# NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

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| **DBN:** | 06M152 |
| **School Name:** | PS 152 Dyckman Valley |
| **School Address:** | 93 Nagle Avenue<br>New York, NY 10040 |
| **Principal:** | Julia Pietri |
| **Restructuring Phase/Category:** | Restructuring (year 1) - Focused |
| **Area of Identification:** | English Language Arts - Students with Disabilities, English Language Learners |
| **Dates of On-site Diagnostic Review:** | November 29 -30, 2011 |

## PART 1: INTRODUCTION

### Community and School Background

PS 152 The Dyckman Valley serves 723 students in Pre-Kindergarten through grade 5. The school enrollment is 97 percent Hispanic, one percent Asian, one percent Black and one percent White students. Of these students, 33 percent are English language learners (ELLs) and approximately 12 percent are students with disabilities.

The administrative team consists of the Principal and three Assistant Principals (APs). The Principal has served the school for six years, and the APs have served between five to nine years. There are 44 teachers on staff; no teacher has been at the school fewer than three years. Ninety-five percent of teachers are highly qualified and teacher turnover rate is zero.

## 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** | |
| - | Negative trend data for one or more identified subject/areas and subgroups for the past two consecutive years, as indicated by a 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 the past two consecutive years show an increase in the number of subgroups that did not make Adequate Yearly Progress (AYP) in identified area(s). | ✓ |
| - | Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years indicate an increase in the achievement gap between identified subgroups and the ***All Students*** subgroup in one or more identified subject/area(s). | ✓ |

| Positive or Negative Indicator (+/-) | School Performance Indicators | ✓ |
|---|---|---|
| | **NYCDOE Quantitative and Qualitative Performance Measures** | |
| - | Most recent NYC Progress Report Grade of C | ✓ |
| + | NYC Quality Review Score of Proficient | ✓ |

**B. School Strengths**

The school has a variety of Community Based Organizations (CBO) that provides services to children and their families.

**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 curriculum for English language arts (ELA) is not coherent or aligned with current NYS Learning Standards. The curriculum consists of a curriculum framework that was adopted in total from the state of Georgia. Teachers are not using the document as the basis for their lessons.

- Document review indicates that there are pacing guides that include vertical articulation and sample lessons. Teachers are supplementing the document, resulting in inconsistent implementation that inhibits student progression through a sequential program. Lesson plan development is also inconsistent and not related to the scope and sequence document, resulting in variable experiences for students in English language Arts (ELA). The greatest fidelity to the documentation is found in some classes for students with English as a Second Language (ESL), where the planning is consistent and aligned.

- All classrooms had substantial libraries sorted by genre that supported classroom instruction. The arrangements of classroom libraries varied by class and were not representative of selections aligned to the CCLS. School leaders have not ensured that the classroom materials will align to the Common Core, thus further jeopardizing student achievement.

**Recommendations:**

- The Network should work with the school on the development of curriculum in ELA and ensure that it is clearly aligned with the current New York State (NYS) Learning Standards. Curriculum must be aligned to the new P-12 Common Core Learning Standards in ELA and literacy to prepare for implementation in 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 professional development (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 as the basis 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 being taught.

- The school, with the support of the Network should review its curriculum delivery so that it is clearly aligned with the current NYS Standards. School leaders should develop a curriculum map that outlines all the core competencies or grade level standards and ensure that these are planned to be taught in a systematic and progressive manner. School leaders should ensure through observation that the competencies are taught in an effective manner.

- 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 levelled across genres for independent reading. In addition, sets of books should be provided to guide reading groups so that student learning is enhanced.

## II. Teaching and Learning

**Findings:**

- Whole group instruction is the primary mode of instruction, with an absence of differentiated practice. There was no evidence observed in classrooms that teachers were using information from Individualized Education Programs (IEPs) to make instructional or planning decisions. By using the same materials, pacing and products for all students, general education teachers are not meeting the needs of many ELLs and students with disabilities. School leaders have not firmly established the connection between planning beyond the written lesson plan and the execution of lessons to ensure that student needs are met.

- Grouping for instruction was not flexible. Instruction was primarily whole class, direct instruction supplemented by students working independently. There was no evidence of cooperative or collaborative learning.

