

CAPA REVIEW
SOUTH PLAINFIELD SCHOOL DISTRICT
GRANT ELEMENTARY SCHOOL

March 7-10, 2011

Introduction

The New Jersey Department of Education conducted a CAPA (Collaborative Assessment for Planning and Achievement) review of **Grant Elementary School** on March 7-10, 2011. This school is designated as “in need of improvement” for four consecutive years as defined in the *NJ Accountability Workbook. No Child Left Behind* (NCLB) §1117: School Support and Recognition requires that the New Jersey Department of Education (NJDOE) create and maintain a statewide system of intensive and sustained support for those Title I schools designated as “in need of improvement” for more than two consecutive years. As part of this required support system, the NJDOE developed the CAPA review process, which assigns teams of skillful and experienced individuals to provide schools with practical, applicable, and helpful assistance, increasing the opportunity for all students to meet the state’s Core Curriculum Content Standards. The CAPA summary report identifies areas of strength and concern for districts and schools using the *2010-2011 CAPA Teaching and Learning Tool*. The tool uses indicators of effective school practice (from CAPA) in the following seven standard areas: curriculum, assessment/evaluation, instruction, school culture, student/family/community support, professional development/evaluation, and leadership. Essential questions are answered regarding the accomplishment of each indicator.

The CAPA Review team activities included:

- A review of the documents collected for the school portfolio and data profile;
- 78 classroom visitations;
- 4 general observations, such as morning and afternoon arrival and dismissal, lunch in the cafeteria, and student restrooms;
- 78 interviews with teachers;
- 7 interviews with building leadership and administrators;
- 4 interviews with district administrators;
- 66 interviews with students;
- 11 interviews with school and student support staff; and
- 10 interviews with parents.

This school is in Year 4 of improvement status for language arts literacy (LAL). The LAL adequate yearly progress (AYP) benchmark targets were missed by the special education subgroup; however, NJ ASK scores can be improved for all subgroups. The district has gone through changes in leadership over the past 10 years with five new superintendents, and the budget has been cut so severely that it has affected the stability of the district and its capability to deliver an effective educational program for its students. There is a severe lack of instructional leadership and supervision from the top down. These conditions have relied, and will continue to rely, on teaching staff to ensure adherence to the NJ Core Curriculum Content Standards and all other regulatory requirements. Although the staff is trying hard to comply, it has become increasingly difficult with the lack of a unified and articulated district curriculum, lack of authentic benchmarks, lack of real data analysis and follow-up, and lack of district and local level supervision of

instruction. The focus of the CAPA team's work is the identification of root causes of the lack of student achievement for these documented issues.

2009-2010 Adequate Yearly Progress Summary

New Jersey Department of Education
Adequate Yearly Progress (AYP) Status Under NCLB Accountability Requirements : 2010

SCHOOL NAME:	GRANT ELEMENTARY SCHOOL
SCHOOL CODE:	070
DISTRICT NAME:	SOUTH PLAINFIELD
DISTRICT CODE:	4910
COUNTY NAME:	MIDDLESEX
COUNTY CODE :	23

SCHOOL MADE AYP	NO
NUMBER OF INDICATORS MET	38 of 40

2010 STATE ASSESSMENT GRADE SPAN : MIDDLE

GROUPS	Made 85% Participation Rate		Made AYP Benchmark Target		Made Safe Harbor	
	A (-) denotes fewer than 40 students in a group		A (-) denotes fewer than 30 students in a group			
	LAL	MATH	LAL	MATH	LAL	MATH
Total Population	YES	YES	YES	YES		
Students with Disabilities	YES	YES	NO	NO	NO	YES
Limited English Proficient Students	-	-	-	-		
White	YES	YES	YES	YES		
African-American	-	-	-	-		
Asian / Pacific Islander	-	-	YES	YES		
American Indian / Native American	-	-	-	-		
Hispanic	YES	YES	YES	YES		
Others	-	-	-	-		
Economically Disadvantaged	YES	YES	YES	YES		
School Attendance Rate : Met Target (For elementary and middle schools)			Drop-Out Rate : Met Target (For high schools)			

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SCHOOL MADE AYP	NO
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2010 STATE ASSESSMENT GRADE SPAN : ELEMENTARY

GROUPS	Made 85% Participation Rate		Made AYP Benchmark Target		Made Safe Harbor	
	A (-) denotes fewer than 40 students in a group		A (-) denotes fewer than 30 students in a group			
	LAL	MATH	LAL	MATH	LAL	MATH
Total Population	YES	YES	YES	YES		
Students with Disabilities	-	-	NO	NO	NO	NO
Limited English Proficient Students	-	-	-	-		
White	YES	YES	YES	YES		
African-American	YES	YES	YES	YES		
Asian / Pacific Islander	-	-	YES	YES		
American Indian / Native American	-	-	-	-		
Hispanic	YES	YES	YES	YES		
Others	-	-	-	-		
Economically Disadvantaged	YES	YES	YES	YES		
School Attendance Rate : Met Target (For elementary and middle schools)			Drop-Out Rate : Met Target (For high schools)			

Summary of 2010 State Assessment Data Analysis

Gender:

According to the analysis of gender data, LAL is the greatest area of weakness for both male and female students. Seventeen 5th and 6th grade male students and 16 5th and 6th grade female students achieved advanced proficient status in LAL. Although there is little difference in gender numbers, 86 5th and 6th grade male students and 90 female students scored advanced proficient in math. Far more male students than female students are identified as partially proficient in LAL. At this level in math, there is very little difference in gender.

Language Arts Literacy:

A comparison of three-year data in the area of LAL indicates improved performance on NJ ASK for white and Asian subgroups when comparing '08-'09 scores to '07-'08 baseline scores. The African-American, Hispanic, special education, and economically disadvantaged students' scores were lower in '08-'09 than in '07-'08. Year three data ('09-'10) demonstrate improved scores for all demographic groups except the Asian subgroup, whose scores remained above all other subgroups.

Mathematics/Special Education:

- The special education students are the lowest-scoring subgroup, with scores falling well below those of the general education population.
- One subgroup, special education in grade 5, did not make either safe harbor or AYP in mathematics. In grade 6, the special education subgroup did not make AYP but did attain safe harbor.
- The 5th grade special education students fell below 80% of the JPM in two clusters: data analysis, probability, and discrete mathematics (70%) and problem solving (79%).

- In grade 6, the patterns and algebra cluster presented a problem to the students. The group attained a score that was 78% of the JPM. This group actually scored well in two areas: numbers and numerical operations (90% of JPM) and geometry and measurement (2% above the JPM).

FINDINGS, KEY EVIDENCE, AND RECOMMENDATIONS

GRANT ELEMENTARY SCHOOL

STANDARD 1: CURRICULUM

The district's rigorous, intentional, and aligned curriculum is fully implemented at the school.

INDICATORS

- 1.1 The district curriculum is aligned with the New Jersey Core Curriculum Content Standards (NJ CCCS), which provide a coherent vision for what students should know and be able to do, and specifies the content to be mastered.
- 1.2 The district curriculum is implemented at the school.
- 1.3 There is a process to monitor the implementation of the curriculum.
- 1.4 The school ensures that all students have access to the district's common academic core.

