# NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

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| **DBN:** | 09X229 |
| **School Name:** | IS 229 Roland Patterson |
| **School Address:** | 275 Harlem River Park Bridge<br>Bronx, NY 10453 |
| **Principal:** | Erza Matthias |
| **Restructuring Phase/Category:** | Restructuring (year 1) - Comprehensive |
| **Area(s) of Identification:** | English Language Arts - All Students, Black Students; Hispanic Students; Students with Disabilities ; and English Language Learners |
| **Dates of On-site Diagnostic Review:** | January 10-11 2012 |

## PART 1: INTRODUCTION

### Community and School Background

IS229 Roland Patterson serves 220 students in grades six through eight. The school enrollment is 51 percent Hispanic and 49 percent Black students. Of these students, 18 percent are English language learners (ELLs) and approximately 28 percent are students with disabilities.

The administrative team consists of the Principal and two Assistant Principals (APs). The Principal has served the school for nine years and the APs have served between from nine to ten years. There are 33 teachers on staff; 15 percent have been at the school for less than one year and 25 percent for fewer than three years. Ninety-one percent of teachers are highly qualified. The rate of teacher turnover is 15 percent.

## 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 | ✓ |

| Positive or Negative Indicator (+/-) | School Performance Indicators | ✓ |
|---|---|---|
| | subject/area(s). | |
| | **NYCDOE Quantitative and Qualitative Performance Measures** | |
| + | Most recent NYC Progress Report Grade of B | ✓ |
| +/ | NYC Quality Review Score of Proficient - 2008 | ✓ |

**B. School Strengths**

The school leader has established some routines and procedures to ensure that the building is safe. The building is clean and maintained well.

**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 English Language Arts (ELA) curriculum is thematic and contains no standards-based teaching points or strategies. The ELA curriculum is neither rigorous nor aligned to the New York State (NYS) Standards. The lessons observed were not aligned with the January theme.

  The curriculum documents contain incomplete scope and sequence. Pacing charts only listed themes and proposed dates. Broad skills are included rather than specific reading and writing skills. The assessments neither include higher order thinking activities nor are aligned to the pacing charts. The absence of comprehensive curriculum documents contributes to inconsistent instruction and poor achievement.

- Lesson plan objectives and learning goals were not aligned with the scope and sequence/pacing documents.

- Teachers and students do not have access to high-quality and current instructional resources, i.e., classroom libraries, computers, technology, web-site access, books and research materials that are aligned to the curriculum and the NYS Standards. There was little evidence of classroom libraries. Most teachers were observed using photocopies of reading selections. The lack of appropriate instructional materials contributes to low achievement.

**Recommendations:**

- The District/Network should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current New York State Learning Standards. The curriculum should be aligned to the new P-12 Common Core Learning Standards (CCLS) in English language arts 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. Supporting materials should include curriculum maps/scope and sequence documents and pacing guides or schedules.

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.

- Comprehensive units of study should be developed to support quality classroom instruction, using performance indicators and core competencies in these areas. These units of study should be horizontally and vertically aligned to avoid gaps and redundancies across grades. School leaders should monitor and evaluate implementation.

- Adequate and appropriate ELA materials should be provided to ensure that all classes have core materials and ample supplemental/enrichment materials for all units of study. Materials should meet the range of student ability and interest.

## II. Teaching and Learning

**Findings:**

- Instruction is inconsistent across the school and across the grades. There was little evidence of modeling, scaffolding or differentiation. Whole group instruction is the primary mode of instruction. In the special education classes observed by the team, information from students Individualized Education Programs (IEPs) for instructional planning and decision-making purposes were not referenced. Classroom teachers did not refer to the IEPs during observations. Inconsistent instruction results in varying achievement among students.

- There were only limited examples of differentiated instruction observed in classrooms during visitations. In classes with students with disabilities, many teachers did not differentiate instruction for their students. Alignment between IEP goals and instructional practice was not observed. English language instruction for ELLs does not support their language acquisition.

- There was limited evidence of higher order thinking skills and challenging instructional practices. Questioning was at a low level of comprehension. Questions posed to students were often closed. There were many missed opportunities for student to express opinions or arrive at conclusions. Students were not asked to apply learning to new situations.

- There was little evidence of reference to the use of academic language, problem solving research, and decision-making in most lessons. Most activities were worksheet based. Student self-evaluation or sharing after the lesson was not evident in most classes.

