New York State Education Department
Joint Intervention Team (JIT) Review

I.   Introduction and Overview:

BEDS Code:	591401060005
School Name:	Monticello High School
School Address:	39 Breakey Avenue, Monticello, N.Y. 12701
Principal:	Arleene Siegel
Restructuring Phase/Category:	Restructuring Year 1/Focused
Area(s) of Identification:	Math (SINI 1- ELA)
Date of On-site Diagnostic Review:	April 19-21, 2010
Review Team Members:	Kenneth Newman, Dr. Ivan Katz, Dr. Ellen Galligan, Steven Sharoff
Outside Educational Expert:	Kirsten V. Ruglis
District Review Team Representative:	Dr. Patrick Michel
SED Review Team Representative:	Carolee Wilson

<u>Key Observations</u>

1.   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.

2.   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.

3.   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.

4.   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.

5.   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.

6.   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.

Sections II – VIII of the report will be presented in the form of Observations and Recommendations based upon the JIT Indicator results.

II.   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

Observations:
- There is no evidence that the K-12 vertical curriculum alignment is understood and utilized by the high school faculty.
- The middle school has tried to initiate articulation efforts with little response by the high school.

Recommendations:
- The Curriculum Directors should establish a formal process for the articulation of curriculum between the middle school and high school.
- High school faculty should develop an understanding of their curriculums' antecedent content and core competencies.

Observation:
- There is inconsistent implementation of curriculum maps and pacing practices.

Recommendations:
- The faculty should utilize departmental curriculum maps and pacing practices in the design of instruction.

- The teaching of course content and the acquisition of students' skills should be monitored to assess progress toward stated course outcomes.

Observation:
- 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.

Observation:
- Special Education classes have appropriate content materials but are limited in supplemental instructional materials.

Recommendation:
- The faculty should identify appropriate supplemental instructional materials to support student learning in special education classes.

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

Observations:
- Although many high school faculty indicated the belief that incoming students are ill-prepared for high school, they are not able to support this view with concrete data.

- Data and other information that could provide a more accurate picture of incoming students' skills and needs is often transferred to the high school, but is not routinely shared with teachers.

Recommendations:
- The middle school and the high school should develop a protocol for sharing information about the instructional program and student learning.

- Instructional strategies should be aligned with the middle school as appropriate.

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 who it is not.

Observation:
- Instruction indicated that, with few exceptions:
  - Direct instruction dominated most classroom instruction.
  - There was little evidence of differentiated instruction to meet the needs of Students with Disabilities and English Language Learners.
  - There was little evidence of lessons that had a cultural focus responsive to the diverse student population.
  - Emphasis on the development of higher order thinking skills was lacking.

Recommendation:
- A common lesson design model should be agreed upon and include provision for:

  - Higher order thinking skills and problem-solving strategies,
  - Differentiated instruction,
  - Special needs of Black, Hispanic, SWD and ELL students, and
  - The cultural diversity of the student population.

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.

Observation:

- Different writing protocols are used in ELA and Social Studies.

Recommendation:

- Faculty should agree upon one writing protocol to be implemented across all departments rather than using multiple models.

IV. **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

Observation:

- Decisions have been made that impact the high school without the knowledge of, or input from, the school's principal.

Recommendations:

- The Principal or her designee should be involved in any district wide decision that affects the high school.
- District 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).

Observation:

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

Recommendations:

- The Restructuring 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.

Observation:

- Although a Comprehensive Educational Plan (CEP) has been completed and a Restructuring Team is in place, the CEP is not consistently communicated to all stakeholders.

Recommendation:

- A CEP communication protocol should be established that articulates the process for providing information and gathering feedback from stakeholders.

Observation:

- While there is distributed leadership in the high school, responsibility and accountability for communication and implementation of decisions tend to lack monitoring. There is evidence of distributed leadership in the high school, however, there is no formal process for administration to monitor decisions and communication.

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.

Observation:

- Support programs have evolved to meet student academic needs but have limited oversight and accountability.

Recommendations:

- A written protocol should be developed to assist with the process of identifying, designing, implementing and evaluating how the school is organized and how the instructional and support programs are meeting the educational needs of the students.

- Administrators and faculty should identify and evaluate examples of evidence of student success.

V.   **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:

- Students who are repeating courses and those participating in block scheduling receive less instructional time than those taking courses for the first time and those in single period, non-blocked classes.

Recommendations:

- The master schedule should be evaluated to determine if it is meeting the needs of students. Changes should be made as necessary and students' progress should be

monitored to ensure that students are receiving sufficient instructional time in all classes.

- Pathways to high school completion should be clearly articulated within the cohort cycle.

Observation:

- There is inconsistency in the application of rules at both the classroom and building level.

