



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,  
NY 12234  
P-12/Office of Elementary, Middle, Secondary and Continuing Education

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February 7, 2011

Mr. V. James Willis  
Superintendent  
Utica City School District  
106 Memorial Parkway  
Utica, New York 13501

Dear Mr. Willis:

Commissioner's Regulations Part 100.2 requires a Joint Intervention Team (JIT) review for schools identified as Restructuring in school year 2010-11. The JIT consisted of an intensive two or three day on-site review of teaching and learning in areas that caused the school to be designated as Restructuring. Records, interviews and classroom observations focused on the school's educational program as it relates to the identified accountability measures, i.e., English language arts, mathematics and/or graduation rate.

The JIT Report and recommendations to improve student achievement are enclosed for James H. Donovan Middle School and Thomas R. Proctor High School.

The findings and recommendations must be addressed by each school in the implementation of the Restructuring Plan for 2011- 2012.

Thank you for your cooperation. If you have any questions or need clarification, please contact Sandra Norfleet, Regional Education Coordinator at 718-722-2647.

Sincerely,

Ira Schwartz

Enclosures

c: John B. King  
Carla Percia  
Sandra Norfleet  
Jackie Bumbalo  
Pedro Ruiz  
Tina Minehan

**NYSED/UTICA CSD JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS**

<b>BEDS Code:</b>	412300010023
<b>District:</b>	Utica CSD
<b>School Name:</b>	James H. Donovan Middle School
<b>School Address:</b>	1701 Noyes Street Utica, NY 13501
<b>Principal:</b>	Ann Marie Palladino
<b>Restructuring Phase/Category:</b>	Restructuring Advanced School/Comprehensive
<b>Area(s) of Identification:</b>	English Language Arts (6-8), All Students
<b>Dates of On-site Diagnostic Review:</b>	December 6-9, 2010

**PART 1: INTRODUCTION**

**A. Community and School Background**

Donovan Middle School is one of two middle schools in the Utica City School District. The city of Utica has become one of the largest federal relocation centers for immigrants coming to the United States. The District has absorbed in excess of 1,000 students over the past few years. Recently, Utica has seen a large influx of refugees from camps in Thailand and Somalia. This increase has led to a diverse and growing student enrollment. The Donovan Middle School serves 1,007 students in grades 6 through 8, with a large number of English language learners (ELLs) and students with disabilities.

There has been a high rate of turnover of administrators at Donovan Middle School, with 17 different persons serving as administrators [Principals and Assistant Principals] since the school opened in 1992. The school's administrative team consists of the Principal (who prior to becoming the Principal a month ago, was an AP in the building for four years), and 2.5 FTE Assistant Principals (APs), with a combined total of four years of service.

There are 111 teachers; four guidance counselors; two social workers; two library media specialists; one attendance teacher; one psychologist; two Academic Intervention Service (AIS) Facilitators; and a .5 Gap Facilitator. In addition, there are 55 support staff positions, including secretaries, clerks, security and cafeteria staff, parent liaisons and teaching assistants. A Team Leader supports each content area. Their role is to provide leadership in the areas of curriculum and data analysis. The English Language Arts (ELA), math and special education departments are supported by a .5 Gap Facilitator and two AIS Facilitators. The Gap Facilitator works directly with teachers to implement instructional strategies designed to improve student performance. The AIS Facilitators assist the Principal and teachers with the data analysis and oversee the programming for the Academic Intervention Services.

There are 18 teachers with one to three years experience and 105.5 teachers with more than three years experience. For the last three years, the teacher turnover rate has been 4.5 percent per year. All teachers teaching in core academic subjects are highly qualified.

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

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

Positive or Negative Indicator (+/-)	<b>School Performance Indicators</b>	✓
	<b>NYSED Quantitative Performance Measures</b>	
-	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 <b><i>All Students</i></b> subgroup in one or more identified subject/area(s).	*
	* All subgroups made AYP 2008-2009. The gap did widen in 2009-2010.	

**B. School Strengths**

- There is a written curriculum for English Language Arts (ELA). The curriculum is rigorous, coherent, and aligned with NYS Standards.
- The building is welcoming and student centered. Schoolwide behavior policies have been developed and are implemented consistently. There is a safe and orderly environment.
- The Community Based Health Program and Wellness Center are assets to the school and community.
- The Young Scholars Program supports and compliments the school and District’s efforts to improve student performance.