- Examples of student work are displayed inconsistently throughout classrooms. Student work is not posted in most hallways. Inadequate rubrics accompany some student work and grading practices are inconsistent across the school. Written feedback from teachers and next steps for improvement are scarce. There are schoolwide rubrics; however they are generic and not task specific. Most teachers do not use rubrics to assess student work and consequently, many students are unsure of how to improve.

- Effective management of student behavior varies across classrooms. Behavioral and management issues were observed in many classes, in particular in special education classes. Few classrooms had clear and evident routines and procedures. No classrooms had posted rules.

- Pacing is slow, reflecting low expectations. Sequencing is not predictable. Materials and concepts are not rigorous. Students are unclear regarding the purpose of instruction. Many students had difficulty performing tasks. Most students could not explain the "why" of what they were doing or where the instruction was leading.

- In most classrooms, transition to the next activity resulted in some loss of instructional time. There were no clear procedures evident as students transitioned to a different activity. In most classes, additional supports, i.e., the use of the paraprofessional support, positive behavior support and visual supports for students with disabilities or ELLs, were not evident.

- Student engagement is low. Most instructional activities lacked challenge and were not grade level appropriate. Some students were only passively engaged, and many students did not work collaboratively or interact with one another. Often lessons were not developmentally appropriate.

- There are no computers in classrooms, and teachers have no access to technology. As a result, teachers are unable to integrate technology into the curriculum. The computers in the lab are dedicated to Achieve 3000. In more than 30 classroom observations, the team saw no evidence of the use of integrated technology.

- The co-teaching model is inconsistently implemented. One teacher is primarily responsible for the delivery of instruction and the other teacher plays a much less significant role. Students are not fully benefiting from having two certified teachers in the classroom. The teachers are not effectively distributing their time or attention to provide additional support to students or to work with small skill-based groups. Co- teachers are not consistently planning together, which negatively impacts the effectiveness of the co-teaching model.

**Recommendations:**

- School leaders should provide PD to introduce teachers to a wider range of instructional strategies that can be used in the classroom to promote greater student participation in the learning process. Teachers should be expected to implement strategies such as modeling, scaffolding, assessment and differentiation. School leaders should monitor the effectiveness and provide additional PD for teachers when necessary.

- 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 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 check 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 that meets the individual needs of students.

- 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 incorporated into

their daily instruction. School leaders should make questioning techniques a focus for observation. Lessons should include opportunities for students to apply learning in new situations.

- School leaders should provide PD for teachers in increasing rigor in classroom instruction. Teachers should be provided training that introduces strategies and activities that actively engage students in meaningful learning activities, enhance language acquisition and promote critical thinking.

- Rubrics should be used as an integral tool in planning and assessing assignments as part of a whole school grading policy. 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 folders or portfolios and evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level.

- The school leaders should ensure that all students are informed and understand the school code of conduct. The school leaders and staff should develop a student handbook that includes the code; post the policies throughout the school; and ensure a consistent implementation of expectations, consequences and incentives. School leaders, through observations and walkthroughs, should ensure that staff consistently promotes the high behavioral expectations that are expected. The school leaders should conduct research and implement a schoolwide behavior and support system.

- School leaders should ensure appropriate pacing and sequencing of instruction. The students should clearly understand expectations and should be expected to be self-directed and personally accountable. For example, students should start and complete the "Do Now" within the first few minutes of class. Teachers should plan effective closures so that students summarize the day's lesson, the teacher is able to assess the degree to which students mastered the day's content, and students are able to efficiently transition to the next class. Classroom rules and consequences should be discussed and posted.

- The school leader and staff should develop classroom and behavior management strategies for transition periods. These should include preparation of materials, development of clear directions, and staggered release of students to the next activity.

- The school leader should provide PD for teachers in the development of activities that engage students and promote higher order thinking skills. The PD should include training in questioning techniques and scaffolding content and differentiated activities.

- The school leader should reallocate money in the school budget to provide classroom technology and computers. PD should also be provided to assist teachers in integrating technology into classroom instruction to ensure that all students have enhanced access to the curriculum. School leaders should seek out additional funding resources to purchase computers.