Recommendations:

- The Code of Conduct should be applied equally to all students.
- All routine student management practices and procedures should be reviewed to ensure they are well defined, purposeful and identify outcomes that can be measured.
- When clarified, the student management practices and procedures should be disseminated and discussed by teachers and monitored to assess the consistency and effectiveness of implementation.

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.

Observations:

- Multiple programs are in place to support students but there is not a systemic approach to measuring their success.
- Some programs are lacking an explicit description of intended purpose and outcomes and indicators of success.

Recommendations:

- 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.

Observation:

- The diverse roles and responsibilities of the Pupil Personnel Services faculty contribute to an inconsistent approach to student support.
- Although Students with Disabilities have a process for transition planning; general education students' interviews indicated that they do not begin to explore post-secondary plans until the 11th grade.

Recommendation:

- PPS faculty and the administrative team should work collaboratively to ensure a cohesive approach to student progress monitoring, post-secondary planning,

Response to Intervention (RtI), Positive Behavior Intervention Support (PBIS) and family/community partnerships.

Observation:
- PBIS is in the initial stage of implementation**.**

Recommendations:
- PBIS should be fully implemented as a school-wide initiative. Measures of consistent implementation and effectiveness should be identified and monitored to determine results.
- Implementation and effectiveness measures should be identified and monitored on a regular basis.
- Modifications to PBIS should be made as necessary.

VI. **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:
- Departments should develop the process and specific measures and tools to assess students at the beginning of the school year. The resulting data should be shared and used to design targeted instruction.

Observations:
- Not all departments administer common assessments.
- Departments do not consistently utilize multiple sources of data to inform instruction.

Recommendations:
- 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.

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 schoolwide, departmental, grade and individual teacher assessments should be evaluated and, if necessary, alternative student management systems should be selected and implemented.

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 general data study by the faculty at large, and specific data study by departments and small groups of teachers during collaborative time(s).
- Efforts to expand teachers' capacity to design and implement formative and summative assessments should continue.
- These assessments should include multiple modalities, integrated content, critical thinking, problem solving and applied learning.

Observation:
- Data-driven conversations are limited by the extent to which the users can make meaning of the data.

Recommendations:
- Implement a model of collaboration between those who use the data and those who collect it. Goals of this collaboration should include definition of roles, responsibilities, formats, timelines and outcomes.
- A process should be put into place that ensures alignment between questions that need to be answered regarding student achievement, teacher practices, and the collection of data and information.

VII. 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.

Observation:
- Within the collaborative "professional time" for faculty, there is little evidence that suggests a connection between this professional time, instruction and changes in student performance.

Recommendation:
- Administration should know and understand the content and implementation plan for professional development in order for it to be observed, measured and evaluated for effectiveness.

- Faculty should have explicitly stated expectations and outcomes for the use of "professional time" and professional development and its relationship to teaching and learning.

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.

Observation
- Teacher-led Professional Learning Communities (PLCs) have been established but are not aligned to the Restructuring Plan.

Recommendations:
- Systems need to be put in place to ensure that all PLCs are aligned to the Restructuring Plan.
- Administration and the Restructuring Team should consider using the PLC's as an opportunity for all adults to examine their beliefs about the ability and potential of all students (expectations and rigor).

VIII. 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.

Observation:
- Programs are in need of a written definition (purpose and outcomes) and criteria for evaluation.

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.

- The high school should undertake a review and evaluation of the current programs, structures and procedures for assessing student learning (academic and social/emotional). Modifications to programs, structures and procedures should be made as needed.
- Identify indicators of program success and align data with the questions to be answered regarding student achievement and teacher practices.

Observations:
- A protocol for how district wide decisions impacting the high school are made is lacking.

Recommendations:
- The principal should be included in any district-wide decision that affects the high school.
- District level administrators and the high school principal should develop a 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).

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.

IX. Recommendation (except for schools in Persistently Low Achieving status)

Reference	Review Team Consensus	Recommendation to the JIT	✓
(a)	The school has made significant progress in identified areas, and is likely to make AYP with continued implementation of the school's current School Restructuring Plan.	Continue implementation of current Restructuring Plan.	
(b)	The school has made some progress in identified areas, and may make AYP with further modification to the Restructuring Plan.	Continue implementation of the current Restructuring Plan with modifications recommended as a result of the review.	XX
(c)	The school has not made sufficient progress in identified areas, and is unlikely to make AYP without further significant change.	Develop and implement a new Restructuring Plan that includes significant changes in staff, organization, and/or configuration to address issues that continue to negatively impact student academic performance in identified areas.	
(d)	The school has not made sufficient progress in	Phase-out or close the school.	

	identified areas, and is unlikely to make AYP under the current structure and organization.		