**C. Key Findings and Recommendations**

**Summary of the key issues (causal factors) and other areas of concern, identified during the on-site diagnostic review that are negatively impacting student achievement in identified areas, as well as recommendations, as related to the seven JIT Indicator Categories:**

## **I. Curriculum**

### **Findings:**

- The school lacks an English Language Arts curriculum for students with disabilities and ELLs.
- The use and development of lesson plans/learning goals and essential questions is inconsistent and are not aligned with the District's curriculum and New York State Standards.

### **Recommendations:**

- A prioritized English Language Arts curriculum for students with disabilities and ELLs should be completed and aligned with the District's approved English Language Arts curriculum. The curriculum should be monitored by the Principal and the District Directors and may need to be modified to address any gaps in student performance.
- All lessons should include a well-defined essential question and/or objective. The school should develop a format to create such essential questions and/or objectives. The essential questions and/or objectives should be communicated to all students in each class.

## **II. Teaching and Learning**

### **Findings:**

- Instructional staff is not consistently using research-based instructional practices. Students are not actively engaged in meaningful classroom instructional activities that promote learning.
- The present inclusion model does not utilize staff, resources and time effectively and efficiently across all content areas. During observations, some inclusion teaching teams were using a co-teaching model, while others were not using the special education teacher in any direct instruction. It was reported that some teachers in the inclusion teams did not have a common planning period.
- The Academic Intervention Services (AIS) program does not effectively meet the individualized needs of identified subgroups.
- The school lacks a uniform schoolwide grading policy that reflects clear expectations for student academic performance.
- Adequate instructional technology is not readily available to students and instructional staff. Existing instructional technology is not consistently integrated into the core curriculum areas.
- Many teachers use rubrics for the evaluation of student work; however, rubrics are not displayed in classrooms.

**Recommendations:**

- Instructional staff should implement consistently research-based instructional practices in daily instruction in all content areas. Instructional practices should include but not be limited to: differentiated instruction; cooperative learning; rubrics; higher order thinking skills; inquiry based learning; research; problem solving; scaffolding; writing across the content; and project based learning. The implementation of these instructional practices should be monitored on a regular basis by the District and school administration and be specifically related to the identified subgroups.
- The inclusion model should be reviewed and revised to efficiently and effectively utilize staff, resources, and time. Staff should have adequate planning time and professional development opportunities.
- The school should revise the current AIS plan to ensure differentiation for students at risk and most especially for students with disabilities and ELLs.
- The grading policy should be enhanced to include the weight of identified components of each marking period grade. Those components should include homework, classroom participation, quizzes, major tests, and projects. The grading policy should be consistently implemented by each content area department.
- The school staff should develop a plan to effectively integrate technology into all content areas and to improve student performance.
- Student academic work with rubrics should be displayed throughout the school.

**III. School Leadership****Findings:**

- The new school leadership has not yet clearly articulated high expectations for student achievement to all constituents.
- The school's master schedule does not effectively utilize staff, space, and time. During observations, some classes had as few as three students on the roster. The number of special education students in some inclusion classes was higher than the number of general education students. The 37-minute period for core classes appears to be insufficient as reported during interviews.
- The school leaders do not have sufficient time to regularly observe teaching and learning.
- The team leaders' roles and responsibilities are not clearly defined and articulated; and therefore, they are not being effectively utilized.

**Recommendations:**

- The Principal should develop, with staff, clear-cut instructional goals that address expectations for improved academic achievement. Goals should be clearly articulated and monitored to ensure accountability.
- The school leadership in consultation with staff should analyze the present master schedule and revise it to best meet the needs of students. Consideration should be given to the creation of smaller learning communities. The Principal should receive training on building a master schedule and receive additional support from Central Office related to this area.
- The District should strongly consider returning to three full-time assistant principals. This will enable the entire administrative staff to regularly visit classrooms and observe teaching and learning.
- The District should establish a protocol for classroom walkthroughs. The protocol should focus on patterns of practice in the classroom.
- The Principal should regularly meet with team leaders and clearly articulate their roles and responsibilities.