Summary Statement:

Language Arts Literacy: The alignment of the grades 5 and 6 LAL curriculum guides occurred over time and is recently completed. Part of it is written in the format of a syllabus, in which skill/concept descriptors are visited or revisited quarterly. The other portion of the guide is standards-based but lacks a pacing guide, evaluation options, and strategies for differentiation of instruction and variety in evaluation and assessment options. The grade 5 curriculum guide is the more teacher-friendly of the two, having more resources specified for instruction and supplemental activities. However, few teachers have copies of the curriculum and it is not available online. This revised curriculum has not been presented to the board for approval to date.

Mathematics: The mathematics curriculum was revised during the summer of 2008 and included the NJ CCCS that were in effect at the time of the revision. In addition to topics, there are suggested learning and interdisciplinary activities. The document does not indicate the date when the curriculum was approved by the board of education.

Special Education: The current curricula implemented at the school were recently developed specifically in math and LAL but lack the modifications, adaptations, or pacing necessary to meet the needs of the students with disabilities. Special education teachers were not represented in meetings to revise the curriculum, although they were invited to participate through general postings of the positions. The positions were advertised; however, no special education teacher applied. There is no evidence that professional development was conducted for staff supporting inclusion of special education students in any of the general content subjects.

Strengths:

- The grade level charts of coursework guides, student progress reports, and teacher grade books verify that all students are enrolled in all academic subjects, as well as in physical education and the expressive arts.
- All students receive 80 minutes of reading/language arts and math instruction daily.

- There is inclusion of special education students in content classes and electives.
- Special education teachers are implementing the district’s curriculum during instruction when available.

Challenges:

	Challenges	Root Cause(s)
Language Arts	Implementation of the curriculum is not monitored on a regular basis.	There is infrequent examination of lesson plans and feedback to teachers regarding planning of instruction and findings from focused walkthroughs.
Mathematics	The curriculum lacks a pacing guide and is not differentiated to meet the needs of all students in the mathematics classroom.	No district directive requires all curricula to have essential elements.
Special Education	The current curriculum does not include the needed modifications, adaptations, strategies, and pacing strategies common to the academic success of special education students.	Curricula were not developed with the specific accommodations needed to address the instructional needs of special education students.
Title I	Title I students are identified via NJ ASK results into two groups. Students whose LAL/math scores are close to the proficient band receive basic skills instruction by certified teachers on a pull-out basis. LAL/math and basic skills teachers do not coordinate instructional goals, skills, and concepts that could be addressed concurrently to strengthen the outcomes of learning. Students whose NJ ASK scores fall in the lowest band of partial proficiency do not receive Title I services during the school day, and some do not receive any services at all. Title I students are scheduled for remedial classes during their gym/health and expressive arts periods, thus missing curriculum components of those subjects. Students who are in need of both reading and math instruction only receive reading during the school day.	Inadequate design, scheduling, and selection of students for the Title I program
All	Monitoring of curriculum implementation does not occur on a scheduled and regular basis.	Failure to collect, read, and respond to lesson plans on a regular basis; sporadic formal walkthroughs with meaningful feedback for teachers.

Recommendations:

Language Arts Literacy:

1. Adjust the curriculum to define and support a balanced literacy approach to the planning and delivery of instruction in LAL classrooms. This should include small-group as well as whole-group instruction to meet the needs of struggling students (guided reading), writing in response to reading, multi-sensory and multiple intelligences approaches to independent and group work, center activities that are differentiated and support the needs of all students, and the use of leveled books and materials to support instruction.

Mathematics:

2. The current mathematics curriculum should be revised and this new revised document should contain:
 - Topics;
 - Current Core Curriculum Content Standards/Common Core Standards;
 - Pacing guides;
 - Differentiation for the advanced, average, and below-average learner;
 - Evaluations/assessments; and
 - Suggested learning and interdisciplinary activities.

Language Arts Literacy/Mathematics:

3. Design and implement a Title I program that addresses the needs of all identified students who fall into the NJ ASK partially proficient range during the school day. The Title I program should be in compliance with all regulations of the federal legislation that supports the program.

Special Education:

4. Teachers should have regular common planning time to articulate curriculum with their peers and, most critically, with their co-teachers. Opportunities for special education staff to participate in curriculum planning and discussion should also be provided to ensure equity of educational services for all students.
5. Ensure that all teachers are given access to curricula.
6. Ensure the implementation of sustained professional development that will increase the ability of all instructional staff to address the instructional needs of special education students.

STANDARD 2: CLASSROOM EVALUATION/ASSESSMENT

Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.

INDICATORS

- 2.1 Multiple classroom assessments are frequent, rigorous, and aligned with core content standards.
- 2.2 Students can articulate the expectations, know requirements, and assess their own and others' work.
- 2.3 Test scores are used to identify gaps and adjust instructional practice for all subgroups.

Summary Statement:

Language Arts Literacy: Learnia assessments are no longer administered for diagnostic purposes and as a predictor of performance on NJ ASK. To replace Learnia, teachers have devised tests that relate to NJ ASK expectations for success. While their efforts are laudable, there is concern regarding the replacement of a valid and reliable tool with locally developed tests. Another concern is the lack of time dedicated to analyzing and drilling down data from the results of these teacher-made tests. While teachers examine the results of their own students' efforts, teachers do not collaborate to analyze trends, gap analysis, and other data related to individual and group performance over time. There is no evidence that teachers administer running records or perform true portfolio or performance assessment. There is also little evidence of assessment menus as tools for student choice in demonstrating performance via multiple intelligence activities. Wide use of the state rubrics is not observed.

Mathematics: Grade level teachers administer the same unit/chapter tests to their students. Although professional learning communities (PLCs) are at the beginning stages of implementation, teachers are using the PLC time to review the tests and the test results. Revisions are being noted and will be incorporated into future administration of the tests.

Special Education: There is no scheduled common planning time for special education and general education teachers to review student work and identify their strengths and weaknesses, and consequently improve the delivery of instruction. There is neither evidence of nor comments made about reviewing any formative or summative assessments to guide teachers in their delivery of instruction. Many students are not familiar with the "term rubric"; not many of the students' work samples are observed scored with rubrics. There is no evidence of special education teachers using rubrics to provide students with feedback.

Strengths:

- LAL teachers administer reading selection and chapter tests and assign one writing sample monthly to document student progress.
- The Treasures reading program provides questions that focus on higher-order thinking at the end of reading selections.
- Teachers create and provide summer math packets that, once graded, help to inform instruction.
- There is an inclusion model in place that allows students to be served in a variety of class situations (in-class support, resource pull-out for math and LA instruction, and self-contained for severely impaired students).

- LAL, math, and special education teachers demonstrate self initiative to improve instruction.