- Primarily lower level questions were used in most classrooms. Many teachers used questioning strategies to assess student understanding. Some teachers were observed scaffolding student understanding in social studies, science and mathematics. However, the level of questions in most classes was at level that did not require the use of higher order thinking skills.

- In most classes, students neither engaged in discussions beyond question and answer nor solved problems or engaged in group work because the majority of instructional materials were comprised of worksheets, workbooks and textbooks. Although students did use content specific vocabulary, they were not engaged in reflective thinking.

- The quality of displayed student work was inconsistent. In many classrooms and hallway bulletin boards, student work did not reflect the rubrics attached. When provided, feedback primarily consisted of praise such as “Excellent” and “Good Job” and did not delineate next steps for improvement for students.

- The team observed few transitions, due to the predominance of whole class instruction. Those that were observed were characterized by a lack of focus and direction and a loss of instructional time.

- Technology is not integrated into classroom instruction. Students do not have access to a computer lab. Most classrooms computers and SMART boards are not being used.

- Co-teaching and team teaching are planned and conducted in classrooms. Some parallel teaching was conducted with two teachers teaching individually in the same room. The school leaders have not ensured that co-teaching and team teaching maximize the use of personnel, particularly for ELLs and students with disabilities.

- Students are unable to articulate learning goals based upon the NYS Standards. There is no systematic development of student learning goals. Only one student could articulate a goal, which was moving up one reading level. There were no posted student learning goals observed in the school or within student portfolios reviewed. In most classrooms, teachers did not clearly establish a purpose for learning.

- No grading policy, either schoolwide, or developed by individual teachers was observed. Students have no clear idea of what the standards are that should be attained at the school.

**Recommendations:**

- The school leader should provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD should be on the use of data, including IEPs to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups. School leaders should regularly monitor teacher planning and instructional practice in the classroom to ensure that differentiated activities are in place throughout the school. Ongoing PD should be provided for teachers who continue to struggle with using data to match work to the individual needs of students.

- School leaders should provide PD on the implementation of flexible grouping based on formative, interim and summative data. All students should be provided with tasks and activities that address their specific learning needs in all lessons. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided as necessary.

- PD should be provided in supporting teachers in developing a variety of questioning techniques aimed at critical thinking and using problem solving skills appropriate to student development. These skills would specifically support teacher effectiveness with students with disabilities and ELLs with IEPs. Teachers should ensure that strategies identified in training are implemented in their daily instruction. School leaders should make questioning techniques a focus for observation.

- Instructional materials should be varied and account for a range of interests, abilities and learning styles in order to actively engage students. The use of source materials and hands-on activities would engage students more.

- Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback, peer feedback and student self-assessment. School leaders should monitor student work in books and on display and evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level.

- Instructional strategies should be varied, and the transition from one activity to the next should be reflected in teacher plans, with approximate times and appropriate materials readily accessible to students.

- With the assistance of the Network, school leaders should develop a technology plan that integrates learning strategies with state of the art technology. School leaders should provide PD to targeted teachers to ensure that technology becomes an integral part of all students' instruction. Students with disabilities and ELLs would benefit greatly from assistive technology.

- The school should provide on-site training for the full implementation of co-teaching model strategies. Scheduled common planning time should be provided so that co-teachers can equally share in the planning and delivery of effective instruction. School leaders should monitor the implementation of effective co-teaching strategies through the formal and informal teacher observation process and ensure that best practices are shared across the school.

- Teachers should ensure that lesson objectives are shared with students so that they have a clear understanding of what it is they are learning. Lessons should include explicit teaching points and provide practice sessions for independent work to assess student learning before teachers proceed to the next teaching point. Teachers should make sure that teaching points are standards-based and related within the same lesson. School leaders should ensure through the observation process that this practice is uniform.

- The school leaders and teachers should review and revise the school's grading policy across all grades. School leaders should monitor the consistent implementation of this policy.

## III. School Leadership

**Findings:**

- The school leadership does not foster a culture of excellence. Annual goals for the school are based on previous reports (NYSED School Quality Review and External School Curriculum Audit) without targets for improvement of achievement. Student needs as demonstrated through achievement data is secondary to the Principal's philosophy of teaching and learning. There are no systems evident to monitor or review school, student or teacher performance The Principal stated that the achievement gap was narrowing; however, city and State data demonstrates the contrary. There is no schoolwide achievement plan.