**IV. Infrastructure for Student Success****Findings:**

- Some students with disabilities are not receiving social and psychological services and assessments as required.
- The library media center is under-utilized by staff and students. It lacks adequate resource materials for addressing cultural diversities.
- Although the school recognizes the importance of involving parents in their child's education; parent involvement is limited.
- AIS progress is not reported on a quarterly basis to parents.
- The school science laboratories are not fully operational. Some of the laboratory equipment is broken.

**Recommendations:**

- The Director of Student Support Services should take the necessary corrective action to ensure all students with disabilities are receiving appropriate services, as outlined in the Individualized Education Plan (IEP).
- A plan including professional development should be developed for the library media specialists to support literacy across the content. The plan should include the use of technology to support instruction. The library media specialists should serve as a resource

for students and teachers at all grade levels, paying particular attention to identified subgroups. Resource materials should be available in multiple languages.

- The school should develop a plan to involve parents in decision-making roles and other schoolwide initiatives. Surveys should be created for parents on topics related to school improvement and the education of their children. The District and school should maintain current information on the District and school websites.
- Parents should receive quarterly AIS progress reports separate from student report cards. The progress report should identify areas of strengths and in need of improvement.
- The District should repair or replace broken equipment in science laboratories.

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

### **Finding:**

- School staff does not have opportunities to review and analyze student performance data on a regular basis.

### **Recommendations:**

- The District/school should provide training on use of data to improve student performance. The school Data Analysis Team should be formally established and meet on a regular basis. The team should:
  - Identify areas impacting student achievement;
  - Assist in the development of a plan to address these issues; and
  - Establish benchmarks and record progress towards goals.
- Teachers should systematically collect, record, and analyze formative and summative assessment data for each student to identify student strengths and needs and to inform instructional planning.

## **VI. Professional Development**

### **Findings:**

- Although there is a district-wide Professional Development Plan (PDP), it lacks building specificity.
- Although the District's major professional development plan focuses on Professional Learning Communities [PLCs], the current PLCs objectives do not always align with and support building goals. The building administrator is not part of the process in identification of PLC topics.
- It appears that there are several District initiatives that are impacting instructional time.
- There is a lack of formal mentoring for the administrative team.

- Although the Sheltered Instruction Observation Protocol [SIOP] appears to have had a positive impact on the English as a Second Language program, all core teachers have not been trained in SIOP.

**Recommendations:**

- Develop a comprehensive professional development plan for the building using student performance data and teacher input. This plan will need to be monitored for implementation and effectiveness.
- Goals specific to the school should drive the agenda for PLCs. The building administrative team should be included on the respective PLC.
- The District should seek alternative models for delivering professional development to protect classroom instructional time. This may include expanding PD opportunities after school hours or during the summer.
- The District should develop a formal peer-mentoring program for principals and assistant principals.
- The District is encouraged to continue and expand training on the SIOP.

**VII. District Support**

**Findings:**

- The school's Comprehensive Educational Plan (CEP) is not regularly monitored by building or District level staff.
- There has been a high rate of turnover among administrators at the school.
- There are not a sufficient number of buses to transport students home from after school tutoring and activities.

**Recommendations:**

- The Principal should develop a plan to regularly monitor the implementation of the school's Comprehensive Educational Plan and make modifications as necessary. District Directors should regularly monitor the implementation and progress of the school's CEP.
- The District should provide frequent and consistent support, guidance and resources to all building administrators to help sustain and improve efforts towards student achievement.
- The District and building leadership should re-evaluate the scheduling of after school transportation.
- The District should provide support in implementing the recommendations of the JIT.

### 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.

- Implement Smaller Learning Communities.
- Continue with the school’s English Language Arts curriculum and implement research-based instructional practices, especially for students with disabilities and ELLs.
- Implement a schoolwide “Response to Intervention” (RTI) model.
- Conduct periodic reviews to ensure curriculum is being implemented with fidelity and is having the intended impact on student achievement.
- Establish a protocol for classroom walkthroughs.
- Provide additional intensive supports and professional development to teachers and principal to implement effective strategies to support at-risk populations.
- Use and integrate technology-based supports and interventions as part of the instructional program.
- Provide ongoing programs to engage family and community.
- Restructure the school day to add time for such strategies as advisory periods that build relationships among students, faculty, and other school staff.

