

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability – School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	421800010048
District Name:	Syracuse City School District
School Name:	Lincoln Middle School
School Address:	1613 James Street, Syracuse NY 13203
Principal:	David Cecile
Accountability Phase/Category:	Improvement (year 1) - Comprehensive
Areas of Identification:	English Language Arts -All Students; African American Students; Hispanic Students; White Students; Students with Disabilities; and Economically Disadvantaged Students Mathematics – All Students; African American Students; White Students; Students with Disabilities; and Economically Disadvantaged Students
Dates of On-site Review:	March 27-28, 2012

PART 1: MISSION

“Our mission, as the Lincoln Middle School Community of Caring is to ensure that our diverse student population will demonstrate positive self-esteem combined with the skills and knowledge necessary to become lifelong learners and productive, responsible citizens through active student involvement and excellence in teaching and learning supported by innovative programming through a dynamic partnership with our community.”

PART 2: SCHOOL STRENGTHS

- The consultant teacher model for students with disabilities is being implemented effectively within the building, with strong collaboration between general education and special education teachers regarding instruction.
- The school boasts a strong SECME program. SECME is a program that “works to increase the pool of historically underrepresented and underserved students” participating in Science, Technology, Engineering and Math (STEM) professions. More than 40 students meet daily at 7:00 AM to work on projects, and they regularly participate in District-wide and regional competitions, such as bridge building, rockets, the Syracuse Soap Box Derby, a cardboard boat regatta and the Salt City Technical Robotics Competition.

- Teachers and other school staff are voluntarily providing additional supports for students during this year when the school lost a significant number of staff. Some arrive early to supervise breakfast (as does the Vice Principal's husband), and they also provide coverage of classes when someone is unexpectedly absent and provide small group student support by inviting students to "lunch bunch" groups.
- Despite the difficulties facing the school this year, some teachers have created havens of learning where students feel valued and respected and where students enjoy learning. In two grade 6 classes that were visited by the review team, groups of students were deeply engrossed in reading during their "enrichment" period and stopped to discuss their favorite books and authors. There is a sizable group of students who love to read.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Many Syracuse schools have, in the past, used data analysis to identify those students who were "high Level 2's" and then provided intensive test prep for those students. Often it worked, moving those students up just above the cut point. They did not, at the same time, make necessary changes in instructional rigor to regularly teach those necessary skills. This resulted in a precipitous decrease in the performance index (PI) when cut scores were increased, as the schools had many students scoring at or just above that cut point. This practice led to the school's English language arts (ELA) PI dropping from 140 in 2010-11 to 89 in 2011-12 and their mathematics PI dropping from 152 to 96.
- Data analysis is not consistently used as a tool for driving forward school improvement.

RECOMMENDATIONS:

- Analysis of State assessments should be interpreted with reference to the Common Core Learning Standards (CCLS) and analyses should be used to revise lesson planning for daily instruction rather than just for test prep. For example, teachers should identify patterns where many students have difficulty and explore the reasons why. Questions such as: "How did we teach that concept?" "Did any of our classes answer correctly? If so, did their teacher teach it differently?" "How did we test it?" can lead to changes in instructional strategies, assessment and pacing of instruction. Professional development (PD) in using data analysis to review instruction and assessment can lead to significant changes in the rigor of instruction and student success.
- The school should develop a system to use data to drive instruction. In developing this system, the school should consider implementing the following:
 - dedicating time in teachers' schedules for regular team meetings;
 - developing an interim assessment calendar that includes time for analysis and planning for improvement;

- developing, implementing, and monitoring action plans to instructionally address learning deficits;
- establishing inquiry focused teacher teams and benchmarked deliverables for each team; and
- creating and administering new P-12 CCLS aligned interim assessments.

