

Monticello High School

Joint Intervention Team (JIT)

September 2, 2010

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Arleene Siegel, Principal

Kirsten Ruglis, Distinguished Educator

Meeting Outline

- JIT Process
- JIT Key Observations
- JIT Indicators, Observations, and Recommendations
 - Responses (Core Team, Restructure Team, Summer Work Groups, Systems of Support)
- Core Team Priorities

JIT Process

A Joint Intervention Team (JIT) is appointed by the Commissioner of Education to assist any school in Restructuring or School Under Registration Review (SURR) status that has failed to demonstrate progress. Monticello High School is currently designated as Restructuring (Year 1) and must establish a JIT.

- Curriculum documents and other required documents, along with previous Comprehensive Education Plans (CEPs) were submitted to SED and the Educational expert for review before the on-site visit.
- The High School complete a Self Review Indicator Document that served as a focus document for the JIT visit to the school (copy in BOE packet).
- Monticello High School participated in an on-site review in April for 3 days, with the focus on the areas of identification and subgroups.
- The review examined areas of State Ed identification within the following dimensions, Curriculum, Collection, Analysis and Utilization of Data; Teaching and Learning; School Leadership; Infrastructure for Student Success; Professional Development; and District Support;.
- The on-site review was conducted in accordance with protocols established by SED and submitted to districts in advance of the visit date.
- The draft JIT report was submitted to the district for review.
- An final JIT report was submitted to the district by SED. Advisory recommendations from the report will be incorporated in the CEP.

JIT Review Process

- The JIT draft and final report were shared with the Board of Education, and administrators and staff at Core Team meetings, department meetings, faculty meetings, and supervisor meetings.

Core Team Roles and Responsibilities

The Core Team is the system of support for MHS and is responsible for supporting all processes that lead to all students graduating with a Regents Diploma within the expected four year time frame through the effective monitoring of established outcomes. The following elements are intrinsic to meet this goal:

- The design, implementation and follow-through of course goals and outcomes, and lesson design;**
- Provides support for the professional growth of staff;**
- Developing the capacity of all staff to make data driven decisions and to be accomplished in differentiating for each student's need;**
- Provide program review and evaluation;**
- Ensure that the learning environment at MHS is culturally sensitive to grow a sense of belonging for all students;**
- Ensure that professional development is targeted to meet the needs of the foregoing elements;**
- Conducts Collaborative Walkthroughs to monitor the progress of school improvement.**

The Monticello Central School District

Core Team

**P. Michel, K. Newman, A. Siegel, G. Morse,
M. Sutherland, T. Kusulas, E. Escobar,
S. Biro, S. Dorn, K. Ruglis, D. Murphy, S. Rossitto,
C. Solomon,**

Restructuring Team

Core Team Plus:

**D. Shaffer, L. Shaver, A. Devlin, K. Collura,
K. Dougherty, S. Kaiser, M. Truesdell,
R. LaFountain, T. Rhein, A. Trombley
C. Russo, J. Nielson, B. Lauri, D. Berger
K. Hazen, BOE members**