Challenges:

	Challenges	Root Cause(s)
Language Arts	Test data is not adequately analyzed for diagnostic information or trends, or to identify gaps.	Test analysis is not formalized by groups of content area teachers and administrators for the purpose of informing instruction.
Mathematics	Teachers are not consistently using rubrics for open-ended questions, nor do they believe that there is consistency in the grades given by different teachers.	Teachers have not had training on the use of rubrics nor the opportunity to grade and discuss student work as a team.
Special Education	Teachers are not receiving professional staff development needed to support inclusion of special education students.	There has been professional staff development on inclusion in the past but not sufficient to sustain the needs of the staff or to sustain its success at the school.
Special Education	Disaggregated student assessment data is not used to identify instructional needs.	Special education teachers have not been trained on how to disaggregate and analyze data and to use it as the force that drives their instruction.
Title I	LAL teachers and basic skills teachers do not meet to coordinate and analyze student test results for students who attend LAL in both the grade level classroom and basic skills programs. This also is applicable to mathematics and basic skills teachers.	Classroom teachers and basic skills teachers do not have scheduled time to plan and share information and data.

Recommendations:

Language Arts Literacy:

1. Reinstate Learnia or another valid and reliable test designed to predict student performance on NJ ASK and serve as a diagnostic tool.
2. LAL classroom teachers, basic skills teachers, and special education teachers should be provided scheduled time for thorough analysis of NJ ASK and periodic tests such as Learnia to drill down data, identify trends, perform gap analysis, and inform/coordinate instruction.

Language Arts Literacy/Mathematics/Special Education:

3. Professional development should be provided in the following areas:
 - Use of rubrics;
 - Creation of rubrics; and
 - The opportunity to grade student work by various teachers and then discuss the grading of same.

4. The use of portfolios should become a norm in every mathematics classroom. Once teachers are using rubrics to grade open-ended questions, this portfolio will document a student's progress over the course of a year.

Special Education:

5. Provide additional professional development on the supports, modifications, and adaptations that can be used to ensure the success of inclusion of special education students.
6. Ensure professional development is implemented on how to disaggregate data, use the data in giving direction to instruction, and collaborate vertically and horizontally to analyze assessment data results, which will consequently lead to a clear direction of the delivery of instruction for special education students.

STANDARD 3: INSTRUCTION

Effective and varied instructional strategies/activities are used in all classrooms and are continuously monitored and aligned with individual student needs.

INDICATORS

- 3.1 Instructional strategies include a variety of challenging and engaging activities.
- 3.2 Learning goals are evident and provide focus for student learning.
- 3.3 Teachers demonstrate necessary content knowledge and pedagogy.
- 3.4 Technology is incorporated into the school organizational and instructional practices.

Summary Statement:

Language Arts Literacy: Instructional strategies are overwhelmingly teacher-directed, with an emphasis on whole-group instruction and pencil-paper tasks. With approximately one-third of the school's students identified as partially proficient in LAL, it is ineffective not to provide flexible group activities and small group instruction (guided reading) utilizing leveled materials and other research-based best practices that engage all students. Additionally, reading and language arts/writing is not instructed by the same teacher during contiguous periods equaling 80 minutes, so that students can write in response to reading, participate in metacognitive and appropriate center activities, and participate in process writing as well as reinforcement of writing for NJ ASK (e.g., speculative, persuasive, and responding to open-ended questions).

There are no reading incentive programs in the school to promote reading as a worthy use of leisure time and as a resource for enriching background knowledge. Nor is there a school newspaper or student-authored literary magazine to promote the evolution of good writing and serve as vehicles for student recognition.

Mathematics: Teachers should be commended for creating packets that have replaced the outdated textbooks. The textbook does not contain some of the necessary things that will be tested by NJ ASK. All the teachers are willing to work with their students, outside of the regular class time, to give them extra help.

Language Arts Literacy/Mathematics: The lack of content area supervisors has had a detrimental effect on the programs in the building and at the district level. Teachers report that students are arriving at Grant School with different knowledge bases. Apparently, different things are being stressed in the feeder schools. A district supervisor would be able to determine if consistency existed across the schools. Furthermore, other than the assistant superintendent, who has a multitude of responsibilities, there is no one person who would provide leadership for the individual programs. Among the items that a supervisor could address would be selection of programs that are aligned to the NJ CCCS, professional development that meets the needs of departments, and horizontal and vertical alignment of the programs.

Special Education: All of the special education teachers assigned to the school are certified and highly qualified. Math and LAL instruction for the special education population is provided through the pull-out model. There are limited school-based professional development opportunities that focus on improving the delivery of instruction for special education students. The special education population has the lowest scores in state assessments, and there are limited intervention services provided to address their assessed

needs. There are sufficient individual instructional aides, but they are not included in any professional development activities.

Strengths:

- Classroom teachers at both grade levels collaborate formally and informally to coordinate content area initiatives and to share resources and ideas.
- Reading journals and writing folders are observed in LAL classrooms.
- The school is piloting Making Meaning and its companion program, To Be a Writer, which promote research-based strategies that reflect many balanced literacy practices.
- All special education teachers meet the highly qualified teacher standard..
- Teachers are implementing in-class support for special education students.
- Math teachers have supplemented an outdated textbook to deliver the NJ CCCS.

Challenges:

	Challenges	Root Cause(s)
Language Arts	Students determined as partially proficient in LAL do not receive guided reading instruction or participate in other balanced literacy activities during classroom reading/writing instruction.	There is insufficient teacher expertise due to limited sustained staff development and lack of supervisory expectations.
Mathematics	Teachers have to search for appropriate material to give to students in order to meet the current NJ CCCS and to prepare them for NJ ASK.	A recently published mathematics textbook/program is lacking.
Special Education	There is no instructional support program implemented to increase the low achievement scores attained by special education students	No attention has been given to data analysis or recognizing that special education students could reach proficient scores.
Title I	Many identified basic skills students do not receive Title I services.	Teachers assigned to teach the numbers of basic skills students are limited; therefore, students who require both reading and math assistance only receive reading help. Also, there is a waiting list of students who do not receive help.

Recommendations:

1. Provide ongoing sustained staff development in balanced literacy with an emphasis on guided reading strategies; correlate this with planning for 80-minute periods. Institute these practices in LAL classrooms.
2. Redesign the basic skills program to provide high-quality services for all identified partially proficient students as identified by NJ ASK results.

3. A valid, research-based mathematics program should be instituted to improve student success. Furthermore, teachers need the professional development to implement the program.
4. Provide opportunities for special education students to close achievement gaps by receiving supplemental instruction, which is currently non-existent during the school day.

STANDARD 4: SCHOOL CULTURE

The school functions as an effective learning community and supports a climate conducive to performance excellence.

INDICATORS

- 4.1 The school community supports a safe, equitable, and healthy learning environment.
- 4.2 The members of the school community, including school leadership, instructional staff, students, parents/adult caregivers, and partners, possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and advancement of all students.
- 4.3 A personalized environment is purposefully established for students in order for them to (a) learn about their strengths (intellectual, ethical, social, and physical); (b) discover and demonstrate their own competence; and (c) plan for their future.