II. TEACHING AND LEARNING

FINDINGS:

- Lesson plans in many classrooms were incomplete and/or poorly written, consisting primarily of a list of teacher activities. In some instances the plans provided did not match the lesson being taught, or no plans were provided. Often there was a lack of a logical organization for the lesson, with no introducing of learning goals, engaging of student interest, building of concepts, checking for student understanding, or closure activities.
- Many classes focused on basic levels of learning, such as copying notes from the board or a book, completing simple workbook pages, and/or memorizing steps in an algorithm. In these classes, there were no opportunities for students to engage in higher order thinking strategies, to problem solve, or to develop conceptual understanding. Also, there was a lack of urgency in the use of time in many classrooms, with teachers using inefficient transition strategies, e.g., students repeatedly entering and exiting classrooms, continuing conversations, or displaying other behaviors that created disruptions.
- Student engagement in meaningful, engaging instructional activities was limited. There were many lessons where instructional activities lacked challenge and did little to interest students. These same lessons did not provide students with opportunities to interact or work collaboratively; students did not actively participate in the learning process.
- Little evidence was observed of developing student understanding of the standards or of reteaching for understanding. Review sessions were at a rote level, with teachers telling students to “put this in your notes,” or “first you do this, then this.”
- In some classrooms no teaching and learning occurred during a class period, as teachers spent time slowly passing out materials, waiting for complete silence, or permitting students to carry on their own extended conversations. In other instances, teachers spent the entire period ineffectively dealing with behavioral disruptions and never getting the class to settle down.
- Many lessons observed were primarily teacher-directed and did not use a range of effective strategies (formative assessments, manipulatives, rubrics, questioning strategies, hands-on learning) to accommodate the differing and diverse learning needs of students.
- The review team observed minimal self-monitoring and self-assessing by students of their work, except in a few classrooms. There is little evidence that students are aware of learning goals during instruction. When students were asked how they could determine how well they were learning, they responded that they could ask the teacher their grade.

- Teachers report that many students, including those who are academically the strongest, think that mediocre work and grades are acceptable.
- There is a lack of supports for English language learners (ELL) in content classes. No accommodations such as use of visuals, reinforcing of vocabulary, groupings for peer support, or modeling were observed.

RECOMMENDATIONS:

- All teachers should develop lesson plans aligned to the CCLS, with an emphasis on in-depth development of underlying concepts, as opposed to a rigid emphasis on isolated, low-level skills. Lessons should be regularly reviewed and teachers needing additional support in developing effective plans should be provided with on-going support.
- Rigor and relevance should be a focus of consistent and collaborative development in implementing high quality learning units based on CCLS. Units should reflect practices, such as those described in Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition (Marzano) focusing on:
 - collaborative unit development, including cross-content collaboration;
 - strong student-focused learning objectives that describe specific student behaviors;
 - pre-planned higher order questions;
 - research-based questioning strategies that require in-depth student thinking;
 - assessments linked to learning objectives and continuous formative monitoring of student progress;
 - use of evidence-based instructional strategies, such as modeling and scaffolding instruction, hands-on learning strategies, mediated instruction, graphic organizers and cooperative learning strategies;
 - emphasis on in-depth conceptual understanding as opposed to surface level skill mastery for every child regardless of their academic skill level;
 - direct instruction in “learning-to-learn” strategies that develop students’ ability to problem solve and develop ownership of their own learning;
 - an urgency in use of time;
 - consistent use of instructional routines; and
 - high achievement for all students, with carefully planned accommodations and differentiation.
- School leaders should identify schools and classrooms where students are engaged in learning, where they effectively and purposefully interact with each other, and where they demonstrate high academic achievement. These successful schools and classrooms should be used as model classrooms. School

leaders should also regularly monitor classroom instruction and evaluate student outcomes until high standards of learning and teaching are reached.

