

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

<b>BEDS Code/DBN:</b>	32K291
<b>School Name:</b>	JHS 291 Roland Hayes
<b>School Address:</b>	231 Palmetto Street Brooklyn, NY 11221
<b>Principal:</b>	Sean Walsh
<b>Restructuring Phase/Category:</b>	Restructuring Advanced Comprehensive
<b>Area(s) of Identification:</b>	English Language Arts- All Students; Black Students; Hispanic Students; Students with Disabilities; English Language Learners; and Economically Disadvantaged Students
<b>Dates of On-site Diagnostic Review:</b>	April 12 -13, 2011

**PART 1: INTRODUCTION**

**A. Community and School Background**

JHS 291 Roland Hayes School serves 653 students in grades 6, 7 and 8. The school enrollment is 74 percent Hispanic, 24 percent Black, one percent Asian, 0.5 percent American Indian, and 0.5 percent White students. Of these students, 24 percent are English language learners (ELLs) and 13 percent are students with disabilities. The majority of the students live in the neighborhood. JHS 291 shares the building with another school.

The administrative team is composed of the Principal and four Assistant Principals (APs). The Principal has been in position for five years. The APs have served at the school between five and nine years. The school currently has 48 teachers. Approximately 90 percent of them are highly qualified. The teacher turnover rate was low in 2010 but there has been a high teacher turnover in the previous two years.

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

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

<b>Positive or Negative Indicator (+/-)</b>	<b>School Performance Indicators</b>	✓
	<b>NYSED Quantitative Performance Measures</b>	
-	Negative trend data for one or more identified subject/areas and subgroups for the past 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.	✓

<b>Positive or Negative Indicator (+/-)</b>	<b>School Performance Indicators</b>	✓
-	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 <b><i>All Students</i></b> subgroup in one or more identified subject/area(s).	✓
<b>NYCDOE Quantitative and Qualitative Performance Measures</b>		
-	Grade of C on the most recent NYC Progress Report	✓
+	NYC Quality Review Score of Proficient	✓

## B. School Strengths

- The school provides a welcoming environment for the students, parents and caregivers.
- The school has developed a number of innovative extracurricular activities that are enriching the students' experience and enjoyment of school. For example, the school's law and civics program has encouraged the development of a student peer-leadership group.

## 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 does not provide a written list of grade-by-grade texts, titles, and resources that are used for all students, including ELLs and students with disabilities. Although there are comprehensive curriculum maps that are aligned with New York State (NYS) Standards in all content areas, these maps have had limited impact on the effective delivery of instruction in most classrooms.
- Although the curriculum is aligned with the NYS Core curriculum in all subjects, the document fails to focus on learning activities that specifically address the needs of struggling students, especially ELLs and students with disabilities. Intervention and enrichment activities outlined in the 2009-2010 curricula are not included in the new 2011 ELA curriculum document.
- The school has insufficient basic resources aligned to NYS Standards to enable students to adequately access the curriculum. There are insufficient reading books for students in classrooms.

**Recommendations:**

- The AP in charge of ELA, the literacy coach and teacher representatives should establish a written list of grade-by-grade text, titles and resources so that all teachers have the resources needed for teaching and learning. As the list is compiled, special attention should be given to the inclusion of resources for ELLs and students with disabilities. School leaders should ensure that teachers make every effort to use existing curriculum maps to have a positive impact on teaching and learning.
- Intervention and enrichment activities outlined in the 2009-2010 curricula should be reassessed for inclusion in the new 2011 ELA curriculum document. The document should focus on learning activities that specifically address the needs of struggling students, especially ELLs and students with disabilities. School leaders should monitor implementation of these activities.
- School leaders should work with the Network to ensure that appropriate budget allocations are directed to resources that support instruction. School leaders should undertake an inventory of all resources in order to prioritize the purchase of resources based on instructional deficits. The school leader should purchase additional reading materials that address the cultural diversity of the student population to enhance the achievement of all subgroups.