Summary Statement:

Grant School reopened in 2000 as a 6th grade school, and in 2003 the 5th grade was added. The school provides a comfortable, safe, and positive learning environment. Teachers, students, and parents all have a positive perception of the school principal and the feeling and tone of the school.

A decade of leadership changes, from central administration to building administration, has severely impacted the implementation of instructional programs and strategies to increase student academic achievement. Inconsistent planning and a lack of instructional leadership and program supervision within the school community have led to conflicting ownership, accountability, and responsibility for student non-performance.

Professional learning committees (PLCs) meet twice a month and are still struggling to determine their focus. The 5th grade is organized by teams, but they have no time within the school schedule for collaboration. Common planning time to support teacher articulation is inconsistent. There are few recognition programs or public postings to celebrate student achievement, service, and citizenship. The school no longer has a school newspaper.

Strengths:

- Formal programs have been developed to ease the transition from elementary schools to Grant School and from Grant School to the middle school.
- Programs to prevent bullying and harassment are provided by the DARE officer, physical education teachers, and guidance counselors.
- The intervention and referral services (I&RS) team is a strong, focused group that handles referrals and provides interventions in a timely manner.

Challenges:

	Challenges	Root Cause(s)
School Culture	All teachers/teams do not have common planning time.	Common planning time is not consistently provided during the development of the school schedule.
School Culture	Teachers are not supported in the classroom with adequate supervision.	Administrators do not consistently conduct classroom walkthrough visits.
Special Education	Special education teachers are not represented on the school leadership committee or professional development committee.	A system has not been developed to ensure committees are representative of the school community.

Recommendations:

1. The person responsible for developing the master schedule should support the importance of teacher collaboration by establishing common planning time for basic skills teachers, special education teachers, content area teachers, and 5th grade team teachers.
2. The principal should restructure school committees to include a broader representation of staff members within the school community, including special education teachers, who represent the subgroup not making AYP.
3. The principal should develop a walkthrough schedule that provides regular classroom visitation by the administrative team to ensure appropriate implementation of the school curriculum.

STANDARD 5: SUPPORT FOR THE SCHOOL

The school community collaborates with families, higher education, and community organizations to remove barriers to learning and address the needs of students.

INDICATORS

- 5.1 There are structures and support services in place to reduce barriers to learning for students.
- 5.2 Families and the community are active partners in the educational process and work with the school to meet the needs of all students.
- 5.3 There is a program of community and institutions of higher education partnership and support.
- 5.4 The district supports the school in their efforts to promote family and community involvement.

Summary Statement:

The basic skills program does not provide additional instructional services to all eligible students in LAL and math.

Services are available to support the unique needs of students including special education, ELL classes, and academic enrichment (AE) classes for 6th grade students. The regular program is augmented by Expressive Arts courses and the music program. Additional services to reduce barriers to learning are provided by the school nurse, guidance counselor, student assistance counselor (SAC), and the I&RS team.

The PTO is an active organization that supports the school and student projects through numerous fundraising activities.

Strengths:

- Instructional support programs include basic skills classes for math and language arts, Study Island, summer LAL and math packets, skills instruction, NJ ASK after-school program, and Family Math and Science Nights.
- Parent-teacher communication is enhanced through teacher voice mail box and e-mail, MMS Gradebook, and parent portal.
- The district provides a Student/Parent Handbook, Faculty Handbook, and Parent Compact, which are available on many outreach mechanisms.
- The new Academic Rule for Eligibility sets standards for student participation in extracurricular programs.

Challenges:

	Challenges	Root Cause(s)
District	The lack of content area supervisors adversely affects cohesive improvement that would benefit NJ ASK results.	There has been frequent turnover of top administrators who are responsible for curriculum and instruction implementation.
Basic Skills	Equitable instructional services are not provided to all basic skills students. The lowest students do not receive additional services beyond regular classroom instruction.	Teachers assigned to teach the numbers of basic skills students are limited; therefore, students who require both reading and math assistance only receive reading help. Also, there is a waiting list of students who do not receive help.

Recommendations:

1. The district, in collaboration with the building principal, should develop a plan to secure the appropriate personnel to provide academic support and supervision of classroom teachers so that they can effectively implement the curriculum at the classroom level.
2. The principal should create a plan to immediately provide instructional services to all students identified as basic skills-eligible and falling below 200 on the NJ ASK state assessment test. Failure to provide these services is an equity issue and in non-compliance with federal regulations under NCLB.

STANDARD 6: PROFESSIONAL DEVELOPMENT & EVALUATION

The school provides for staff research-based, results-driven professional development opportunities that are consistent with the district’s professional development plan, and implements performance evaluation procedures in order to improve teaching and learning.

INDICATORS

- 6.1 The school and district devote resources to content-rich professional development that is connected to reaching and sustaining the school vision and goals for increasing student achievement and is differentiated by teacher and student needs.
- 6.2 School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Development Plans (PDPs) and evaluations of teachers and the Professional Growth Plans of principals.

Summary Statement:

The district professional development program includes one full day and three half-day sessions. Program content and planning are determined by the district to meet state compliance. There is limited evidence that building level professional development is based upon the needs of teachers and students. Opportunities are available for teachers to attend professional development training at off-site locations. The building-based professional development committee has met twice this year but only to prepare the school professional development plan for the state. The newly hired district technology supervisor plans to conduct a technology academy during the summer for staff members to increase the use of technology in the classroom.

Strengths:

- A system is in place for the collaborative development of teacher PDPs and school leadership PGP.
- The school has a partnership with Rutgers Institute for Improving Student Achievement (RIISA), which provides professional development for staff.
- A ten-week training program for staff members on integrating technology into curriculum planning will be provided by the district technology supervisor.

Challenges:

	Challenges	Root Cause(s)
Professional Development	Teachers review assessment data but do not transfer the analysis of this information to provide individualized instruction based upon student needs.	Ongoing training for teachers related to using data to drive instruction has not occurred.

Recommendation:

1. The school leadership should work collaboratively with the school professional development committee to create a school-based professional development plan that is research-based, job-embedded, high-quality, and based upon differentiated teacher and student needs. Training should include:

- Procedures for analyzing student achievement data;
- Specific strategies to assist teachers in using this data to plan classroom instruction;
- Programs and pedagogy that are based on research-based protocols;
- A process for using rubrics to assess student work; and
- Instructional rigor that supports high expectations.

The building-based committee should develop a schedule to meet on a regular basis to support and monitor the implementation of professional development priorities outlined in the school plan.

STANDARD 7: LEADERSHIP AND NCLB SCHOOL IMPROVEMENT COMMITTEE

The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.

INDICATORS

- 7.1 Key leaders in the school facilitate a collaborative process to develop a shared mission, vision, values, and goals, which are understood and ingrained in the school's culture.
- 7.2 There is a demonstrated and unrelenting focus on evidence-based teaching and learning.
- 7.3 There is a culture of trust, continuous improvement, and accountability for performance.
- 7.4 School leadership and the NCLB school improvement committee plan effectively by communicating a clear purpose, direction, and strategies focused on teaching and learning through the development, implementation, and evaluation of the following: vision, goals, and the NCLB school improvement plan.
- 7.5 School leadership, the NCLB school improvement committee, and the district are implementing the strategies in the Secondary Education Initiative.