- Teachers should use both informal, in-class formative assessments (ticket out the door, informal observations as students work) and teacher developed “quick” assessments to determine how well students understand (not just remember) what has been taught, then use their findings to determine what and how to reteach skills and concepts, either to the whole class or to small groups or individuals, as needed.
- School leaders should use frequent walkthroughs and other observational processes to ensure teachers are accountable for effective instruction for all students. Teachers who do not meet expected levels for quality instruction should be closely monitored and an intervention immediately initiated. In instances where school level interventions do not prove effective, the Principal should request District support. Students’ need for quality instruction should be the first consideration.
- School leaders should provide PD to introduce teachers to a wide range of instructional strategies that can promote greater student participation in the learning process. Teachers should be expected to implement these strategies, and school leaders should monitor the effectiveness of that implementation and provide additional PD, including embedded support/modeling of strategies, for teachers when necessary.
- Teachers should ensure that lesson objectives are shared with students so they understand what it is they are learning. Lessons should include explicit standards-based teaching points, and teachers should make sure that teaching points are related within the same lesson. Teachers should also model how they assess their own and student work and involve students in direct evaluation using rubrics or other types of criteria so they understand the expectations for quality work. As students become more aware of those criteria, the teacher should provide frequent opportunities for self-evaluation, peer evaluations and critiquing of texts.
- School leaders should investigate through student and parent surveys and informal discussions the reasons for students’ apparent acceptance of mediocrity. Based on the findings school leaders should develop schoolwide strategies that encourage excellence. At the middle level, including students in the solution is often valuable, as is community involvement. Many possible resources are available, from developing high-interest clubs such as the SECME program, adult mentoring and shadowing of adults in interesting jobs, and encouraging students to explore possible careers and find ways to links classes with those interests.
- Accommodations for ELLs and students with disabilities, as well as for many other students struggling with a new concept, are essential, but many secondary teachers have limited practice in using them. The school should ensure that a wide range of resources, including manipulatives such as algebra tiles, balance scales, vocabulary games, plus others identified by teachers, are available. PD that demonstrates how to use commonly prescribed accommodations and modifications should be provided, ensuring that teachers are able to support student understanding of skills and concepts and provide hands-on practice for their students. Teachers of ELLs and students with disabilities should also ensure that they build specific accommodations into their lesson plans.

III. SCHOOL LEADERSHIP

FINDINGS:

- School leaders, most of the School Leadership Team (SLT), and all but nine teachers are new to the building this year. The current principal plans to retire at the end of this school year. No plan to ensure an orderly transition was developed or implemented for this year. Many new teachers have no experience in teaching at the middle level and had no opportunity to learn the school's standard operating procedures. In addition, the school lost 13 staff positions, and class sizes were increased so that average classes are now 30-35 students.
- The current Comprehensive Educational Plan (CEP) was developed by last year's SLT. The new SLT is unsure of their purpose. Most are new to the school, so did not participate in development of CEP. They report that current meetings are focused only on discipline, as student behaviors are currently overwhelming all other concerns. During interviews, SLT members' questions focused on adult issues, such as their concerns about the new teacher evaluation initiative, not on student needs.
- The school has a single sentry, no hall monitors or police presence, and many teachers new to middle school, plus a significant increase in class sizes. Discipline has become the critical driving factor for the school. Typical concerns have been relegated to secondary status, and school leaders' walkthroughs are infrequent. Teachers report that they receive no feedback.

RECOMMENDATIONS:

- The District should work with the school leaders to develop a schoolwide plan to provide support for the school's problems. The highest priority needs and solutions should be identified and an action plan developed and implemented. Responsibilities of staff and leaders should be clearly delineated. The District should also develop a long-term plan to resolve both academic and social-emotional problems within the school and should include a wide range of community participants in developing that plan. The school does have a small core of strong teachers on which to build an improvement plan. Staff should be evaluated and surveyed, and the District should ensure that only highly qualified teachers are assigned to the school. The implementation of the plan should be carefully monitored and its impact on student achievement measured.
- The 2012-13 CEP should be developed after staffing for that school year is set so that teachers are actively involved in the planning process. A new SLT should be selected and provided with training in the collaborative process and in their responsibilities so they are able to function as a strong leadership team.
- The District should develop and implement a plan that provides the school with adequate hall coverage and ensures school safety. Together with school staff, the District should also develop an action plan to ensure that all teachers focus on positive classroom management strategies and participate fully in building-wide expectations for teacher involvement in ensuring successful learning and safety.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- As noted in the previous section, the school experienced major changes in 2011-12. Students, teachers and other staff repeatedly stated that the school “is in crisis,” and that resolving behavior problems had to be the number one priority.
 - The former school principal was chosen to lead a newly designated Persistently Lowest Achieving (PLA) middle school and recruited many Lincoln teachers for that new school. The newly assigned Principal plans to retire at the end of this year, so the school will have yet another new leader for 2012-13. Only nine teachers remained at Lincoln (some were dedicated to the school, others were not invited to move with the former Principal). Three new high school PLAs were identified, so all regular Syracuse high schools became PLA. Teachers not chosen to remain at those high schools were placed across the District in open slots at District middle schools. Many had no prior experience at middle level.
 - Thirteen positions at Lincoln were eliminated, including the reading teacher (1), 7th grade Spanish (1), Advancement Via Individual Determination (AVID) (1), Writing and Literacy (1), the Academic Intervention Support teacher (AIS) (1), the Math and Careers teacher (1), a music teacher (.4), a special education teacher (1), a teaching assistant (1), the guidance secretary (.5), a health attendant (.5), all hall monitors (2), a police officer (1 of 2) and custodian (1). In most instances, there are no others remaining, so programs are also cut. For example, there are no hallway monitors during class periods or to respond to emergencies, there are no reading or AIS supports, and no grade 7 Spanish instruction. Class sizes currently range from 30-35 students.
 - Teachers have responded to the problems in very different ways. Some are focused on their team or class and on their students. They are doing their best within their small sphere of influence. Others expressed hostility towards students, parents and the District during interviews, wanting to know if they “were being set up for failure.” At one point a teacher complained that “we’re working 6 blocks but only getting paid for 4.” Another used derogatory language in referring to some students and stated that they “need a BOCES (Board of Cooperative Educational Services) for these kids, to get them out of here.” While the entire school sees discipline as a major concern, different groups see different solutions and the school lacks a solid plan for resolving this problem. One person stated that, “Behavior is our own monster.” From the team’s observations, inconsistency is certainly a major problem.
 - While Positive Behavior Intervention Supports (PBIS) is still nominally in place, many teachers do not effectively use it. Some teachers report that PBIS bulletin boards have been vandalized.
- Where two hall monitors, a policeman and two sentries were used in the past to maintain order, a single sentry and two school leaders now have this responsibility. Both staff and students state that they do not feel safe in the school. There have been several fights, and both teachers and students have been injured. In one instance, a teacher was injured trying to break up a fight when school leaders were already managing another crisis in the building. The Principal explained that if he called for police support, it would take 15 minutes for a response.

- Some students roam the building instead of attending class, enter classrooms at will, and leave class without permission. Teachers reported that they could tell who had a substitute by which students were roaming the hall. Since there are no hall monitors, there are no adults in the halls during class periods. Since all teachers already have a sixth “duty” period, they are unavailable for hall duty.
- Obscene and derogatory language from students is common, as are instances of students running, deliberately bumping into others, and bullying.
- Supports for the highest risk students are inconsistent. While there is an anger management program for some students, as well as a few additional supports, most of these students receive limited services. In addition, many teachers complained about having to have these students in the building. One teacher characterized students entering from the BEST program (a short term District program where students are placed in separate instruction, usually for a marking period) as juvenile delinquents. Several teachers complained that parents always take students’ side, and students report that a significant number of teachers “don’t talk well” to them and that “last year teachers cared more.” Their best teacher, they observed, has the most control and teaches so they “learn a lot.”
- Suspensions are high. The In School Suspension (ISS) room typically has 12 or more students assigned and, in addition, several teachers have a less formal time out arrangement with nearby teachers. A review of ISS records by the review team shows that 28 general education students and another 17 students with disabilities spent between 14 and 29 days in ISS between September 2011 and March 2012, a significant loss of time from class. Referral records show that an additional 50 students were referred for formal hearings, the highest number in the District outside of the high schools, that have more than three times the number of students.
- Attendance and tardiness are a significant concern. While teachers are studying the problem, little progress has been made to date. The school’s current enrollment is 493. The total number of absences from September through March 26 was 4,835; of these, 85 percent (4,735) are listed as unexcused. Given the number of in-school and out-of-school suspensions, plus students removed through formal hearings, far too many students are missing significant class time.
- There are no Academic Intervention Services (AIS) this year as the District cut the AIS, reading, and writing and literacy positions from the school. To solve the problem of what to do with students during the gap caused by deleting AIS classroom teachers, who were already working the mandated number of courses, were assigned an “enrichment” study hall during their duty period. (“Enrichment” means they are not required by contract to prepare for this period or work directly with students although many teachers do.) There is supposed to be 15 minutes of silent reading during the 48 minute enrichment period, but otherwise there is significant variability in the use of the period. One team changes student groupings each marking period based on recent assessments. Others work informally with small groups or encourage students to complete homework. In some classrooms, it is essentially a free period.
- Teachers report they have minimal time for planning or for additional support for students, as the reduction of special area teachers this year has impacted the overall schedule. The remaining music teacher is only able to teach the required music classes, so instrumental music instruction is not possible. All core teachers teach five periods plus a sixth “duty” period, so they have only a single planning period each day. Teachers have one common planning period a day and are required to meet together at least once a week. Notes are kept for that meeting. Teacher report that meeting time includes regular time