## UTICA CSD/NYSED JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

<b>BEDS Code:</b>	41230010024
<b>District:</b>	Utica CSD
<b>School Name:</b>	Thomas R. Proctor High School
<b>School Address:</b>	1203 Hilton Avenue Utica, NY 13501
<b>Principal:</b>	Steven A. Falchi
<b>Restructuring Phase/Category:</b>	Restructuring Advanced/Focused
<b>Area(s) of Identification:</b>	English Language Arts- Black students; Hispanic students, Asian students; English Language Learners; and Economically Disadvantaged, Mathematics – English Language Learners
<b>Dates of On-site Diagnostic Review:</b>	December 13-17, 2010

### **PART 1: INTRODUCTION**

#### **A. Community and School Background**

Thomas R. Proctor High School is the sole high school in the city of Utica and serves 2,671 students in grades 9 through 12. The school enrollment is 45 percent White, 26 percent Black, 15 percent Hispanic, 14 percent Asian and less than one percent Native American and Multiracial. Of these students, 471 (18 percent) are students with disabilities and 392 (15 percent) are English language learners (ELLs).

Utica has become one of the largest federal relocation centers for immigrants coming to the United States. The District has absorbed in excess of 1,000 students over the past few years, mostly children from immigrant families. This increase in student population has led to a growing high school enrollment in a facility that was built to accommodate 2,100 students. The overcrowding of the high school, coupled with the large number of ELLs and students with disabilities, continues to have a tremendous impact on the District and school.

The school's administrative team consists of the Principal, who is in his fourth year, and six Assistant Principals (APs), who have between three to five years of service at the school. The school has gone through various changes in administrative structures that began in 2005, from the traditional model of Principal and APs, to an Executive Principal with Academy principals, to four Academy principals and no Executive Principal. At the beginning of the 2007-2008 school year, the high school was returned to the traditional administrative structure of one Principal supported by five Assistant Principals. Before the 2008-2009 school year began, a sixth Assistant Principal was added to further support the ninth grade.

There are 204 teachers; 14 guidance counselors; six social workers; three library media staff; two attendance teachers; two psychologists; five Academic Intervention Service (AIS) Facilitators; two Gap facilitators and a counselor coordinator. In addition, there are 154 support staff positions including secretaries, clerks, security, cafeteria staff and technology staff.

A Department Chair leads each content area. Their role is to provide leadership in the areas of curriculum, instruction, and data analysis. The English Language Arts (ELA), mathematics and special education departments are also supported by a Gap Facilitator who provides strategies for improved student performance in ELA, mathematics and for students with disabilities. All teachers teaching in core academic

subjects are highly qualified. Ninety-four members of the staff have fewer than five years of experience and 41 have fewer than three years experience.

Since the 2006-2007 school year, over 100 professional staff are new to the school, resulting in a turnover of at least half of the professional staff. This was a direct result of the addition of many new positions since 2006 to address the needs for remedial programming, to expand offerings, and to reduce class size. Many of the new positions were also due to faculty retirements. Over the past three school years, there has been stabilization in staff, and no professional staff has left Proctor HS during the District’s annual teacher transfer process for the past two years.

**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).	✓
-	Total Cohort Graduation rate is below performance index (for high schools)	✓

**B. School Strengths**

- The administrative team works well together and is committed to improving student performance. The administrative team has established high expectations for teachers and students and has communicated these expectations to all stakeholders.
- There is a safe and orderly environment. The school is welcoming and student centered. Schoolwide behavior policies have been developed and are consistently implemented.
- The Mohawk Valley Community College Bridge Program, Young Scholars Program, Upward Bound and the Reserve Officers’ Training Corp (ROTC) support and complement the school and District efforts to improve student performance.

## **C. Key Findings and Recommendations:**

**Summary of the key issues (and causal factors) identified during the on-site diagnostic review that are negatively impacting student achievement in identified areas, as well as any other areas of concern, as related to the seven JIT Indicator Categories.**

### **I. Curriculum**

#### **Findings:**

- Although there is an articulated, rigorous English Language Arts (ELA) curriculum that is aligned to NYS standards, including sequence and pacing calendars, the ELA curricula for ELLs and students with disabilities are in draft form.
- Although the school uses curriculum maps, there is no rigorous, coherent mathematics curriculum that is aligned with New York State (NYS) Standards, performance indicators, and core competencies that forms the basis for all classroom instruction.