Summary Statement:

The Grant School is a neighborhood school housing grades 5 and 6 with approximately 550 students. There have been many administrative changes over the past five years, both in the school and the district, and this has led the staff to assume their own roles and responsibilities. The principal has a very strong and positive relationship with the parents and community.

The building was welcoming to the CAPA unit, and the facility was made available to us for all of our needs. The principal has eight years of administrative experience, is well liked and respected, and is viewed by some staff as the instructional leader. However, upon completion of interviews with staff and administration, it appears that there is no overall educational plan, and many teachers take it upon themselves to initiate instructional strategy changes. The principal has initiated several new programs designed to improve instruction that are listed below. It remains unclear, however, if the administration is fully aware of exactly what is taking place in the classroom. There is a teacher who functions as a district professional development person but does not have supervisory status. Professional development does not have direction and is seldom followed up. There is no instructional supervision from the district, and the principal and vice principal are responsible for all facets of instruction.

There is a basic skills improvement program (BSIP) that services approximately 140 students by two teachers. The selection criteria, however, do not address any student who has scored less than 180 on the NJ ASK . Additionally, the BSIP students are removed from fine arts classes on alternate days to accommodate the limited scheduled time, preventing them from receiving the complete instructional program. The school may be out of compliance in this Title I area.

There are many students who are designated as 504 students, allowing them to receive accommodations during testing.

The master schedule does not provide for common planning time, nor does it allow for a double period of language arts.

Strengths:

- The principal has initiated an effective student transitional program that helps ensure that incoming 5th grade students make a seamless entry into the Grant School. Included in this program are visitations from the 4th grades during April, a locker camp in August, and a parent orientation in June.
- An academic rule of eligibility was begun recently to help motivate students to improve their grades and achieve success in their school experience.
- Several new programs have begun as a result of administrative input regarding low test scores. Study Island, Writing Across the Curriculum, and summer math packets have all been put in place in an effort to improve student performance.
- Professional development has been improved with the RIISA (Rutgers Institute for Improving Student Achievement) partnership.
- The introduction and implementation of PLCs is in the beginning stages.

Challenges:

The administration should become more visible and hands-on regarding instructional leadership. Professional development regarding supervision of classroom instruction would benefit both the principal and vice principal. Teachers should be challenged in the classroom, become aware of current instructional trends and strategies, and feel a sense of urgency toward improving student performance.

	Challenges	Root Cause(s)
Principal	The principal is challenged to become a more effective instructional supervisor	The principal's role has evolved into that of a building manager, and there are inconsistent management philosophies due to constant change in district leadership.
School Leadership Team	The challenge is to design a school improvement team that will act as a change agent for the school.	The School Leadership Team and the NCLB Committee are one and the same and do not emphasize school improvement.
NCLB committee	See above	
District	The district is challenged to begin an effective means of articulation between the schools so that there is a common educational plan that will provide for better instruction using current methods and programs.	There is no formalized program of articulation between the schools regarding curriculum and instruction.
Implementation of Secondary Initiative	The school needs to realize that the 6 th grade is subject to the SEI.	The school is configured as a grades 5-6 school.

Recommendations:

1. An in-depth program of data analysis that will involve all stakeholders should be instituted. This program should begin with the receipt of data and continue through the process of analysis by district and school personnel, presented to all staff in a timely and appropriate manner; follow-up monitoring of teacher instructional strategies regarding the data; and benchmarks set up for monitoring student performance.
2. Professional development for the school administration to help with instructional supervision is immediately needed in the effort to improve classroom instruction regarding consistency and rigor.
3. There is a strong need to review and revise the Basic Skills Improvement Program. The current system does not adequately serve the eligible student population (students scoring less than 180 on the NJ ASK). Additionally, those student who do receive services are pulled from graded fine arts programs on alternate days, thus preventing them from benefitting from the entire school program.
4. The master schedule should be revised to provide for common planning time, increased time for language arts instruction, and a more effective means of servicing the students receiving remedial instruction.
5. To research, plan, and manage the myriad improvements needed to lift the school out of status and raise the bar on student achievement, it is recommended that the current school leadership team be reformed as a School/Instructional Improvement Team, trained, and empowered. Once organized, this team can be used to research, analyze data, and manage the school improvement changes that have been identified by the CAPA team and the Unified Plan.

District:

6. The district should design and implement a master plan that gives all schools a common direction. Articulation throughout the district should be instituted to ensure that all schools are working on the same curriculum and that student expectations are realistic. A district plan that prioritizes the needs in math and language arts in all subgroups, as well as data analysis, can be facilitated by an effective articulation plan.

SCHOOL, DISTRICT, AND STATE RECOMMENDATIONS

CURRICULUM

Language Arts Literacy:

1. Adjust the curriculum to define and support a balanced literacy approach to the planning and delivery of instruction in LAL classrooms. This should include small-group as well as whole-group instruction to meet the needs of struggling students (guided reading), writing in response to reading, multi-sensory and multiple intelligences approaches to independent and group work, center activities that are differentiated and support the needs of all students, and the use of leveled books and materials to support instruction.

Mathematics:

2. The current mathematics curriculum should be revised, and this new revised document should contain:
 - Topics;
 - Current Core Curriculum Content Standards/Common Core Standards;
 - Pacing guides;
 - Differentiation for the advanced, average, and below-average learner;
 - Evaluations/assessments; and
 - Suggested learning and interdisciplinary activities.

Language Arts Literacy/Mathematics:

3. Design and implement a Title I program that addresses the needs of all identified students who fall into the NJ ASK partially proficient range during the school day. The Title I program must be in compliance with all regulations of the federal legislation that supports the program.

Special Education:

4. Teachers should have regular common planning time to articulate curriculum with their peers and, most critically, with their co-teachers. Opportunities for special education staff to participate in curriculum planning and discussion should also be provided to ensure equity of educational services for all students.
5. Ensure all teachers are given access to curricula.
6. Ensure that sustained professional development is implemented that will increase the ability of all instructional staff to address the instructional needs of special education students.

ASSESSMENT

Language Arts Literacy:

1. Reinstate Learnia or another valid and reliable test designed to predict student performance on NJ ASK and serve as a diagnostic tool.
2. LAL classroom teachers, basic skills teachers, and special education teachers should be provided scheduled time for thorough analysis of NJ ASK and periodic tests such as Learnia to drill down data, identify trends, perform gap analysis, and inform/coordinate instruction.

Language Arts Literacy/Mathematics/Special Education:

3. Professional development should be provided in the following areas:
 - Use of rubrics;
 - Creation of rubrics; and
 - The opportunity to grade student work by various teachers and then discuss the grading of same.
4. The use of portfolios should become a norm in every mathematics classroom. Once teachers are using rubrics to grade open-ended questions, this portfolio will document a student's progress over the course of a year.