**II. Teaching and Learning****Findings:**

- There is insufficient variety in the range of instructional strategies used by teachers to motivate and engage learners. The predominant method of teaching observed in ELA was direct instruction. Instruction for most students, including English as a Second Language (ESL) classes, does not always have sufficient rigor, pace and differentiation to be effective.
- Classroom grouping for instruction is not always fully flexible to meet the needs of the students. Most instruction observed was to the whole class. Some group activities within the class are based on assessment, but in most cases, groups undertake the same tasks and use the same instructional materials and worksheets.
- Teachers do not always plan their lessons so that they finish on time, and students are often late for their next lessons. Transitions between classes are not consistently smooth and instructional time is lost in some lessons.
- Not all teachers fully engage the students in their work. This leads to a loss of interest by the students and a resultant lack of progress.
- In most classrooms there is limited evidence of scaffolding and modeling in the delivery of instruction.
- Activities in most lessons are low level, and observations revealed that few teachers use higher order questioning strategies that require extended responses or problem solving. Students are not sufficiently challenged, and this sometimes leads to a loss of interest and attention. There are few opportunities for students to take responsibility for their own learning or to work collaboratively with their peers.

- The majority of teachers do not employ differentiated instruction. In most classes, teachers instruct the whole class and do not differentiate activities to meet the different needs of the students. Few teachers make best use of test and assessment data to help them differentiate the work for students.
- Teachers are not consistent in their management of student behavior. Classroom routines and procedures are clearly posted on the walls but are not consistently implemented by every teacher. This leads to a loss of learning opportunities in some classes and does not maximize the progress of the students.
- Technology is not fully integrated into the classrooms as a tool for teaching and learning. Many of the computers in the school are neither operational nor adequately maintained. Teachers are not able to use some of the purchased software programs that could accelerate the progress of many of the students, particularly in reading. There are only nine SMART Boards available in the school, and many teachers stated they would like to use SMART Boards in their classrooms.

**Recommendations:**

- The school leaders, with the support of the Network, should provide professional development (PD) for teachers on a range of instructional strategies that can be used to keep students engaged in their work and improve their outcomes. The school leaders should encourage more intervisitations so that there can be a sharing of best practices and increased professional dialogue.
- The school leaders, with the support of the Network, should demonstrate to teachers how to group classes to meet the different learning needs of the students. The school leader should organize regularly scheduled walkthroughs to assess the levels of differentiated practice so that the school's instructional team can plan for future PD.
- The school leaders, with the support of the Network, should ensure that teachers plan and pace their lessons so that they finish on time. School leaders should regularly monitor teacher planning. The school leaders should develop systems during transitions where the security and school staff are more effective in ensuring that students arrive to their classes on time and there is a reduction in the amount of instructional time lost.
- The school leaders, with the support of the Network, should provide PD to identified teachers who have met with limited success in fully engaging their students. School leaders, coaches and the lead teachers should provide support through team teaching and demonstration lessons. School leaders should ensure that common planning time includes discussions on activities to engage students. School leaders should follow up with regular formal and informal observations.
- The school leaders, with the support of the Network, should provide specific PD on scaffolding and modeling strategies during the common planning periods. School leaders should ensure that successful practitioners demonstrate effective techniques to other teachers so that this practice sets the benchmark for all teachers to reach.
- The school leaders, with the support of the Network, should provide PD for all staff in the use of higher order questioning strategies, accountable talk and problem solving. School leaders should hold teachers accountable for effective implementation of learned strategies and techniques, through informal and formal observations.

- The school leaders, with the support of the Network, should provide comprehensive PD in developing and organizing instructional materials based on identified student needs as determined through data assessment and student work. Teachers should develop tasks that address the leveled learning needs of each student. School leaders should closely support and monitor the development of differentiation strategies until they are fully embedded into teacher practice. The school leaders should identify research-based instructional strategies that encourage greater student responsibility for their own learning. School leaders should also ensure that teachers use common planning time to create more student-centered activities. During the delivery of classroom instruction, teachers should plan for less teacher talk and more student learning autonomy, and school leaders should monitor practice to evaluate the effectiveness of instruction.
- The school leaders should identify and implement a research-based, school-wide behavior program that involves all staff. Effective procedures should be established, with guidance and support from the Network, to ensure that this program is implemented in every classroom. Support should be given to specific teachers who have difficulty with classroom management.
- The school leaders and designated teachers should develop an instructional technology plan. The plan should include assessment of hardware and software needs for staff and students, disposal of obsolete equipment and the instructional use of technology training in the classroom. The school leaders should regularly review the impact of purchased technology on teaching and learning.