#### **Recommendations:**

- The ELA curricula for ELLs and students with disabilities should be completed, disseminated to teachers, fully implemented and monitored by the Principal, the Director of English as a Second Language (ESL) and the Director of Student Support Services.
- A mathematics curriculum should be developed that is rigorous and aligned with the NYSED core curriculum and national standards.

### **II. Teaching and Learning**

#### **Findings:**

- Instructional staff are not consistently using research-based instructional strategies in their lessons. Students were actively engaged; however, there was little evidence of differentiated instruction and flexible classroom groupings.
- Academic Intervention Services (AIS) student progress is not properly reported to parents.
- Not all students eligible for AIS are receiving services.
- Adequate instructional technology is not readily available to students and instructional staff. Existing instructional technology is not consistently integrated into the core curriculum areas.
- The present co-teaching model is not consistently implemented.
- The school lacks a uniform schoolwide grading policy that reflects clear expectations for student academic performance.
- Many teachers use rubrics for the evaluation of student work; however, rubrics are not displayed in classrooms.

**Recommendations:**

- Instructional staff should consistently implement research-based instructional practices in daily instruction for all content areas. Instructional practices should include but not be limited to: differentiated instruction; cooperative learning; rubrics; higher order thinking skills; inquiry-based learning; research; problem solving; scaffolding; writing across the content; and project-based learning. The implementation of these instructional practices should be monitored regularly by District staff and school administration and be specifically related to the identified subgroups.
- Students and parents should receive quarterly AIS progress reports separate from student report cards.
- A system should be developed to ensure that all eligible students receive appropriate levels of AIS.
- The school staff should develop a plan to effectively integrate technology into all content areas to support teaching and learning and improve student performance.
- District and school leaders should take an active role in monitoring co-teaching classrooms for effectiveness. When possible teachers should have input in creating co-teaching teams.
- The grading policy should be enhanced to include the weight of identified components of each marking period grade. Those components should include homework, classroom participation, quizzes, major tests, and projects. The grading policy should be consistently implemented by each content area department and clearly communicated to staff, students and parents.
- Student academic work with rubrics should be displayed throughout the school.

**III. School Leadership****Findings:**

- Although a formal Annual Professional Performance Review process exists and administrators informally visit classrooms, there is no consistent protocol for walkthroughs.
- During interviews and observations, there were concerns related to the amount of student instructional time, sharing of classrooms, and the consistency of assigning teachers to AIS classes.
- There is little parent involvement and participation on the school's shared decision-making team.

**Recommendations:**

- The District should establish a protocol for classroom walkthroughs. The protocol should focus on patterns of practice in the classroom.
- The present master schedule should be analyzed for effectiveness and revised to best meet the needs of students, with input from staff.
- The Principal and leadership team should explore and create opportunities to actively engage parents and members of the community in decisions that impact the education of the students.

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

##### **Findings:**

- There is a concern regarding classroom and school attendance, especially during and after the lunch periods, since there is no formal process to monitor students exiting and entering the school.
- Although the school is safe and there is adequate supervision, there appeared to be inconsistencies in the performance of security duties and coverage.
- The library media center is underutilized by staff and students. It lacks adequate resource materials for addressing cultural diversities.
- Although there are regularly scheduled opportunities for articulation among staff, there is a need for greater collaboration among AIS teachers, general education teachers, and teachers of students with disabilities and ELLs.
- The school recognizes the importance of involving parents in their child's education; however, parent involvement is limited.
- While there are programs for career planning, academic support, extracurricular activities, and higher education opportunities; the number of available openings in these programs is insufficient when compared to the number of at-risk students.
- Although there is an informal middle/high school transition plan, it does not prepare incoming grade 9 students for the academic rigor and responsibilities of high school.
- There are limited programs and offerings addressing character education, positive reinforcement, and cultural diversity for students and staff.