Work Groups

**Lesson Plan
Design**

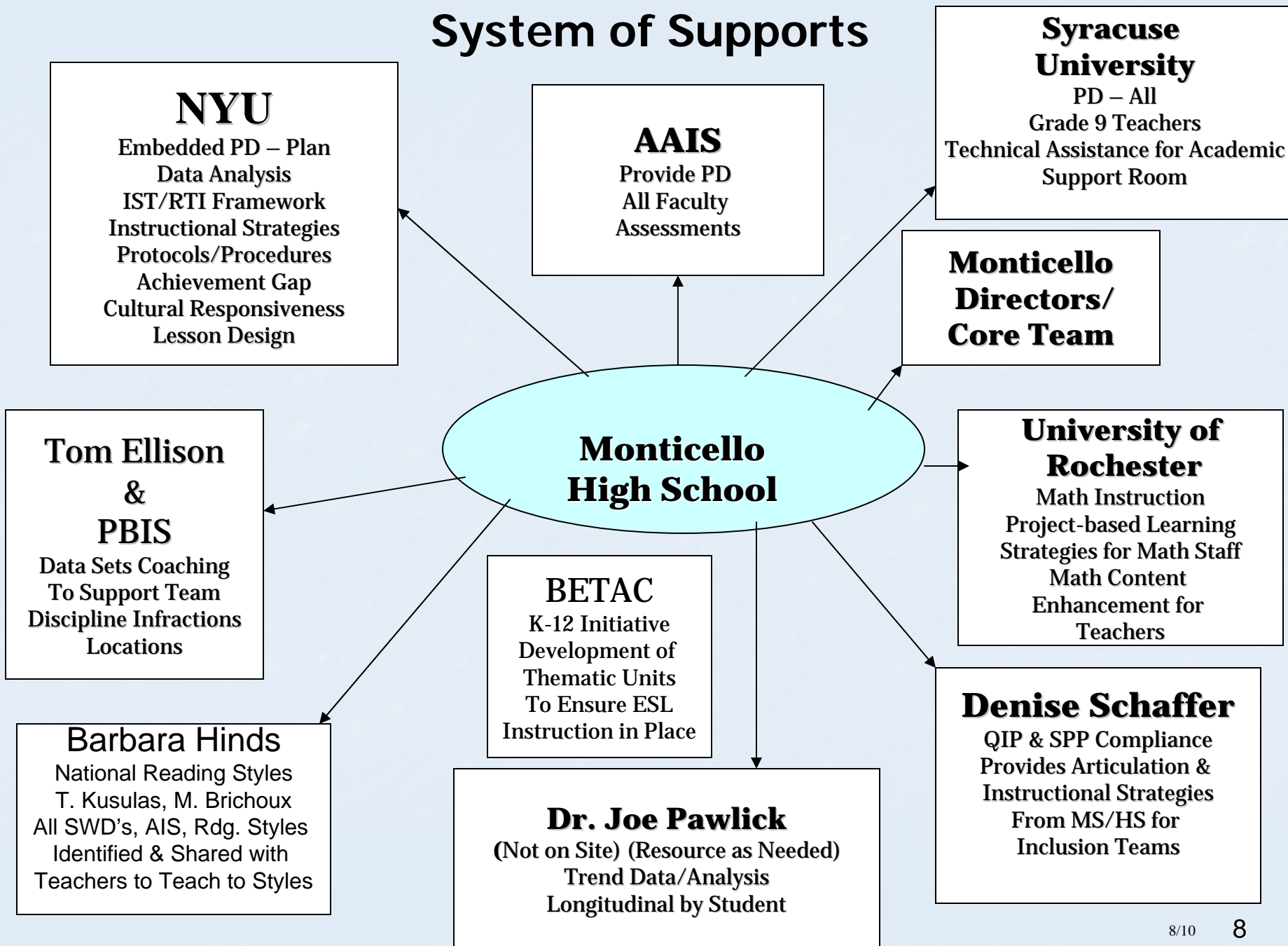
**Assessment/
Grading**

Homework

Programs

- Academic
- Co-Curricular
- Student Support

System of Supports



JIT Key Observations

- Observation and interviews indicate that not all adults accept personal responsibility for students' performance and long-term success in completing high school. Faculty express differing explanations for learning issues and differing expectations regarding students' potential for learning.
- There is a lack of common agreement regarding the definition of appropriate student behavior and effective student management practices. Student and teacher focus groups indicate the widespread belief that preferred students receive favoritism.
- There is a lack of recognition of the diversity of the student population visually throughout the school or in terms of the curriculum, instruction, school culture, adult/student interactions and individual beliefs.

JIT Key Observations

- Across multiple departments, there was evidence of inconsistent teaching and learning practices in terms of implementation of the curriculum, lesson design and preparation, use of agreed-upon instructional strategies and routines, and adherence to formative assessment practices.
- Within the data review and through observations, there was inconsistent evidence of differentiation in instructional practices within classrooms and departments. In some departments AIS was disconnected from first instruction. Most observed lessons were teacher driven with an emphasis on front-of-the-class teaching.
- The culture of decision-making tends to be reactive rather than proactive. Structures and protocols for monitoring the implementation, the extent of use and the effectiveness of student-based programming and school-based practices are either missing or inconsistently utilized

JIT Indicators, Observations, and Recommendations

The following are seven key indicators with highlights of observations and recommendations as we recognize we must focus on key priorities for this year:

1. Curriculum
2. Teaching and Learning
3. School Leadership
4. Infrastructure for Student Success
5. Collection, Analysis, and Utilization of Data
6. Professional Development
7. District Support

JIT Indicators, Observations, and Recommendations

1. Curriculum

Alignment with New York State (NYS) standards, indicators, and core competencies; written district level curriculum; scope and sequence; curriculum contents and alignment; lesson plans; instructional resources.