### III. School Leadership

#### Findings:

- The targets designated in the Comprehensive Educational Plan (CEP) are not sufficiently challenging to ensure that the school will meet Adequate Yearly Progress (AYP) in ELA in 2011. Interviews indicated that not all teachers fully embrace the vision for improvement or of high expectations for student achievement.
- The school leader does not actively engage members of the school community, through the School Leadership Team (SLT), to establish goals for the school and ensure that processes are in place to monitor the achievement of these goals. Members of the SLT are aware of the areas for improvement as expressed in the CEP, but parent members said that they have not been fully involved in the determination of these goals. Some members of the team expressed the view that the school leader decided the key issues and content of the CEP.
- Many teachers expressed concerns regarding the management of the challenging behavior displayed by a small number of students. Teachers stated that the poor behavior of this small group of students disrupted many lessons and hindered academic progress. There is a vacancy for the position of Director of Security, which is being covered presently by the Principal.
- The school leader has not ensured that all personnel posts in the school are filled to best support student outcomes in ELA for all students. Due to a long-term ESL teacher absence and an ESL vacancy, the ELA AP and the literacy coach are covering the program classes. The ELA lead teacher has also provided additional teaching coverage due to this absence. There are a number of staff

vacancies in the areas of ELA, ESL and mathematics that have not been filled with the urgency that is needed.

- There are at least four teachers who are presently receiving additional PD support and monitoring. Observations confirmed that these teachers were not providing an adequate standard of instruction in their classrooms. These teachers are within the ELA, ELL and special education departments.
- The school leadership does not provide adequate leadership to raise the achievement of ELLs:
  - No PD, modeled best practices or effective teaching strategies have been provided to teachers of ELLs. This has impacted adversely on the achievement of ELLs. The school leadership has not developed a comprehensive strategic plan with clear guidelines to develop effective teaching to accelerate the progress of ELLs. No evidence of lesson observations was provided.
  - The school leadership does not ensure that services for students are provided according to State guidelines or student proficiency levels. As a result, advanced-level ELLs are receiving the required units of ELA from an ESL teacher instead of an ELA teacher. As evidenced through interviews, the AP responsible for ELLs has inaccurately programmed ELLs for their required services and has programmed non-ELLs to receive ELA instruction from an ESL teacher instead of an ELA teacher.
  - The school leadership has not ensured that the Language Allocation Policy (LAP) committee is an effective body in the school. The committee does not meet regularly to develop and implement the policy for ELLs on a school wide basis.
- Some school leaders do not provide sufficient verbal and written feedback on what teachers need to do to improve. The AP for mathematics has not delivered sufficient PD and has not helped teachers make best use of test and assessment data to inform instructional supervision and identify areas for targeted improvement.
- The self-contained grade 8 class for students with disabilities has one teacher who is teaching all four content areas. Therefore, this class is not taught by licensed teachers in the content area to ensure that students meet their promotional criteria and are better prepared for high school level work.
- The school does not have a mathematics coach.
- The school leadership does not fully involve parents in decisions that influence the education of their children. Some parents expressed that their suggestions for improvement are not always considered.
- The school leadership has not ensured that the teacher staffing the Alternative Learning Center/Schools against Violence in Education (SAVE) room is certified.

**Recommendations:**

- The school leader should ensure that the targets in the CEP are sufficiently challenging to ensure that the school meets AYP in ELA. The Network should provide mentoring support for the Principal to develop a realistic plan for improvement. The Network should work with the Principal on strategies to engage all members of staff in team building activities to fully support the vision and

plan for whole school improvement. The Network should support the school leader in introducing best practices in the leadership and management of the school organization to ensure that there is an agreed strategic plan to address the key areas of weakness and that is regularly monitored.