- Teachers should be provided with support, guidance, and PD to implement a more effective co-teaching model. Teachers should be given opportunities to visit successful co-teaching classrooms. The co-teachers should be given scheduled collaborative planning time to ensure best practices in co-teaching instruction and to implement literacy to support students with disabilities. The school leadership should closely monitor co-teaching classroom practices and provide constructive feedback to teachers.

## III.School Leadership

**Findings:**

- The school does not exhibit a culture of excellence; and a cohesive leadership team with a shared vision for the school has not been established. The expectation of high achievement is not embraced by staff and administration. The staff and leadership are not collaborative. The goals listed for improving student performance are couched in PD terms and lack explicit targets for improvement. The goals in the Comprehensive Educational Plan (CEP) reflect an unfocused, fragmented approach to improvement initiatives rather than a cohesive targeted approach to raising student performance in ELA. The school has a high rate of teacher turnover.

- There is no established plan to make available sufficient financial, human and material resources to meet the needs of students in academic need, especially students achieving Level 1 and Level 2. There are few classroom resources observed. Most classes did not have texts. Photocopies were used in most classes. Students do not have adequate reading materials. Technology is not integrated into daily instruction. There are no working computers in the classrooms. The school budget allocations reflect an inordinately small amount for instructional supplies. The lack of high quality instructional supplies and technology adversely affects student learning.

- The school leadership does not make staffing assignments based on teacher demonstrated expertise and the needs of students. Since the retirement of the literacy coach several years ago, the position has not been filled. The present general education coach provides assistance in implementing "Thinking Maps." The mathematics and global history Regents courses have not been provided this year due to the arrival of new staff. The ESL and special education programs are supervised by leaders who are not certified in these areas. The lack of focus on assigning appropriate staff to foster high achievement and the high teacher turnover contributes to the declining achievement.

- The leadership of the school has not developed a common vision for instruction, including any common expectations for lesson plans or objectives, goals and content in classroom observations. Teachers have been identified as underperforming, but have not received an unsatisfactory observation report. The school leadership team shares neither a common understanding of the specific needs of students nor the remedies needed to improve their achievement. The APs are not directly involved with developing and guiding the improvement initiatives, rather the principal bypasses the APs and deals directly with the staff to implement improvement initiatives.

- An effective and consistent system for teacher and staff evaluation, both formal and informal, has not been established by school leadership. There is little evidence of common goals and objectives for classroom observations. Written feedback provided to teachers on both informal and formal observations was scant, with little direction for improving teaching. The use of three different content and foci has not improved teaching.

- The common planning and department meetings provided in the weekly schedule have not produced changes in instruction to raise student achievement. Most of the planning time is

devoted to unit planning and procedural issues. There is no supervision by school leaders of the use of the time. Common planning/department meetings time is scheduled. However, according to teacher interviews, it is not being used accordingly and is inconsistently implemented. There are no department meetings scheduled for special education teachers and Pupil Personnel staff.

- The school leadership does not provide appropriate or adequate opportunities for all school staff to receive PD. The PD program is not planned according to school academic need, the outcomes of observations or the Chancellor's initiatives. The school does not have any academic subject specific coaches. Teachers are not confident with data analysis and do not use data to inform their instruction. There is no targeted PD for ELA. Classroom teachers lack the support to improve their instruction.

- Special education is not being supervised and staffed according to federal and state requirements. An uncertified teacher is assigned to a self-contained special education class. Some annual reviews are not conducted within the specified time lines.

- The School Leadership Team (SLT) did not develop the school goals in the CEP. The Principal indicated that he developed the CEP goals. Parent involvement is limited to response and reaction to the Principal's goals and initiatives. The vision and mission were not developed by the SLT. The SLT does not function as a team that develops and monitors progress toward reaching the school's goals.

- The school leaders do not regularly involve all parent and families in decisions that may impact the education of the children. Parents and families are encouraged to support decisions made by the Principal relative to new initiatives, but true involvement is limited.

**Recommendations:**

- School leadership with Network support should revise 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, standards based learning outcomes, action plans, PD, and should use all resources available through the Network. The implementation of the plan should be carefully monitored and its impact on student achievement measured.

- The school leadership should work with all members of the school community and the community at large to establish new goals for the school that promote 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 for all subgroups. The allocation of resources should be aligned with the plan to raise student achievement.

- The school leadership should realign the staff to maximize student achievement. Student need should drive staff assignments. Students should not be denied opportunities due to a change in staff. A comprehensive staffing plan should be developed that offers the greatest opportunities for the greatest number of students. It should be aligned with the CEP to raise student achievement in ELA.