- The school leader does not effectively use financial and human resources to support student needs. The decision to reduce an ESL teacher in a school with more than 40 percent non-native speakers was made by the Principal. Budget cutbacks were cited as a reason to revert the programming in ESL from an in-class model to a pull-out model in which there is a greater range of language proficiency within the pull-out classes. In addition, there is loss of instructional time each period as the ESL teacher must collect students from classrooms at the beginning of the period and return them at the conclusion. In ELA extensive PD funds are used to support an outside consultant to provide an ELA curriculum framework that is diametrically opposed to the tenets of the Common Core. Resources such as leveled readers have also been purchased to support this effort. This year an entire daily period for all students, save those in one class, is devoted in every grade to the Promoting Alternative Thinking Strategies (PATHS) curriculum that constitutes more than ten percent of instructional time. The computer lab is not functional. The failure of the

school leadership to effectively use resources to enhance programming negatively affects student performance.

- The school leadership makes staffing assignments based primarily on seniority, with little regard for needs of students and readiness of the staff. The newly appointed Grade Leaders were selected by the cabinet without stated criteria. The mathematics coach is newly appointed and has a schedule that reflects two periods daily to work with students, with the remaining time used predominately to prepare and disseminate instructional materials. A kindergarten bilingual teacher was moved to the newly formed 4/5th bridge class without professional develop or consultation. The AP responsible for supervising ESL has no background in ESL or bilingual education. The AP responsible for supervising students with disabilities has no background in special education.

- The school leaders have not made instructional support a top priority. The Principal does not evaluate teachers. The Principal conducts discussion with her cabinet members but does not provide evaluative feedback to them. To date two teacher observations have been conducted this school year. The current protocol in the building for evaluating teacher effectiveness does not include the use of student data. The cabinet does not have a regular meeting time to discuss strategies to improve instruction. The lack of supervision and evaluation of teachers contributes to variable educational experiences for students and lower achievement.

- The building is not programmed for common planning time even though the majority of teachers opted for it as part of Circular 6. There is a discrepancy between the understanding of the Grade Leaders and the Principal around the issue of the frequency of time a Grade Leader can be pulled from personal planning time to work with teams of teachers. There is no scheduled time for teachers to plan cooperatively with ELL and special education staff, making the support for students with disabilities and ELLs variable across the school.

  The school leader delegates the responsibility for meeting State and federal guidelines and requirements to the cabinet. The school leader exerts little oversight regarding these functions and is unaware that IEP deadlines are not always met as stated to the team by the AP overseeing the program for students with disabilities.

- The school leader does not have an official School Leadership Team (SLT). No member of the SLT has either seen or had input into the development of this year's school goals. The Comprehensive Educational Plan (CEP) for the current school year was developed solely by the Principal. No draft was available for the review by the team, although the deadline for submission was the following day due to a reported technology problem.

- The school leader sporadically communicates with parents. Major changes to the school schedule, such as the adoption and implementation of PATHS curriculum was not discussed with the Parent Association. The change was not communicated to parents. The change from an in-class model to a pull-out model for ESL was neither discussed nor communicated to parents, nor was the adoption of a Georgia State curriculum framework.

**Recommendations:**

- The school leaders and the Network should modify the Comprehensive Educational Plan (CEP) to create an effective schoolwide plan to improve achievement. The school leaders and staff should articulate a clear vision and strategic plan that drives the school towards high student

achievement and clearly outlines the responsibilities of staff and leaders. The plan should include goals, action points, PD, and should use all resources available through the Network. The implementation of the plan should be monitored carefully, and its impact on student achievement measured.

- The school leadership should deploy financial and human resources for instruction that are based on needs of students, particularly at-risk students, and prioritize resources to the classroom and instruction.

- School leaders should modify the CEP to deploy staff to support instruction based on student needs, particularly those of at-risk learners. The professional background of staff should be matched to their instructional or supervisory responsibilities.

- The school leadership should implement a classroom observation schedule to more closely monitor the quality of teaching and learning across the school, including drawing on student data to evaluate teacher effectiveness. Written feedback should be provided for all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be included in the schedule to check on progress. The school should seek support from the Network in developing lesson observation protocols, including training for school leaders in writing effective teacher feedback. The outcomes of lesson observations should provide a focus for the school PD plan.