##### **Recommendations:**

- If the District continues to support an open campus, a formal process should be established for monitoring students exiting and entering the school at all times.
- Duties and responsibilities of security personnel should be clearly identified and monitored. Security should have a presence in all parts of the building.
- A plan, which includes professional development (PD), should be developed for the library media specialists to support literacy across the content. The plan should include the use of technology to support instruction. Library media specialists should serve as resources for students and teachers at all grade levels, paying particular attention to identified subgroups. Resource materials should be available in multiple languages.
- The schedule should be reviewed to find time for frequent and ongoing articulation among AIS staff, general education teachers, and teachers of students with disabilities and ELLs. The use of time should be monitored.
- The school should develop a plan to involve parents in decision-making roles and other schoolwide initiatives. Surveys should be created for parents on topics related to school improvement and the

education of their children. The District and school should maintain current information on the District and school websites.

- Student access to the current programs should be expanded. The District should explore other options for supporting the academic achievement of at-risk students. The Counselor Coordinator and counseling staff should take an active role in this process.
- A well-defined transition plan to support incoming grade 9 students should be developed. The plan should include strong communication and collaboration between middle and high school administration and staff. The focus should be on individual student achievement and placement. Consideration should be given to restructuring grade 9 to create a smaller learning environment. For example, teams might be created of academic core teachers and support staff that are assigned exclusively to grade 9 students.
- Offerings and programs addressing character education, positive reinforcement and cultural diversity should be expanded. (See [Diversitycouncil.org](http://Diversitycouncil.org) for an overview of available programs.)

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

### **Findings:**

- The Principal, Department Chairs and AIS Facilitators regularly analyze schoolwide and content area student performance trend data. However, all teachers are not systematically using the data to identify students' strengths and needs and to inform instructional planning.
- Student enrollment, attendance, and cohort data is not updated in a timely manner.

### **Recommendations:**

- Teachers should systematically use trend data to identify students' strengths and needs and to inform instructional planning. Administrators should model the use of data.
- School and district administrators should establish procedures that ensure all data is accurately maintained in a timely manner. The system should include roles, responsibilities, and timelines.

## **VI. Professional Development**

### **Findings:**

- There is a Districtwide PD plan, but it lacks school specificity. It does not provide opportunities for research-based PD in mathematics.
- There is a need for more PD opportunities for teachers to meet the needs of ELLs, students with disabilities, and all at-risk students.

### **Recommendations:**

- A comprehensive PD plan that includes mathematics and is based on student performance data and teacher input should be developed. This plan should be monitored for implementation and effectiveness.

- Additional PD opportunities for teachers to meet the needs of ELLs, students with disabilities, and all at-risk students should be provided. Topics should include, Sheltered Instruction Observation Protocol; differentiated instruction; teaching in the block; co-teaching; and use of data to inform instruction. In addition, training on effective strategies for dealing with students at-risk should be provided for support staff, i.e., teaching assistants and security. Implementation should be closely monitored for use and effectiveness.

## VII. District Support

### Findings:

- Although the CEP is regularly monitored at the school level, there is no systematic, on-going monitoring by District Directors.
- Students exiting Division for Youth (DFY) placements may be inappropriately placed at the high school.

### Recommendations:

- The District Directors should regularly monitor the implementation and progress of the CEP.
- The District should establish a transition plan for students transitioning from the DFY with administrative input from the high school. The plan should include provisions for mentoring and monitoring student progress.
- The District should provide support in implementing the recommendations of the Joint Intervention Team (JIT).

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

### A. Overall Finding

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

### B. Overall Recommendation

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

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

- Implement Smaller Learning Communities.
- Continue with the school's ELA curriculum and implement research-based instructional practices especially for students with disabilities and ELLs.
- Implement a schoolwide "Response To Intervention" (RTI) model.
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- Provide additional intensive supports and PD to teachers and the school's administrative team in order to implement effective strategies to support at-risk populations.
- Use and integrate technology-based supports and interventions as part of the instructional program.
- Improve student transition from middle to high school through summer transition programs or freshman academies.
- Increase graduation rates through, credit recovery programs, re-engagement strategies, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
- Establish early-warning systems to identify students who may be at risk of failing to meet State Learning standards or graduate.
- Provide ongoing mechanisms for family and community engagement.