- The Principal should work collaboratively with the cabinet to develop a shared vision of instruction. The Principal should develop more effective communication techniques and strategies to convey the school's vision and plans to his staff.

- The school leadership should implement a classroom observation schedule to monitor more closely the quality of teaching and learning across the school. 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.

- The school leadership should assume a more supervisory role in the activities of common planning periods. The leadership should ensure that teachers have the support and direction to use the time to plan collaboratively to improve teaching strategies. They should follow-up the efforts with feedback from walkthroughs and observations.

- The school leaders should work collaboratively with the staff to develop a comprehensive PD plan that addresses the urgent need to improve instruction in ELA for all subgroups, including ELLs and students with disabilities. The plan should be directly linked to the CEP to improve student performance in ELA. It should include training and best practices in differentiating instruction, teaching higher order thinking skills and teaching literacy skills.

- The school leader should ensure that the special education program is operated in accordance with all federal and State requirements.

- The school leader should enlist the support of the Network to provide training to the parent members of the SLT in the function of the team and their respective roles and responsibilities.

- The school leadership should seek new ways to engage parents in the decision-making processes of the school.

## IV. Infrastructure for Student Success

**Findings:**

- The library is not used on a daily basis. Students do not have routine access to the Internet or other tools for research. As reflected in the budget, the school has not allocated the library funding. Teachers bring classes to the library for only specific units. There are no books for ELL students.

- The school does not have a schoolwide system of student behavior management. Consequences for infractions to the discipline code are inconsistent. School leaders do not follow through on discipline issues. The absence of a student behavior management system negatively impacts achievement as excessive instructional time is lost due to inappropriate behavior. Transition to the next class is tumultuous. Passing time is punctuated with loud yelling by both students and adults, students running in the halls, and the use of a whistle to control student behavior. There is a substantial loss of instructional time as a result.

- The physical structure of the school facility does not provide an appropriate learning environment for students and staff. According to parent, student and teacher interviews and classroom observations, the open classroom environment is not conducive to learning. The open nature of the floor plan is not secure. There are many unused classrooms in the building. Noise from adjacent classes frequently interrupts/disrupts instruction.

**Recommendations:**

- The school leader should seek the support of the Network in finding grants and supplemental funding to evaluate and upgrade the collection of resources, including technology, to better support the learning needs of all students. Access to computers should be available to all students. Open access periods should be provided. Grade level literature should be available to meet the needs of all students. Inventories should be kept, and school leaders should oversee and monitor library resources through observations and walkthroughs. The monies allocated for the library should be utilized.

- The school should adopt and implement a behavior management system designed to promote responsible behavior and effective transitions. The system should include student rights and responsibilities and expectations for student behavior. The system should be publicized, explained to all students and provided in writing to all parents on an annual basis.

- School leadership in collaboration with the staff should develop a plan to use the unused space in the building to provide a more conducive learning atmosphere. The plan should include class assignments that address the distractibility of some students, proximity of teaching spaces and equitable use of all the available space in the building.

## V. Collection, Analysis and Utilization of Data

**Findings:**

- Data is not being analyzed rigorously enough to identify the root causes of underachievement and precisely what aspects of ELA should be the focus for improvement in instruction and student achievement. The school meets, per grade level, as an Inquiry Team every Wednesday after school, but this has not resulted in improved instruction. The school lacks a sense of urgency to bring about improvement and meaningful change in student achievement in ELA for all students.

- Student achievement data collected is not consistently used to guide and inform instruction and behavioral management at the classroom level. There is limited evidence of the analysis of student work to generate data on student strengths and next steps. Few teachers use data to inform ELA instructional planning. There is no evidence of data collection in the classroom.

- Student data is not being reviewed by all teachers. Data is not being consistently used to target and develop high quality ELA instructional supports and strategies for students, particularly ELLs and students with disabilities. Student progress is not being reviewed by many teachers in order to identify and develop effective and instructional strategies for students.

- There is little indication that data is used to gauge teacher effectiveness, inform differentiated PD or develop teacher professional growth plans. There is no reference to student achievement data in teacher observations reviewed by the team.