- School leaders should provide common planning time for classroom teachers and articulation time for general education teachers to meet with ESL teachers and teachers of students with disabilities. Collaborative planning will enhance the use of more varied instructional strategies to meet the needs of all students, in particular at-risk students. Grade leaders should be given time within their program to meet with each other, staff teaching their grade level and the cabinet.

- School leaders should establish rigorous methods of accountability for the implementation and monitoring of the program for students with disabilities. The Principal should meet with all supervisors of special education and related service providers on a regular basis to track and monitor the effectiveness of programs and services.

- A SLT that meets the requirements for membership should be established. The team should be provided with training and the information and materials needed to effectively guide school improvement efforts.

- School leadership should develop a plan to regularly communicate with parents to make them aware of changes and events in the building as well as milestones of student achievement.

## IV. Infrastructure for Student Success

**Findings:**

- There is no formal protocol for identifying at-risk students; blanket referrals rather than individual screening constitute the referral process. In addition to students who perform on Levels 1 and 2 on the State assessments, all ELLs, students with disabilities and holdovers are also automatically referred for Academic Intervention Services (AIS).

- Students do not have equal access to the library. Three of four special education classes as well as most upper grade classes do not have access. Students in grades K and 1 are not permitted to check out books. Internet access within the library is non-existent because the library computers are not operational. The print collection is being culled without a plan for replacement. This will substantially reduce the collection. Books are manually checked out.

- Materials and curriculum resources for science are inadequate. This results in inadequate hands-on activities. There is no curriculum for lab science to guide the development of lesson plans for inquiry-based learning.

- The school has not developed a systemic process to involve parents in the life of the school. Communication between the school and home is sparse and irregular. This year's parent survey has not been sent, which leaves the needs of parents unaddressed. The newly appointed parent coordinator is not fluent in English.

- There is no schoolwide behavior policy. The school purchased the PATH program to remediate the over 400 incidents reported last school year. There is no clear protocol for reporting incidents. It was reported that should an incident occur the teacher could go to either the supervisor or the guidance counselor based on his/her proximity to the incident. Due to the high volume of incidents reported during the 2010-2011 school year, incident reporting has been taken from the responsibility of the APs and now resides with the Principal.

- The building is welcoming, but there is no celebration or recognition of student success. The absence of a mission statement and posted schoolwide goals signals a lack of clarity of purpose in the school.

- Instructional time is lost during lunch time transitions and collection of students during pullout.

**Recommendations:**

- School leaders should develop a formal protocol with clearly defined guidelines to identify at-risk students. This should include an analysis of such data as State and local assessments, report cards, IEP evaluations, attendance records, counseling referrals, teacher anecdotal records and contacts with related service providers. The Principal should designate staff and initiatives intended to academically and socially support all at-risk students. This may also include the purchase of appropriate materials.

- The Principal should ensure that all students, including students with disabilities and ELLs, are programmed for regular access to the library. The librarian should collaborate with all classroom teachers to plan effective library based activities. The Principal should also ensure that computers in the library are operational, which includes access to the Internet. Library lessons should include technology-based activities to help grow student competencies in this area. The library collection should align with the school's academic goals and objectives. The library should have an automated book check out system.

- The school leadership should ensure that the science teacher has the appropriate curriculum, which includes hands-on activities to drive standards-based science instruction. Time should be set aside for conferring with classroom teachers regarding student performance and planning. Appropriate materials should be provided to support hands-on instruction.

- The school leader should work with the parent coordinator to regularly canvas the needs and opinions of parents, communicating in both Spanish and English, so that the school can better meet the needs of all students and their families.

- School leadership should collaboratively develop a schoolwide behavior policy that is designed to promote responsible behavior and includes clear consequences. The basis for this policy should be the NYC Code of Conduct, which must be distributed to the parents each year, as required by Chancellor's Regulations. A clear protocol for reporting incidents should be put in place. All referrals should be reviewed by school support staff and a plan for intervention and support should be formulated.

- The Principal should ensure that a clear mission statement is prominently posted throughout the building. Bulletin boards should be academically oriented and current and should celebrate student achievement and success. They should include student work and display rubrics based on the standards and next steps for improvement.

