should ensure that the action plans of the CEP have implementation timelines, interim benchmarks and progress targets. The goals of the CEP should be incrementally measurable so the school can monitor their progress throughout the school year.

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

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 modifications 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 Principal and APs should be given Performance Improvement Plans (PIP) with targets and a timeline for their achievement. The PIP should be aligned to the Principal's Performance Review. These plans should be monitored and include training in budget management, evaluation skills, programming, instructional leadership and data use to set school goals.

- The Superintendent and Network leader should assist the Principal in fully implementing the recommendations of this report.

- School leaders should work closely with all members of the school community to thoroughly analyze the reasons for low performance in ELA and should create a PD plan for all staff to improve performance in ELA.

- The Network and school leaders should evaluate the goals of the CEP in light of the data on student achievement. The CEP should have action plans with interim benchmarks to measure progress towards the goals. Progress towards the goals should be an item on the agenda of every SLT meeting.

- The school leaders should develop a systematic approach to the monitoring and evaluation of lessons. This should include clear criteria for teacher observations that include analysis of performance data, a regular schedule with pre- and post-observations planned in advance and regular walkthroughs that provide immediate feedback to all teachers. The focus of the informal observations should be aligned with the school-wide goals and priorities.

- School leaders should evaluate the impact of all initiatives on improving the school and ensure that they are effective.

- The school leaders should develop and designate explicit roles and responsibilities for key staff, with formalized job descriptions and schedules. The day-to-day organization of the school should be urgently reviewed to ensure that it operates more smoothly.

- School leaders should provide PD for all teachers to familiarize them with the extensive ELA data collected by the school and ensure that all teachers use the data to differentiate instruction. The Network should support the school leaders in evaluating the current special education program, including ICT, to improve behavior management systems, pedagogical practices, instructional strategies, academic programs and teacher performance.