Special Education:

5. Provide additional professional development on the supports, modifications, and adaptations that can be used to ensure the success of inclusion of special education students.
6. Ensure professional development is implemented on how to disaggregate data, use the data in giving direction to instruction, and collaborate vertically and horizontally to analyze assessment data results, which will lead to a clear direction on the delivery of instruction for special education students.

INSTRUCTION

1. Provide ongoing, sustained staff development in balanced literacy with an emphasis on guided reading strategies; correlate this with planning for 80-minute periods. Institute these practices in LAL classrooms.
2. Redesign the basic skills program to provide high-quality services for all identified partially proficient students as identified by NJ ASK results.
3. A valid, research-based mathematics program should be instituted to improve student success. Furthermore, teachers need the professional development to implement the program.
4. Provide opportunities for special education students to close achievement gaps by receiving supplemental instruction, which is currently non-existent during the school day.

SCHOOL CULTURE

1. The person responsible for developing the master schedule should support the importance of teacher collaboration by establishing common planning time for basic skills teachers, special education teachers, content area teachers, and 5th grade team teachers.
2. The principal should restructure school committees to include a broader representation of staff members within the school community, including special education teachers, who represent the subgroup not making AYP.
3. The principal should develop a walkthrough schedule that provides regular classroom visitation by the administrative team to ensure appropriate implementation of the school curriculum.

SUPPORT FOR THE SCHOOL

1. The district, in collaboration with the building principal, should develop a plan to secure the appropriate personnel to provide academic support and supervision of classroom teachers so that they can effectively implement the curriculum at the classroom level.
2. The principal should create a plan to provide immediately instructional services to all students identified as basic skills-eligible and falling below 200 on the NJ ASK state assessment test. Failure to provide these services is an equity issue and in non-compliance with federal regulations under NCLB.

PROFESSIONAL DEVELOPMENT

1. The school leadership should work collaboratively with the school professional development committee to create a school-based professional development plan that is research-based, job-embedded, high-quality, and based upon differentiated teacher and student needs. Training should include:
 - Procedures for analyzing student achievement data;
 - Specific strategies to assist teachers in using this data to plan classroom instruction;
 - Programs and pedagogy that are based on research-based protocols;
 - Process for using rubrics to assess student work; and
 - Instructional rigor that supports high expectations.

The building-based committee should develop a schedule to meet on a regular basis to support and monitor the implementation of professional development priorities outlined in the school plan.

LEADERSHIP and NCLB SCHOOL IMPROVEMENT COMMITTEE

1. An in-depth program of data analysis that will involve all stakeholders should be instituted. This program should begin with the receipt of data and continue through the process of analysis by district and school personnel, presented to all staff in a timely and appropriate manner; follow-up monitoring of teacher instructional strategies regarding the data; and benchmarks set up for monitoring student performance.
2. Provide an intensive professional development program for the school administration to help with instructional supervision and improve classroom instruction regarding consistency and rigor.
3. Revise the Basic Skills Improvement Program. The present system does not adequately serve the eligible student population. Additionally, those students who do receive services are pulled from graded fine arts programs on alternate days, thus preventing them from benefitting from the entire school program.
4. The master schedule should be revised to provide for common planning time, increased time for language arts instruction, and a more effective means of servicing the students receiving remedial instruction.
5. To research, plan, and manage the myriad improvements needed to lift the school out of status and raise the bar on student achievement, it is recommended that the current school leadership team be reformed as a School/Instructional Improvement Team, trained, and empowered. Once organized, this

team can be used to research, analyze data, and manage the school improvement changes that have been identified by the CAPA team and the Unified Plan.

DISTRICT

1. The district should design and implement a master plan that gives all schools a common direction. Articulation throughout the district should be instituted to ensure that all schools are working on the same curriculum and that student expectations are realistic. A district plan that prioritizes the needs in math and language arts in all subgroups, as well as data analysis, can be facilitated by an effective articulation plan.

SUMMARY OF CLASSROOM VISITS

The results of the classroom visits provide a view of instruction within the building. This summary is a cross-section or snapshot of instruction. Several rounds of classroom walkthroughs were conducted to provide a representative and thorough understanding of the nature of instruction in the school.

Language Arts Literacy:

The CAPA LAL representative visited eight classrooms, during which either reading or writing/grammar/spelling was taught during whole-group instruction in grades five and six. In all classes, student work was available for examination in student journals and in writing portfolios. During writing lessons, students were working on speculative or persuasive writing tasks in preparation for the upcoming NJ ASK. Reading classes were primarily devoted to oral reading exercises followed by paper/pencil exercises. Literature Circle activities were observed in one classroom following listening and silent reading activities. Guided reading and related balanced literacy activities were not observed in all other classrooms. Differentiated instruction was not observed in LAL classroom.

Mathematics:

During the visit, the CAPA mathematics consultant visited the classrooms of all of the mathematics teachers (12 in total) and the one computer teacher in Grant School. The teachers' content knowledge appeared to be appropriate for the subject matter that they were teaching. They are all highly qualified teachers. There were a number of ways in which most classrooms exhibited good practices, including monitoring student work, students exhibiting a sense of comfort and respect toward the teacher, and orderly and well-maintained classrooms.

The methodology of choice was primarily direct instruction. There were fewer cases of students engaging in self-reflection, communicating why the lesson is being taught, and cooperative learning. In only one instance were students observed working in groups. Very little mathematics work was on display in the classroom. Finally, teachers are not using mathematics portfolios.

Special Education:

A number of special education and general education classes where special education students were being served were observed during instruction. In the pull-out classes observed, all students were actively engaged in the lesson. Although each student requires modifications and strategies that can help to raise the acquisition of the skills being taught, this was not evident in any of the classes observed. In the regular classrooms, one could not distinguish a special education student from a general education student; there is a lack of implementation of individualized modifications and strategies to ensure the acquisition of the skills being taught.

Various interviews were conducted with instructional staff and support staff. Limited experience and knowledge were presented about how to implement the most current best practices and to ensure that all compliance issues are adequately met. Special education teachers and other support staff feel that there is a great need for guidance with implementation of staff development activities that can support the inclusion practices present in the school.

School Culture/Parent Involvement:

During the visit, the CAPA consultant visited eight classrooms, including classrooms from grade levels 5-6. There were a number of indicators in which most classrooms exhibited good practices, including (1)

monitoring student understanding throughout the lesson, (2) students exhibiting a sense of comfort and respect toward the teacher, and (3) orderly and well-maintained classrooms. There were fewer cases of (1) team teaching, (2) students engaging in self-reflection, (3) communicating why the lesson was being taught, (4) cooperative learning, and (5) total student engagement. Overall, there was a wide range of instruction observed during the school review.

During the visit, the CAPA consultant met with 10 parents and PTO officers, counselor, district technology supervisor, nurse, student assistance counselor (SAC), 10 teachers, professional development committee, I&RS team, 10 students, and principal.