**Recommendations:**

- The school should develop a system to use data to drive instruction. In developing this system, the school should consider the following:

  - establishing and/or redefining inquiry focused teacher teams and the benchmarked deliverables for each team;
  - dedicating time in teacher schedules for regular team meetings;
  - developing an interim assessment calendar;
  - creating and administering the new P-12 Common Core Learning Standards aligned interim assessments;
  - completing an interim assessment analysis worksheet delineating the error and distractor analyses of the assessment data; and
  - developing, implementing, and monitoring action plans to instructionally address learning deficits as indicated by the analysis of the assessment data.

- The school leadership should create a plan and a process for collecting student data. All student data should be reviewed to identify all students in need of Academic Intervention Services (AIS). School leaders should closely assess and evaluate teachers to ensure that all staff members are following the agreed-upon plan.

- The school, with the support of the Network, should provide PD for teachers in how to use data to improve instruction. This PD should include the variety of methods that can be used within the classroom to meet the individual learning needs of students.

- School leaders should identify the use of data to inform instruction as a focus for observation, including teacher needs assessments, teacher progress over time and walkthrough checklists.

## VI. Professional Development

**Findings:**

- The school's PD plan does not reflect the urgency required to raise student achievement in ELA. The plan contains general initiatives with little targeted based on student need. Many of the listings are content based rather than specific strategies to improve student achievement.

- Teachers are not conversant with the use of data to inform their instruction. They do not use their common planning time, or the PD time, to explore strategies based on data analysis to improve instruction. Teachers were unable to articulate the relationship between the data provided by New York City Department of Education and improving student performance.

- The school does not have formalized feedback mechanisms, such as needs assessments and walkthrough checklists, to inform the design of the PD program. The PD program is based on many broad initiatives, and reflects little input from staff or analysis of data.

- Staff are not held accountable sufficiently for incorporating PD into their daily teaching. Classroom observations yielded few instances of multiple or differentiated strategies to address the needs of students.

- PD in the areas of meeting the needs of ELLs and students with disabilities is not sufficient .

**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.

- The school leaders should work with the Network to provide teachers with PD to assist them in using data to inform instruction. The PD should address collecting, analyzing and using data to adopt more effective teaching strategies.

- School leaders should use the feedback forms that are collected at PD sessions to adjust the PD plan to the changing needs of teachers and students. This should facilitate a collaborative approach to PD and the beginning of a change in culture.

- The school leaders should establish a formal and informal observation process that includes oral and written components centered on improving instruction. The school leader should hold APs accountable for providing documentation of follow-up on all teacher evaluations and for establishing a program of differentiated PD that meets the needs of teachers and students.

- 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. Teachers of these subgroups should be presented with best practice in their respective areas. The supervisor responsible for special education and ELL programs 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

**Finding:**

The Network has offered an infrastructure to support teaching and learning to the school through PD offerings that includes CCLS, alignment of curriculum, walkthroughs and placing Network support personnel within the school on a weekly basis in support of instruction and learning. However, interviews reveal that the school leadership has not integrated any of the practices, suggestions or organizational components developed by the Network.

**Recommendations:**

- The school should adopt suggestions, practices and guiding next steps provided by the Network. The school, with the support of the Network, should closely monitor effectiveness and implementation of these strategies to ensure they are functioning as intended.

- The Network should support the school in implementing the recommendations of the JIT.

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

### A. Overall Finding

| Reference | Review Team Finding | ✓ |
|---|---|---|
| (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. | ✓ |

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

**The school should be reorganized using the following recommendations:**

- School leadership should be provided support to effectively meet the needs of at-risk students. The leadership should be responsive to student needs as expressed by teachers and parents. The leadership of the school should ensure that supervision of personnel and programs occurs with rigor and regularity.

- The leadership needs to develop a clear, cohesive plan to immediately raise the achievement in ELA. The plan should include:

  - reassignment of space within the building to create an atmosphere more conducive to learning;
  - staff assignment based upon demonstrated teacher effectiveness and expertise matched to student need;
  - PD in teaching specific reading and writing skills across content areas;
  - PD in developing lessons that includes higher order thinking skills and meaningful student activities that engage students and bring them to a greater understanding of content;
  - reallocation of resources to support classroom instruction with current, relevant instructional and technological materials/resources; and
  - development/adoption of a school wide behavior management system that sets clear expectations for student conduct.

- The leadership should develop its efforts to involve parents in the decision-making in the school.