- School leaders should work with the Network to help the SLT members to better understand their roles and responsibilities. This should enable them to be more engaged in school improvement, establish goals for the school and ensure that processes are in place to monitor the achievement of these goals. The Principal should ensure that all members of the team are provided with sufficient information about the school so that they can make informed suggestions on school improvement and are more effectively equipped to monitor the implementation of the CEP.
- The school leader should ensure that the position of Director of Security is filled. School leaders, with the school's safety committee should review the school's behavior and code of conduct policies and make amendments where necessary. The school leaders, through monitoring, should ensure that the policies are implemented consistently by all members of staff.
- The school leader should work with the Network to fill vacancies for ELA, students with disabilities and mathematics with highly qualified, licensed and effective teachers. The school leader should also seek to release the ELA AP, literacy coach and lead ELA teacher from designated teaching periods.
- The school leader should ensure that rigorous processes are in place to support and monitor all teachers who are at risk of receiving an unsatisfactory rating. Professional support should be provided in the identified areas of weakness and progress well documented. There should be an end-of-year evaluation for each of these teachers, and the school leader should seek to replace them if there are insufficient improvements in the quality of teaching and learning in their classrooms.
- The Principal should seek a highly qualified and experienced supervisor who has program knowledge and the ability to improve the performance of the ELLs.
- The Principal and Network should support the AP for mathematics in monitoring teaching and learning, using data to inform instruction and providing PD for mathematics teachers.
- The school leader should ensure that the self-contained grade 8 class for students with disabilities is taught by licensed teachers in the different content areas to help students meet their promotional criteria and be better prepared for high school level work.
- The school leader should provide increased professional support for teachers in the classroom. The literacy coach should be released from non-coaching responsibilities. The Principal should make sure that the lead ELA teacher has time to support instruction across the content area through team teaching and providing a model ELA laboratory classroom. The school leader should also work with the Network to appoint a high quality and certified mathematics coach.
- The school leader should work with the administrative team and Network to develop strategies to involve parents further in decisions that influence the education of their children. The administrative team should encourage parents and caregivers to make suggestions for improvements and use open forums to discuss the feasibility of their suggestions.

- The school leader should ensure that the teacher staffing the SAVE room is certified.

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

##### **Findings:**

- Academic Intervention Services (AIS) are not provided for all eligible students. Not all Level 1 and 2 students receive services, although some Level 3 do receive AIS supports. In addition, a large number of eligible students do not attend the extended day program.
- The school library has an inadequate collection of books. There are a limited number of native language materials for ELLs, which is not encouraging their language development. There are more than ten non-operable computers in the library, and this inhibits students' ability to access research material from the Internet.
- The school does not have a fully effective Parent Teacher Association (PTA). The PTA has only six active parents. Not all parents and guardians are taking full advantage of opportunities to become involved in the development of the school and the education of their children. Parents and caregivers do not feel that they are fully involved in discussions on school improvement through the SLT.

##### **Recommendations:**

- The school leaders should review the AIS being implemented in the school. They should develop a program that provides AIS to all at-risk students and includes the required entrance and exit criteria. The school leaders should develop procedures to monitor attendance for AIS and the extended day services and work closely with the support staff to improve attendance.
- The school leader and the librarian should assess current resources in the library and develop a plan to secure native language resources that reflect the cultural and linguistic diversity of the school population. The plan should include the purchase of new computers for the library in sufficient quantities to address student needs.
- The school leader should support the parent coordinator in the development of more effective outreach work in order to increase parent participation in the school. The school leaders should develop strategies and visit schools with high levels of parental participation in order to establish a more active PTA in the school.

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

##### **Findings:**

- Teachers are not fully using the assessment data to inform instruction in the classroom. Teachers are aware of the deficient skill areas of the students but are not consistently using this information to differentiate instruction in their classes.
- The school leaders and teachers do not regularly track student progress to ensure that appropriate intervention support is targeted at the most at-risk students. For example, the APs overseeing ESL

and mathematics do not use NYS English as a Second Language Achievement Test (NYSESLAT) data effectively enough to set student goals.