- The school leadership should schedule pullout so it has the least impact on instructional time. Additional lunchtime supervision should be provided so that transitions are smooth and do not cause the loss of any instructional time.

## VI. Collection, Analysis and Utilization of Data

**Findings:**

- The school does not have a system in place to analyze schoolwide, grade level, or classroom data to identify the key changes in programs and delivery of services necessary to improve student performance. The academic issues impacting student achievement are not assessed. The Principal color codes for planning purposes each teacher's class roster to identify the ELLs, students with disabilities and the students that scored at Levels 1 and 2. This generates the practice of blanket referrals. These charts were not seen being used or referred to in any class or by any teacher.

- Developmental Reading Assessment (DRA) is the only formalized schoolwide assessment. The results are not analyzed by either at grade or schoolwide level or for progress. The results are hand-tracked and, therefore, there is no capacity to track cohort, grade level, or school progress or performance. However, the DRA results are publicly displayed in every classroom along with student subgroup identification. The EL Sol and Examen De Lectura (EDL) were administered in all bilingual classrooms up to grade 3.

- The instruction in some classrooms did not indicate that the assessment resources were being used to inform instructional planning and differentiate work for students. School leaders do not meet with teachers to discuss and analyze data. The disengagement of the school leaders from teacher data analysis and planning results in a lack of clarity about the direction of needed improvements.

- There is no Response to Intervention (RtI) protocol. Blanket referrals are made of students performing at Levels 1 and 2 on the NYS assessments, as well as holdovers, ELLs and students with disabilities. This result is a cadre of students who are placed in programs without the benefit of individual assessment. There are no tiers of intervention in the classroom.

- There is no schoolwide system in place regarding providing progress reports to parents or students. Some teachers send home reports of interim assessments. IEP progress reports are sent as required. Student data is not widely shared with parents and is not used to develop goals at either the school or individual level.

- School leaders did not use or review the data from an effectiveness survey regarding AIS services. There has been no analysis of effectiveness of services or instruction by classroom or support service providers. PD is not differentiated and is not matched to student need or teacher need. Observation reports reviewed do not reflect student performance data or teacher effectiveness.

**Recommendations:**

- The school leaders should seek Network support and PD to help assess academic issues impacting student achievement. The Principal should be conversant in the school data and its implication for student achievement. The school leaders should develop, implement and monitor plans for using data to inform instruction, particularly in the area in which the school has not made Adequate Yearly Progress (AYP).

- The school should develop or adopt formative, interim and summative assessments in all core content areas. The results from these should be analyzed for each student, class, grade and schoolwide. The DRA results should be analyzed to assess both student performance and progress. Internal and external, formative and summative, quantitative and qualitative data should be analyzed to measure student outcomes. These outcomes should form the basis of measuring the quality of the curriculum, teacher effectiveness and quality of instruction.

- The school, with the support of the Network, should provide PD for teachers in how to use data to improve instruction. This should include the variety of methods that can be employed within the classroom to meet the individual learning needs of students. School leaders should identify this as a focus for observation and meet regularly with Grade Leaders and teachers to analyze school data to help improve instruction.

- The school should develop an RtI protocol. The RtI protocol should be in place prior to the 2013 deadline for implementation. The school leader should provide PD in the area of RtI for all staff members.

- The school leader should expand parent-teacher contact opportunities by sharing high and low inference data analysis of student work and providing monthly opportunities for teachers to share learning goals with parents. Interim reports should be provided for all parents.

- The school leaders should review teacher effectiveness data. This data should form the basis for differentiation of PD and staff assignment.

## VI. Professional Development

- Comprehensive PD is not aligned with the school goals, which are broad and lack specificity and measurable outcomes. The school goals are not developed collaboratively and thus there is no ownership of them by a majority of the staff.

- Teachers are not provided with regular opportunities to collaborate and plan data-driven instruction. There is no common planning time in the schedule. There are no Inquiry Teams in the

school. There is no clear job responsibility for newly appointed Grade Leaders, and there is no time in the schedule for them to meet with Grade level teachers.

- Feedback mechanisms are not used to formulate and adjust PD. The school leader works with a consultant to develop the PD offerings. There is little modeling of effective practice. Most PD is directive.