with school leaders and support personnel regarding routine procedures and resolving difficulties and that other days actually are used for covering others' classes and similar duties, leaving little time for actual co-planning and collaboration.

- There is only limited parental involvement. While a very small cadre of parents, all from one neighborhood, has assisted with an honor roll celebration and other similar events, interviews indicated that family and community problems are "common for many students," and assume that parents do not choose to be involved.
- There is a lack of staff to coordinate extracurricular events such as evening programs, plays and parent/family evenings as well as to support other parent programs. Previously one person was assigned to manage these events. The Vice-Principal is working with a small cadre of parents to support a few of these events, and the District staff person is providing support for the ELL families.

RECOMMENDATIONS:

- The District should resolve the most critical concerns for student learning and safety and then develop a long-range plan to ensure that current problems are resolved and an effective plan is developed and implemented before the next school year.
- The School should have sufficient staff in hallways during class periods to ensure students are attending classes and during transition periods to ensure student and staff safety.
 - The District should develop a plan for the 2012-13 school year that ensures the school is staffed with high quality teachers and also that the new school team has sufficient PD to work collaboratively together and develop an updated school improvement plan, including a shared vision for the school. Standard operating procedures should also be developed at that time. The District should monitor the new team's progress and provide additional transition supports as needed.
 - While we recognize the impact of the District's fiscal crisis, the District should review staffing to ensure District-wide equity and to provide the supports necessary to resolve the problems of behavior management and the lack of both behavioral and academic interventions for students.
 - There should be both District and school level insistence on ensuring strong, positive support for all students and families. Staff should be provided with the tools and supports needed to work effectively with students and families, and school leadership should develop and implement policies that promote respect.
 - School leadership should, as part of their CEP update, review the PBIS program and all other current behavioral approaches (Community of Caring) to develop an effective plan that ensures positive social emotional development of students, and then build the pieces of that plan – classroom management, building-wide rules, managing misbehaviors, and so forth – into a coherent whole.
- Having adequate staff to monitor hallways should resolve the problem of students cutting class and roaming hallways. Teachers also should enforce effective, positive classroom management, stand in the hallway to ensure that students arrive for class, and ensure that instruction is engaging and meaningful so that students become actively involved in learning. Sending students to ISS is not a solution, as the goal should be to ensure students are learning.

