Pyne Point Middle School
April 24 – 26, 2007

Introduction

The New Jersey Department of Education conducted a Collaborative Benchmark Assessment review of Pyne Poynt Middle School on April 24 - 26, 2007. This school is designated as “in need of improvement” for six 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 Collaborative Benchmark Assessment review process as a follow-up to the Collaborative Assessment for Planning and Achievement (CAPA) process.

The purpose of the Collaborative Benchmark Assessment process is to:
• Conduct a focused visit, tailored and customized to the school needs—determined by the data;
• Review the implementation of the CAPA recommendations and restructuring plan in action—keeping to the fidelity of implementation;
• Jointly (with the school and district) perform data analysis, problem solving, decision making, and team building; and
• Focus on governance.

The team activities included a review of the documents collected for the school portfolio and data profile, classroom visitations, and interviews with teachers, building leadership and administration, district administrators, and school support staff. Following the study of documentation and the conducting of interviews and classroom visitations, the team discussed selected CAPA indicators and the school’s restructuring plan. Based on these findings, the team offered its recommendations to the district and New Jersey Department of Education.

Evidence for findings includes:
• Classroom visitations and walkthroughs
• Interviews with school staff and school and district administration
• 2005 CAPA report
• Most current benchmark summary form
• Restructuring plan and related restructuring correspondence
• 2006-2007 District Title I Unified Plan and Consolidated Application
• 2007 School Title I Improvement Plan
• School Highly Qualified Teacher Report and Working Conditions Survey
• Data folder provided at December 18, 2006 workshop
• Ten PIPs and related evaluations
COMMENDATIONS

• The district is commended for its insight and awareness in the selection of the new administrative leadership team for the Pyne Poynt Middle school.

• The new administrative team is commended for the easily observable, positive turnaround in student behavior and for their development of positive relationships with the community.

• The administrative team and the instructional staff are commended for their shared commitment to the improvement of instruction.

• The School Leadership Council is commended for its hard work and dedication to the students and family of the school.

• The school is commended for its Monthly Testing Initiative as it is used to drive classroom instruction.

• The literacy and math coaches are commended for providing job-embedded professional development through weekly department meetings to include topics such as data analysis, specific skills strategies, monthly benchmarks, analysis of previous GEPA essays, how to teach-writing a narrative essay (picture prompt), Habits Of Good Readers, how to teach-writing the persuasive essay, how to teach-writing an informational report, how to teach-answering the open-ended question, and test taking strategies.

• The entire school family and district are commended for pursuing and implementing the CAPA prioritized recommendations presented in the Five-Day CAPA visit of April 2005.

• The students of Pyne Poynt Middle School are commended for their focused attention to the high academic expectations created by building administration and teaching staff as demonstrated through their show of respect to both faculty and peers, their commitment to completion of classroom assignments, and their adherence to school rules and policies.

• The school administrators are commended for encouraging collaborative effort among the staff and changing the building culture, increasing trust and staff moral and creating an environment of acceptance and security for the entire school population.

• The language arts teachers are commended for helping to design and implement the Monthly Benchmark Testing Program, enabling a true understanding of data-driven instructional practices. Their active participation in the program made it possible for teachers to assist one another by providing in-class support as data directed.

• Students display consistent self control, responsiveness to teacher instruction, and an eagerness to learn.

• The administration demonstrates a commitment to the students and staff that is empowering teachers to provide the students with enhanced instruction.
RECOMMENDATIONS

DISTRICT

1. It is recommended that the School Leadership Council (SLC) accept a more proactive role in the day-to-day professional development activities focusing on instructional strategies. (6 and 9)

2. It is recommended that the SLC review its bylaws and redesign the teacher membership component to better reflect representation of the departments of the school. (9)

3. Special education teachers should be provided with sustained, job-embedded staff development that focuses on the basic components of effective lesson presentation and includes best practices in basic pedagogy, the development of effective lesson plans, differentiated instruction, basic literacy skills, teaching reading across the content areas, cooperative learning, and the use of assessment data to drive instruction. Teacher implementation of effective lessons should be closely monitored by building leadership to ensure that staff development learnings are seamlessly incorporated into daily lessons throughout the school year. (6)

4. Reorganization should take place within the special education department. Programming for special education students should be reviewed with the goal of significantly reducing the reliance on self-contained classes. Departmentalized programming, especially in seventh and eighth grades, would begin to provide students with enhanced instruction and prepare them for the departmentalized environment they will encounter in high school. District office should assure that student IEPs are fully and consistently implemented and that teachers have the appropriate instructional material they need. Special education teachers should not be reassigned to cover classes of other special education and general education classes, thus taking them away from their assigned students. (1 and 3)

5. The district should identify a language arts supervisor with the intent of ensuring a unified district-wide program in language arts. (1, 2, 3)

6. A transition plan should be implemented to replace the retiring current coach to maintain the continuity of data-driven instruction currently practiced. The plan should ensure that the new coach is trained on implementation of the current, monthly benchmark assessment initiative. Additionally, the coach should be trained on giving in-house professional development in-services on a variety of LAL skills. The efforts and accomplishments over the last year in this area of the curriculum should not be allowed to stand still and/or regress; the momentum must be maintained. (1)

7. The district should continue the monthly practice of benchmark testing to drive instruction in language arts and math and should expand the program to include special education students. Coaches should continue to spearhead the benchmark testing effort during weekly meetings to continue the job-embedded professional development that data results offer. (2)