- Attendance at parent-teacher conferences is low, so teachers do not have regular opportunities to discuss student progress with parents and caregivers. Parents and caregivers of students who are 'promotion in doubt' rarely attend parent-teacher conferences. Despite parent training, only 20 percent of parents go on-line and get their children's most recent data through the Achievement Reporting and Innovation system (ARIS) Parent Connect.

### **Recommendations**

- The school leaders should support the teachers in using assessment information to inform planning and instruction in order to meet the different learning needs of the students. The school leaders should work with the Network to provide PD in the use of data to differentiate instruction. The APs, literacy coach and lead teacher for ELA should model good practice so that teachers understand how instruction can be organized and differentiated to meet the different student learning needs.
- The school leaders should ensure that student progress data are used more effectively to track and support underachieving students and inform instruction in the classroom. The school leaders should develop a more sophisticated system of tracking student progress that gives the school a more concise and up to date view as to which students require additional support with their work. The APs should work more closely with teachers so that there is a rigorous and regular tracking of student progress. APs should ensure that appropriate intervention support is provided to students who are most at-risk.
- The school leaders should develop strategies to involve parents and guardians more effectively in the education of their children. Additional training should be provided to help parents make better use of ARIS. School leaders should assist the parent coordinator in outreach work with parents and caregivers. Strategies should be developed to ensure that more parents and caregivers attend the open house and parent-teacher consultation meetings. School leaders should use support staff to work with parents and caregivers to ensure that students who are at-risk of promotion attend the additional classes that are provided for them.

## **VI. Professional Development**

### **Findings:**

- The school does not have a schoolwide PD plan. PD opportunities are not rigorously aligned with the CEP goals and the identified ELA deficiencies. Reviews of ELL related PD agendas and interviews with the AP responsible for ELLs revealed an inadequate quantity and quality of PD for teachers of ELLs.
- The feedback from teachers after internal and external PD does not influence the design of subsequent PD in the school. As a result, PD is misaligned to the needs of the staff and school and does not always meet the learning needs of the students.

- Teachers are not being held fully accountable for incorporating strategies learned in PD. For example, teachers have had extensive training on differentiation and analysis of data but are not fully implementing these strategies in their classrooms.
- The school leader and the AP with responsibility for ELLs have not ensured that all teachers have received sufficient PD to meet the needs of students across different content areas. The PD that has been provided has not had a significant impact on classroom instruction and student outcomes for ELLs.

**Recommendations:**

- The school leader should establish a PD committee with appropriate representation of the teaching staff. The committee should work with the administrative team to identify PD needs that are aligned with the CEP goals and the identified subgroups. The committee, in cooperation with the Network, should provide a coherent high quality program of PD throughout the year.
- The school leaders should develop more detailed feedback mechanisms to inform the future delivery of PD in the school. The feedback from teachers should be developed in such a way that it clearly evaluates the effectiveness of all PD opportunities.
- Through formal and informal observations, the school leaders should ensure that teachers are incorporating effective strategies acquired through PD into teaching and learning in the classroom.
- The school leader and the AP for ELLs should ensure that all teachers receive PD in language acquisition strategies to support ESL students. The AP should provide staff with PD in the analysis of the modality clusters and how knowledge of students' speaking, listening, reading and writing skills can better inform their lesson planning.

**VII. District Support**

**Findings:**

- The Network does not provide sufficient support to the school to carry out a successful academic program and to ensure that the school meets its AYP targets. Interviews indicated that the Network provides some limited PD opportunities in a variety of curriculum areas such as ELA, common core standards, data analysis and curriculum mapping. Network documentation shows that overall PD offerings are limited and generic. There is little evidence of the impact of this training on classroom instruction and student outcomes.
- The Network has not fully communicated a set of priorities and adequate support for the school to improve its academic programs. The Network specialists in special education and literacy have provided some support to the school in order to improve the academic program in ELA. However, there is insufficient evidence that this has had any impact on improving classroom instruction and student outcomes.