- The entire adult school community should consistently enforce an expectation that students will use appropriate language and behaviors and couple this expectation with respectful and supportive behaviors toward the students. When revising the CEP, the SLT should ensure effective student behaviors become part of the overall plan, and that solutions, rather than being punitive, should be developmentally appropriate.
- School leaders should initiate a comprehensive review of available supports for at-risk students, analyze the effectiveness of those supports, and determine the number of at-risk youngsters not receiving appropriate supports. The school should work with the District to ensure effective programming of such supports. Also, the school should ensure that every student is treated respectfully and that developing programs to engage students is a high priority.
- The high numbers of ISS and out-of-school suspensions, plus formal hearings that move students to other venues is a serious problem. Middle school is often referred to as the “last best place to prevent drop-outs,” and time out of class, plus the concomitant misbehaving, is a red flag. The District should work with the school in developing and implementing a plan for engaging these students and providing the necessary supports needed to ensure these youngsters’ success. The District should support school leaders to develop and implement an effective plan.
- Problems of attendance and tardiness often but not always, tie in with problems of student suspensions. The school, with District support, should survey students and families to determine the causes of these problems and also to investigate patterns. The District should also analyze unexcused absences and provide data runs so that the SLT can investigate the problem. Once the school has identified causes, staff should develop and implement a plan to address the issues.
- The school should implement a program that identifies students who are at-risk and provide additional supports so all students reach proficiency. District and school leadership should define the specific structure and components needed in its intervention program, including the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected, and the manner and frequency for progress monitoring. AIS and/or RtI are mandated Commissioner's regulation, so the District and school must come into compliance with these requirements. As Lincoln is a Title I school, support for AIS should be priority expenditure in the District’s Title I Consolidated Application.
- Teachers have far less time than those at others schools for common planning, and their limited time is consumed by a number of tasks beyond their control. The District should review this situation and ensure equity across the District so that teachers have and effectively use common planning during the next academic year.
- The school should ask for District support in developing an outreach program that encourages all parents to participate meaningfully in the school. The SLT should have primary responsibility for ensuring the plan is implemented and should have adequate time set aside to accomplish this goal.
- The SLT should develop a committee that is responsible for ensuring adequate support for extracurricular events.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Teachers have had only a brief introduction to CCLS and initial training in Danielson's Teachscape. The District plans to have more in-depth PD on CCLS during the summer of 2012.
- The school's Instructional Support Teacher (IST) is responsible for all arrangements for assessments, including scheduling, and for ensuring all accommodations and modifications for New York State assessments (One-third of students have modifications and/or accommodations), and for District benchmark assessments such as ACUITY, in addition to working with teachers on embedded PD in all core content areas. Teachers report that they are seldom able to schedule time with the IST because of competing demands.
- The school has historically used Wiggins' and McTighe's Backward Design as a curriculum design/unit development model, but so few teachers remain who are trained in the model that it is no longer viable as a schoolwide approach.

RECOMMENDATIONS:

- The District should identify teaching staff as early as possible so that they have can develop as a team during the summer. They should be encouraged to attend summer CCLS training as a team and be provided with additional common planning time to begin development of plans for the coming year.
- Since so many teachers had to move from high school to middle school during the 2011-12 school year, with no transitions provided, the District should develop a plan for providing greater support from the Instructional Support Teacher (IST), focused specifically on ensuring that all teachers are able to work in a middle level teaming structure and use age-appropriate instructional strategies.
- The SLT should investigate possible evidence-based curriculum design/unit development models, including Backward Design, and determine which model should be adopted by the school.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The school lacks technology resources. A few SMART Boards and document cameras are available, as well as some classroom computers that are so old that they are no longer supported by the District's office of Instructional Technology. The school also has a few older laptop carts that take lengthy set-up time to use. Most teachers and students have minimal access to technology.
- The heating system is problematic. Many of the rooms visited were so cold that students had to wear jackets.

RECOMMENDATIONS:

- The District should create and implement a District level technology plan that supports individual schools in developing school and classroom appropriate technology. Within a broader District framework that defines set criteria that is acceptable and will work within the system, the District should support schools in grant writing so that they can access technology.
- The District should investigate the reason(s) for the heating problems and, to the extent possible, determine an appropriate solution prior to the beginning of the 2012-13 school year.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.

Lincoln faces both an immediate problem that focuses on behavioral and safety health-related issues that need to be resolved before any other issues can be solved, as well as a longer range problem caused in part by the impact of the large-scale shifts in staff and in part by fiscal difficulties. The following are recommended as priorities:

- A solution to safety issues, including the need to assign staff to monitor hallways, and an evaluation of staff to determine who requires additional supports and/or assistance plans.
- A longer range plan focused on ensuring the school has appropriate levels of staffing and resources, and adequate planning time to develop a strong improvement plan for 2012-13, with District support for necessary transitional needs. Immediate attention should also be given to ensuring a healthy, supportive school environment.