Curriculum

Observations:

- There is no evidence that the K-12 vertical curriculum alignment is understood and utilized by the high school faculty.

Recommendations:

- The Curriculum Directors should establish a formal process for the articulation of curriculum between the middle school and high school.
- The teaching of course content and the acquisition of students' skills should be monitored to assess progress toward stated course outcomes.

Response: Core Team, Work Groups, Restructure Team, Professional Development with NYU

Curriculum

Observations:

- The curriculum did not show evidence of sensitivity to students' learning differences or responsiveness to students' cultural diversity.

Recommendation:

- The faculty should develop expertise in lesson design that encompasses a variety of student capacities, differences in learning styles and cultural differences as part of instruction.

Response: Core Team, Restructure Team

Teaching and Learning

Coherent instructional/programmatic roadmap;
Scientificallly-based research/evidence-based strategies;
Standards alignment; Rigor and relevance;
Differentiated instructional and intervention strategies;
Safe, disciplined Learning environment; Extended
day/year activities; Assessment/Grading policy; School-
Wide collaborative teams.

Teaching and Learning

Observation:

The impact of current instructional practices is not routinely evaluated.

Recommendation:

- The school should undertake a systematic review and evaluation of current instructional delivery practices to determine what is working in classrooms and what is not; for whom it is working and for whom it is not.
- A common lesson design model should be agreed upon

Response: Workgroups, Core Team, Restructure Team, Greater focus on lesson design, classroom observations, mentoring/coaching

Teaching and Learning

Observation:

- There appears to be a discrepancy between teachers' perception of students' willingness to complete homework assignments and students' perceptions of their completion rate, especially when this pertains to homework that is meaningful and positively contributes to student achievement.

Recommendation:

- Homework practices and completion rates should be evaluated to determine the types and contribution of homework that is consistently completed by students. The findings of this study should inform a homework policy review and be disseminated.

Response: Workgroups

School Leadership

Clear shared values, mission and vision;
Parent notification; Match between
teacher skills/experience and student
learning needs; Instructional leadership is
important to the school's administrators;
Plan-assess-adjust cycle; Leadership-for-
development; Leadership-for-growth;
Leadership-for-results/accountability

School Leadership

Observation:

- All stakeholders do not share a consistent vision and sense of direction for the high school.

Recommendations:

- District-wide administrators should develop and use a consistent process for decision-making that applies to all actions related to the high school (use of time, allocation of resources, programs, professional development, instruction, and evaluation).
- The Restructuring (CEP) Plan should be utilized as the framework by which the high school acts, evaluates and communicates its improvement work.
- This plan should be used as a tool to ensure that all decisions and actions are planned, purposeful and in support of defined school improvement efforts.
- Administrators and faculty should identify and agree upon examples of evidence of student success and data sources.
- A data-driven decision-making model and reflective practice should be implemented within the Building Leadership Team, Smaller Learning Communities teams, departments and all other faculty groups.

Response: Workgroups, Core Team, Restructure Team

Recommendations:

- All routine school wide practices and procedures should be reviewed and, if necessary, adjusted to ensure that they are clear, purposeful and have capacity to be measured.
- After review and adjustment, school-wide practices and procedures should be disseminated, monitored to assess the fidelity of implementation and evaluated to determine effectiveness .
- Regularly scheduled meetings with administration and program liaisons, the teachers' union, and teacher leaders should be established to report monitoring and evaluation results.

Response: Workgroups, Core Team, Restructure Team

Infrastructure for Student Success

“Safety nets” for students and families;
Conscious use of time; Organization of
school; Pathways for student success;
Needs-based, results-driven resource
allocation; Community based organizations;
Home-school partnerships.

Observation:

- The process for identifying and planning for at-risk students is informal.

Recommendations:

- The high school should establish a data-driven process for identifying and supporting students who are at-risk.
- Lesson plans, formal observations and walkthroughs should be used to monitor the implementation of targeted professional development and curriculum to inform the instructional programming for students at risk.
- A thorough data-driven review of all student support programs should be conducted to determine if specific programs are meeting their intended purpose.
- Support programs indicating the greatest effectiveness should be identified and prioritized in order to effectively align resources.
- Targeted support programs should be fully implemented and monitored to ensure effectiveness.