- The classroom observation reports reviewed do not include any feedback regarding incorporation of strategies learned in PD.

- Staff is not provided with PD specific to needs of ELLs and students with disabilities. Most of the PD is designed to further the implementation of the ELA curriculum in the "hope" that these subgroups will benefit from literacy instruction.

**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 teaching and learning to better meet the needs of students and teachers.

- The school leader should provide teachers with regular opportunities to work collaboratively and plan data-driven instruction. The school should create PD agendas to provide teaching and learning strategies that support improved student achievement. The school leader should schedule dedicated planning time for each department. Teachers should share best practices and should collaboratively assess student work.

- The school should put mechanisms in place to enable the outcomes of PD to be shared and disseminated with a greater number of teachers. In addition, school leaders should ensure that the opportunities for turnkey training are consistently offered.

- School leaders should be more rigorous and effective in classroom observations and should hold teachers accountable for implementing strategies and skills acquired through PD offerings into their instructional practice.

- With the support of the Network, school leaders should review the PD program and include sessions on how teachers can more effectively meet the specific learning needs of students with disabilities and ELLs. The school leadership should monitor and evaluate the teaching and learning of classes with ELLs and students with disabilities. Clear guidelines for all teachers of these groups of students should be developed.

## VII. District Support

**Findings:**

- The Principal has not requested individual meetings or assistance with collecting and analyzing data from the Network. The Network has provided PD regarding working with student achievement data to the school leaders. These are general Network meetings.

- The Network has students with disabilities and ELL achievement specialists who are available to work with the school. Network officials were unclear as to whether the students with disabilities specialist had been requested by the Principal to support the school.

- A district family advocate assisted the Principal with parental elections for the Parent Association.

- Network officials provide standard review of the school goals in the CEP. Excluded from the review are the fidelity of the process of developing the plan with the requirement for involvement of faculty and parents. The Network will also supply "boiler plate" goals for school Principals who fail to meet the standard. Although the CEP was due the day after this review, there has been no communication from the Principal to Network leaders regarding the development of this year's CEP. The Network officials have been made aware that the SLT is not presently operating.

**Recommendations:**

- The school should use all expertise and support available through the Network to provide comprehensive, on-going training to the school on the collection, analysis and utilization of data for improving student performance.

- With the support of the District/Network, school leaders should review the PD program and include sessions on how teachers can more effectively meet the specific learning needs of students with disabilities and ELLs. The school leader with responsibility for special education should monitor and evaluate the teaching and learning of classes with ELLs and students with disabilities. Clear guidelines for all teachers of these groups of students should be developed.

- The Principal should request from the Network additional training and services to support the functioning of the Parents' Association.

- A mechanism should be established to obtain feedback on the CEP from school staff, parents and students. The Network should provide additional training to the administration and the SLT concerning CEP development and implementation. A schedule for follow-up sessions and ongoing consultations should be developed to carefully evaluate the plan effectiveness and progress towards achieving AYP goals.

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

### A. Overall Finding

| Reference | Review Team Finding | ✓ |
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| (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 | Review Team Recommendation | ✓ |
|---|---|---|
| (c) | Develop and implement a School Restructuring Plan that includes significant changes in staff, organizational structure, leadership and/or configuration to address issues | ✓ |

| | | |
|---|---|---|
| | that continue to negatively impact student academic performance in identified areas. The School Restructuring Plan must also include one of the restructuring options required under NCLB and further defined by the DOE. | |

***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 extensive PD and mentoring and establish plans with specific targets and timelines for achievement. These plans should be monitored and include training in budget management, evaluation skills, instructional leadership and data to set school goals.

- The Principal, with support of the Network, should redistribute the school resources, reconfigure programming, schedule regular observations for teachers and administrators, and assign staff to effectively address the widening achievement gap.

- School leaders should be experienced, preferably certified/licensed, in the areas they supervise.

- All school leaders, including the Principal, should regularly observe classes. The Principal should monitor and calibrate observations conducted by the APs. PD should be informed by the recommendations made during classroom observations.

- A schoolwide RtI model should be implemented.

- Additional intensive supports and PD for teachers should be provided in order to implement effective strategies with at-risk students.

- The school should have a dedicated data specialist.