**Recommendations:**

- The Network should assess the needs of the school and develop targeted school support that is aligned with the areas identified for improvement. Support should align with identified Joint

Intervention Team recommendations. Network support should be in collaboration with the school PD plan.

- The Network should more closely monitor and evaluate the impact of its work at the school, with a particular focus on how well it has improved the quality of teaching and learning and student achievement in ELA.
- The Network should provide support for the school in the implementation of the Joint Intervention Team (JIT) recommendations.

**Other Concern:**

Roland Hayes School was identified as a School under Registration Review (SURR) in 1994 and 2005. The school is not currently identified as a SURR. Although the school is *In Good Standing* in mathematics for 2009-10, it did not make AYP for the first time for ELLs.

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

**A. Overall Findings**

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

**B. Overall Recommendation**

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

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

- Ensure that the temporary teacher coverage arrangements cease and all vacant positions in the school are advertised and filled by:
  - working with the Network to fill vacancies in ELA, ESL and mathematics with highly qualified, licensed and effective teachers;
  - releasing the ELA AP, literacy coach and lead ELA teacher from designated teaching periods; and
  - filling the vacancy for Director of Security to oversee security and behavior within the school.

- Ensure that processes are in place to support and monitor all teachers who are at-risk of receiving an unsatisfactory rating by :
  - providing professional support in the identified areas of weakness;
  - documenting the progress of these teachers on a regular basis;
  - providing an end-of-year evaluation for each of these teachers; and
  - removing teachers if there are insufficient improvements in the quality of teaching and learning in their classrooms.
  
- Provide increased professional support for teachers in the classroom by:
  - releasing the literacy coach from non-coaching responsibilities;
  - appointing a high quality and certified mathematics coach;
  - ensuring that the lead ELA teacher has time to support ELA instruction across the content area through team teaching and providing a model ELA laboratory classroom; and
  - re-assigning the supervisory responsibilities for AIS services.
  
- Review and redesign the roles and responsibilities of the administrative team by:
  - ensuring that the AP who is responsible for ELLs is an experienced supervisor who has program knowledge and ability to improve the performance of the ELLs; and
  - providing support to the AP for mathematics so that the supervisor is more proficient in monitoring teachers, using data to inform instruction and providing professional development for the department.
  
- Provide immediate mentoring and PD support for the school leader by:
  - working on strategies to engage all members of staff on team building activities so that they fully support the vision and plan for whole school improvement;
  - supporting the school leader in introducing the best practices in the leadership and management of the school organization; and
  - ensuring that there is an agreed strategic plan that is regularly monitored and addresses the key areas of weakness in the school.
  
- Ensure that student progress data is used more effectively to track and support underachieving students as well as informing instruction in the classroom by:
  - developing a system that gives the school a more concise view of which students require additional support,
  - developing a system of academic intervention and support that benefits all at-risk students; and
  - supporting teachers to use the assessment information in the classroom to inform planning and instruction in order to meet the different learning needs of the students.
  
- Ensure that the Code of Conduct is effectively implemented across all areas of the school by:
  - clarifying and agreeing on a schoolwide behavior program with all staff, and
  - ensuring consistent implementation of the Code of Conduct by all members of staff.
  
- Improve the quality and quantity of resources across the school so that they have a positive impact on the effectiveness of teaching and the academic performance of the students by:
  - improving the range of library books so that they reflect more closely the different cultures within the school; and

- expanding the infrastructure of technology in the school so that it can be used as an effective tool for instruction and student learning.
- Reorganize the programming for students with disabilities and English language learners so that students receive all required services and instruction by:
  - restructuring the delivery of instruction to students with disabilities in the grade 8 self-contained class to ensure that the students are receiving instruction by properly licensed personnel; and
  - reviewing the program for all ELLs so that students gain a greater confidence in speaking English in order to achieve proficiency in ELA and mathematics.
- Develop strategies to involve parents and guardians more effectively in the education of their children by:
  - supporting the parent coordinator in the further development of more effective outreach work;
  - developing strategies to ensure that more parents and guardians attend the open house and parent teacher consultation meetings; and
  - working with parents and guardians to ensure that students who are at-risk of promotion attend the additional classes that are provided.