Response: Workgroups, Core Team, Restructure Team

Collection, Analysis, and Utilization of Data

Multiple data sources; Use of formative and summative data; Subgroup specificity; Monitoring student progress.

Observation:

- The high school faculty does not routinely use any specific tools or measures to develop an understanding of where students are in relation to specific courses of study.

Recommendation:

- Common departmental/course assessments should be identified (or, if necessary, created) to measure student progress toward expected outcomes.
- Department faculty should disaggregate and use the results of multiple sources of data to inform their individual and collective work.

Response: *Core Team, Restructure Team (assuring use of benchmark assessments and data, guided reading data, state data, and departmental exams; will be a key focus of APPR & teacher performance).*

■ **Observation:**

- The student management system currently holds state assessment data only.

■ **Recommendation:**

- The capacities of the student management system as a tool for routinely collecting school-wide, departmental, grade and individual teacher assessments should be evaluated and, if necessary, alternative student management systems should be selected and implemented.

Response: Core Team and Program Evaluator

Observation:

- Current training provided on formative and summative assessments lacks an explicit plan for implementation which includes how to use the data/information from assessments to inform instructional decisions.

Recommendations:

- District and high school leadership should meet with professional development staff to develop a plan that includes protocols, tools and expectations, which support.

Response: AAIS, Core Team, ALT/CIA Planning Team (K-12)

Professional Development

Professional development needs, Continuous professional learning; Communities of quality collaborative practice; Culture of shared internal professional accountability; Motivation for learning; Mentoring of new teachers.

Observation:

- While there are many opportunities for professional development, the school does not utilize a systemic decision-making process to determine what professional development opportunities are needed.

Recommendations:

- Administrators and the Restructuring Team should collaborate in developing a written process for identifying professional development opportunities. This process should be data-driven and ensure alignment to CEP action steps.
- All professional development should have written and stated explicit expectations for implementation that will support enhanced teacher practice and improved student achievement.

Response: PD Request Form, Core Team recommendation to Restructure Team

Observation

- While some faculty has had professional development that focused on the use of data, data-driven conversations do not occur systemically.
- **Recommendations:**
- The high school should undertake an assessment of faculty's knowledge and skill in collecting, analyzing, interpreting and applying data. Based on these findings, the school should provide targeted professional development to meet individual needs.
- The high school should develop the process and procedures needed to monitor the use of data, collaborative time, agendas/minutes, instructional decisions, changes in student achievement, walkthroughs and observations/conferences.

Response: Mentoring/Coaching and Walkthroughs by Core Team

District Support

Academic and operational leadership; Resource allocation and monitoring; Provision of professional development opportunities and other instructional support; Data collection and analysis; Physical plant management/operations; Infrastructure to support teaching and learning; Guidance and support for school improvement; Support for parental involvement; Monitoring of Comprehensive Education Plan's implementation and effectiveness.

■ **Observation**

There is a lack of an agreed upon description of student outcomes across the curriculum and grades.

■ **Recommendation:**

A set of student outcomes (content/skills) should be defined for all courses. These outcomes should be disseminated and used as a resource for students and families.

Response: Core Team , Curriculum Directors

Recommendations:

- All routine practices and procedures should be reviewed to ensure that there is supporting written documentation including an implementation plan as appropriate. These should be disseminated and monitored to ensure progress toward achieving outcomes.

*Response: Core Team Meetings Scheduled ,
Restructure Team Meetings Scheduled, Supervisory
Status Report Meetings Scheduled*

Observation:

- The roles and responsibilities of district-wide administrators have led to competing demands for administrative/instructional leadership time and resources.

Recommendations:

- District leadership should define the district-wide administrators' roles and responsibilities related to Restructuring Plan implementation.
- District-level administrators and the Building Leadership Team should develop a cohesive and consistent process for implementing the Restructuring Plan.
- A common set of protocols should be developed that defines how data-driven dialogue will occur in all departments and how it will be embedded into individual teacher practice.

Response: Core Team Mission Statement developed and meetings scheduled.

Recommendation to the JIT

Review Team Consensus

The school has made some progress in identified areas, and may make AYP with further modification to the Restructuring Plan.

Recommendation to the JIT

Continue implementation of the current Restructuring Plan with modifications recommended as a result of the review.