Leadership:

The leadership team was able to visit 12 classrooms and witnessed a variety of instructional techniques, ranging from whole-class instruction to small-group settings. The predominant teaching style was whole-group instruction with minimal technology support. Interviews with groups of staff members indicated a willingness to change but expressed some frustration with the inconsistent administrative personnel.

SUMMARY OF DOCUMENTATION REVIEW

The team activities included a review of the documents collected for the school portfolio and data profile, including:

- Mission Statement
- Teacher schedules
- PTO data
- Data folder
- PDPs and related evaluations
- Professional Development
- In-service data
- Articulation meetings
- School Report Card
- Textbook inventory
- Faculty meeting records
- Mathematic Curriculum Grades 5-6
- School High Qualified Teacher Report
- The District Professional Development Plan
- Special education records
- Lesson plans
- NJ ASK results
- 2010-2011 District Title I Unified Plan and Consolidated Application
- 2011 School Restructuring Plan
- Data folder
- I&RS Referrals and Forms
- Parent program agendas and sign-in sheets
- Student Discipline Policy-Student/Parent Guide
- Academic team meeting agendas
- Grade level meeting agendas
- School calendar

IN CONCLUSION

Members of the CAPA review team express their appreciation to the staff and community of Grant Elementary School for their gracious welcome and for their open interaction with us during our visit. We encourage the school community to review this report asking themselves reflective questions about the findings of fact and recommendations for action.

BACKGROUND INFORMATION FORM	
Principal/Lead Person – Years in Building	Leo Whalen – 8 years 2 years assistant principal; 6 years principal
Number of Vice Principals in Building	1
Grade Levels in Building	5 & 6
Number of Teachers in Building	50
Number of Teachers meeting NCLB HQT	All
Number of Teachers with Emergency Certification and Subject Area	0
Teacher Mobility Rate	0
Teacher Attendance Rate	97.3%
Total Number of Classrooms	41
Total Number of Students in Building	550
Percent Special Education Students	15%
Percent Special Education Students in Inclusive Classrooms	84%
Number of Special Education Self-Contained Classrooms	1
Number of Inclusive Classrooms and Grade Levels	5th grade – 16 classrooms 6th grade – 22 classrooms
Percent LEP	.7%
Number of Bilingual Classrooms	0
Number of Students Receiving Bilingual Services	0
Number of Students Receiving ESL Services	4
Student Attendance	5 th grade – 95.8 6 th grade – 95.7
Student Mobility	7.2%
Student Suspensions	4 (1-OSS, 3-ISS)
Subgroups Missing AYP	Special Education – 5 th and 6 th grades
AYP Content Areas Missed (Math or LAL)	5 th grade students w/disabilities LAL 6 th grade students w/disabilities Math & LAL
Number of Students Receiving Supplemental Services (SES)	35 students
NCLB Committee Meets Monthly	Yes
NCLB Committee Has Required Representation	No

TEAM POSITION	NAME	AFFILIATION
EXTERNAL TEAM		
Team Leader	Dan Stelluto	Educational Consultant
Principal	John Carey	Educational Consultant
Language Arts Literacy Specialist	Susanne Neri	Educational Consultant
Mathematics Specialist	Frank Mauriello	Educational Consultant
Special Education Specialist	Elizabeth Jeninez	Educational Consultant
Culture Standards 4-5-6	Terri Grey	Educational Consultant
DOE Liaison	No person identified	NJ Department of Education
INTERNAL TEAM		
District Liaison	Frank Cocchiola	Interim Asst. Supt C & I
Principal	Leo Whalen	
Language Arts Literacy Specialist	Dana Houck Camille Deutsch	5 th Grade Teacher 6 th Grade Reading Teacher
Mathematics Specialist	Margaret Bishara	Math Teacher
Special Education Specialist	Joan A Krauss Laurie Hall	SE Teacher Supt. Spec Services -District
English Language Learning Specialist	N/A	

CAPA DISTRICT AND SCHOOL “CORE” STANDARDS AND INDICATORS		
STANDARD 1: CURRICULUM		
The district’s rigorous, intentional, and aligned curriculum is fully implemented at the school.		
1	1.1	The district curriculum is aligned with the NJ CCCS (that provide a coherent vision for what students should know and be able to do) and specifies the content to be mastered.
2	1.2	The district curriculum is implemented at the school.
3	1.3	There is a process to monitor the implementation of the curriculum.
4	1.4	The school ensures that all students have access to the district’s common academic core.
STANDARD 2: CLASSROOM EVALUATION/ASSESSMENT		
Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.		
5	2.1	Multiple classroom assessments are frequent, rigorous, and aligned with core content standards.
6	2.2	Students can articulate the expectations, know requirements, and assess their own and others’ work.
7	2.3	Test scores are used to identify gaps and adjust instructional practice for all subgroups.
STANDARD 3: INSTRUCTION		
There is evidence that effective and varied instructional strategies/activities are used in all classrooms and are continuously monitored and aligned with individual student needs.		
8	3.1	Instructional strategies include a variety of challenging and engaging activities.
9	3.2	Learning goals are evident and provide focus for student learning.
10	3.3	Teachers demonstrate necessary content knowledge and pedagogy.
11	3.4	Technology is incorporated into the school organizational and instructional practices.
STANDARD 4: SCHOOL CULTURE		
The school functions as an effective learning community and supports a climate conducive to performance excellence.		
12	4.1	The school community supports a safe, equitable, and healthy learning environment.
13	4.2	The members of the school community, including school leadership, instructional staff, students, parents/adult caregivers, and partners, possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and advancement of all students.
14	4.3	A personalized environment is purposefully established for students in order for them to (a) learn about their strengths (intellectual, ethical, social, and physical); (b) discover and demonstrate their own competence; and (c) plan for their future.
STANDARD 5: SUPPORT FOR THE SCHOOL		
The school community collaborates with families, higher education, and community organizations to remove barriers to learning and address the needs of the students.		
15	5.1	There are structures and support services in place to reduce barriers to learning for students.
16	5.2	Families and the community are active partners in the educational process and work with the school to meet the needs of all students.
17	5.3	There is a program of community and institutions of higher education partnership and support.
18	5.4	The district supports the school in their efforts to promote family and community involvement.
STANDARD 6: PROFESSIONAL DEVELOPMENT & EVALUATION		
The school provides for staff research-based, results-driven professional development opportunities that are consistent with the district’s professional development plan, and implements performance evaluation procedures in order to improve teaching and learning.		

CAPA DISTRICT AND SCHOOL “CORE” STANDARDS AND INDICATORS		
19	6.1	The school and district devote resources to content-rich professional development that is connected to reaching and sustaining the school vision and goals for increasing student achievement and is differentiated by teacher and student needs.
20	6.2	School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Development Plans (formerly PIPs) and evaluations of teachers and the Professional Growth Plans of principals.
STANDARD 7: LEADERSHIP AND NCLB SCHOOL IMPROVEMENT COMMITTEE		
The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.		
21	7.1	Key leaders in the school facilitate a collaborative process to develop a shared mission, vision, values, and goals that are understood and ingrained in the school’s culture.
22	7.2	There is a demonstrated and unrelenting focus on evidence-based teaching and learning.
23	7.3	There is a culture of trust, continuous improvement, and accountability for performance.
24	7.4	School leadership and the NCLB school improvement committee plan effectively by communicating a clear purpose, direction, and strategies focused on teaching and learning through the development, implementation, and evaluation of the following: vision, goals, and the NCLB school improvement plan.
25	7.5	School leadership, the NCLB school improvement committee, and the district are implementing the strategies in the Secondary Education Initiative.

NCLB CORRECTIVE ACTIONS

CAPA was designed to do a needs assessment and make recommendations to address one of the required corrective actions listed below from the non-regulatory guidance – LEA and School Improvement.

F-1 What is corrective action? Corrective action is a significant intervention in a school that is designed to remedy the school's persistent inability to make adequate progress toward all students becoming proficient in reading and mathematics.

In addition, the LEA must take at least one of the following corrective actions §1116(b)(7)(C); §200.42:

- Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
- Extend the length of the school year or school day.
- Replace the school staff members who are deemed relevant to the school not making adequate process.
- Significantly decrease management authority at the school.
- Restructure internal organization of the school.
- Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP.

ACTION PLAN 1

Corresponding Recommendation:	To research, plan, and manage the myriad improvements needed to lift the school out of status and raise the bar on student achievement, it is recommended that the school leadership team be re-formed, trained, and empowered as a School/Instructional Improvement Team .			
Name of Program or Strategy:	School Improvement Teams (Instructional Management Team)			
SMART Goal:	By May 1, 2011, the Grant School will have implemented an operational School Improvement Team/ Instructional Management Team made up of staff and administrative representatives, which has a clear mission and vision statement, well-defined set of subcommittees, operational procedures, and schedule of activities to be accomplished over a two-year improvement cycle.			
Research Supporting Strategy: (from IES Practice Guide or What Works Clearinghouse)	http://mdk12.org/process/leading/sit.html http://www2.bw.k12.ri.us/education/club/club.php?sectionid=1221			
Indicators of Success:	<ul style="list-style-type: none"> • Team is effectively operating as a professional learning community and actively managing the process of change in the school. • Team will produce schedules of activities, monitor implementation, conduct reviews of progress, and distribute reports on status of improvements. • Agendas will reflect work on goals of the overall improvement plan as defined by the Unified Plan. • Status reports reflect achievement of defined activities. • Team is operational by the defined timeline. 			
Description of Action Plan Steps		Persons Involved	Resources Needed	Due Date - Timeline
1	Conduct SIT/IMT team training and review the mission and vision statement (Establish mission, vision, and operational plan for the team)	External consultant	Materials Release time	By May 1, 2011
2	Re-form the NCLB planning team and empower a School Improvement Team to manage school improvement.	Superintendent Principal	Staff training materials	By May 1, 2011
3	Establish a subcommittee structure that will guide school improvement-- Can include PD, Data, Research (research-based strategies), Climate, Parental Involvement, and others.	SIT/IMT chair Principal	Time	By May 1, 2011
4	Revise the Unified Plan to include recommendations by CAPA team and include the new action plans.	Chair with team NCLB liaison	Time Materials	By April 1, 2011
5	Review Unified Plan and finalize an overall calendar of benchmarks for school improvement activities.	SIT/IMT team	Time	By April 15, 2011

6	Through the Data Subcommittee, conduct data analysis that informs instructional improvement. Utilize SIT/IMT to gather and provide PD and to analyze data to inform instruction.	SIT/IMT chair Data Subcommittee	Release time Stipends, if applicable	Should begin as soon as the sub-committee is formed. First data presentation to staff completed by May 30, 2011.
7	Through the PD Subcommittee, develop a school PD plan to address the deficiencies and goals of the overall school improvement plan	SIT/IMT chair PD Subcommittee	Time Materials	By June 1, 2011
8	Develop plan and schedule to implement CAPA recommendations for LAL, math, and special education as specified in the CAPA report and the Unified Plan.	SIT/IMT Team	Time Materials	As specified by impementation schedule
9	Visit other schools to research best configurations and practices.	Research Subcommittee	Time Substitutes	Ongoing as schedule permits
10	Conduct research on educational issues identified and turnkey with staff.	Research Subcommittee	Time Internet Costs of books as approved	Ongoing and discussed at every meeting
11	Monitor progress on improvement plan.	Principal SIT/IMT chair	Time	Ongoing

ACTION PLAN 2

Corresponding Recommendation:		Provide ongoing, sustained staff development in balanced literacy with an emphasis on guided reading strategies. Correlate this with planning for 80-minute periods. Institute these practices in LAL classrooms.		
Name of Program or Strategy:		Balanced Literacy		
SMART Goal:		By June 2012, all LAL teachers will have had sufficient and sustained staff development to plan for and provide daily balanced literacy instruction in contiguous periods totaling 80 minutes.		
Research Supporting Strategy: (from IES Practice Guide or What Works Clearinghouse)		IES Practice Guide: Michael Kamil. "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" (August 2008)		
Indicators of Success:		<ul style="list-style-type: none"> • 100% of LAL and basis skills teachers will participate in the sustained balanced literacy training, as evidenced by attendance data and completed assignments • Planbooks indicating balanced literacy strategies and activities on a daily basis, beginning in January 2012 		
Description of Action Plan Steps		Persons Involved	Resources Needed	Due Date - Timeline
1	Research options for sustained staff development as stated above.	Curriculum coordinator Principal	Resource information from varied sources: colleges, professional staff developers, publishers, such as the International Reading Association	Completed by June 2011
2	Provide LAL teachers with reading material on balanced literacy for summer reading.	Principal	Funds for books Resources such as IRA for materials to purchase	Complete and distributed by June 2011
3	Engage selected staff developer(s) for sustained training during the 2011-2012 school year	Curriculum coordinator Principal	Funds Time to research and select staff developer(s)	Completed during summer 2011
4	Initiate staff development plan for balanced literacy	Principal Staff developer	Time	September 2011
5	Continue staff development sessions	Principal Staff Developer	Time	Monthly 2011-2012

6	Begin initiating guided reading practices in LAL classes	Teachers Principal or assigned mentor	Assistance in planning classroom management for small-group work and using leveled materials for guided reading	November 2011
7	Supervision and mentoring of teachers' use and refinement of guided reading strategies	Principal/mentor and staff developer if available	Time to mentor and provide feedback Perusal of plan books and giving meaningful feedback	Monthly: November 2011 - June 2012
8	Development of related balanced literacy teaching and management strategies, including writing in response to reading, the development and use of centers, providing running records and other assessment options	Staff developer Principal	Time Appropriate mentoring and feedback	Monthly: December 2011 - June 2012
9	Level library and classroom books so that they can be used to supplement current classroom holdings as guided reading resources	Designated staff trained to level books	Time	By September 2012
10	Assess needs for continued training/mentoring/support for LAL teachers in balanced literacy	Principal Curriculum coordinator	Assessment or survey tool	May 2012