8. The district should explore the feasibility and academic worthiness of initiating mini-magnet bilingual schools at the elementary, middle, and high school levels. This would enable students to receive full services and utilize staff and materials more efficiently and effectively. Additionally, the district should explore creating a port-of-entry school for students who are over-aged and under-educated. (1 and 3)
9. Math education teachers should be provided with sustained, job-embedded staff development that focuses on various instructional methods, using technology in teaching, training of paraprofessionals in utilizing LLTeach, and infusing mathematics into art, music, and other curricula. (1 and 3)

10. The district and vendors should create a DVD for parents and students describing the unit and sample problems that parents and students can work on. (1 and 3)

11. The district should provide training for math teachers that leads to full certification in mathematics and develop a partnership with universities for university students to work collaboratively in the classrooms with teachers and students. (3)
STANDARDS AND INDICATORS

STANDARD 1 - CURRICULUM: The school implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
1.1 The school conducts regular discussions to ensure that curriculum standards are clearly articulated across all grade levels (P-12).
1.4 There is a P-12 district curriculum that is aligned to the NJ CCCS and that is clear and specific about what is to be taught to all students by grade level and subject and contains a pacing chart, technology, and suggested resources.
5.3 The school ensures access to a common academic core for all students, including special education and ELL students.

STANDARD 2 – ASSESSMENT & EVALUATION: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.
2.1 The school leadership and faculty ensure that multiple assessments are frequent, rigorous, and authentic; aligned with NJ CCCS; and used to gauge student learning and adjust teaching to individual needs.
2.3 Disaggregated test scores are used by the district and school to identify curriculum gaps and adjust instructional practice, as needed, for all students and subgroups.

STANDARD 3 - INSTRUCTION: The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
3.1 There is evidence that effective and varied instructional strategies are used in all classrooms.
3.3 Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
3.4 Teachers examine and discuss student work collaboratively and use this information to inform their practice.

STANDARD 4 – SCHOOL CULTURE: The school functions as an effective learning community and supports a climate conducive to performance excellence
4.1 The principal and school leadership are responsible for and support a safe, clean, hospitable, orderly, and equitable learning environment.
4.2 School leadership, teachers, and staff members hold high expectations for all students academically and behaviorally, and inspire their best efforts as evidenced in their interactions, attitudes, and instructional practice.
4.3 School leadership and teachers accept responsibility for student success/failure.

STANDARD 5 – STUDENT, FAMILY, AND COMMUNITY SUPPORT: The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students consistent with 6A:10A-3.6 Supports for Parents and Families and NCLB §1118 Parental Involvement.
5.1 Families and the community are treated as partners with the school and district with frequent communication via take-home notes (in appropriate languages), e-mail, and phone calls when necessary.
5.4 Students who are falling behind receive necessary additional assistance to support their learning in and beyond the classroom.
STANDARD 6 – PROFESSIONAL DEVELOPMENT: The school provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

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 Improvement Plans (PIPs) of teachers and principals.

6.4 The school leadership uses the employee evaluation and the individual professional growth plan to connect improvements in teaching practice with individual classroom goals.

STANDARD 7 - LEADERSHIP: School instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.3 The principal plans and allocates resources, appropriately assigns staff, monitors progress, provides organizational support, and removes barriers to sustain continuous school improvement with a commitment to equity, diversity, and the learning needs of all students.

7.4 The principal gives highest priority to academic performance, sustaining a learning environment that promotes development of teacher leaders and efficiency of operations.

STANDARD 8 – ORGANIZATION AND RESOURCES: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

8.1 Leadership ensures that staff protects and makes efficient use of time to maximize learning and the school schedule reflects instructional priorities.

8.3 The school matches teacher strengths and experience with the needs of students. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff’s instructional strengths.

STANDARD 9 - COMPREHENSIVE AND EFFECTIVE PLANNING: School leadership and the SLC or NCLB planning committee communicate a clear purpose, direction, and strategies focused on teaching and learning through the development, implementation, and evaluation of the following: vision, goals, NCLB school improvement plan, and report on instructional priorities for Abbott schools.

9.2 There is evidence that the NCLB Planning Committee or School Leadership Council (SLC) analyzes multiple forms of data to update the comprehensive needs assessment and to develop the NCLB School Improvement Plan.
STANDARDS 1, 2, 3: STUDENT PERFORMANCE FINDINGS

LANGUAGE ARTS LITERACY

1.1
- The LAL department meets weekly to ensure articulation is occurring and sustained. There is evidence of sign-in sheets, agendas, and meeting minutes. During these meetings there are regular discussions to ensure the curriculum standards are clearly articulated across all grade levels. The building leadership monitors benchmark summary form progress. BSF: pages 2, 3

1.4
- The school ensures access to a common academic core for all students. It must be noted that some students are exposed to America’s Choice materials while others are exposed to Elements of Literature; therefore there is the risk of some inconsistency in programming for LAL students. The district has not adopted specific materials in order to implement the LAL curriculum. There is evidence of student-centered classrooms and the integration of higher-order thinking skills in instruction. BSF: page 2

2.1
- There is evidence of teacher-created monthly benchmark testing. These assessments are frequent, rigorous, and authentic and gauge student learning which drives instructional practices. Teachers participate in the creation of the testing and grading and are aware of student levels of achievement. The LAL coach maintains graphs depicting student monthly progress, which is used to provide students with additional support as needed. BSF: pages 3, 4

2.3
- As previously noted, disaggregated test scores are used by the school to identify curriculum gaps, and teachers are currently adjusting instructional practice for students. The LAL coach has provided training to staff members to self-adjust instruction based on test scores. Currently the building administration enables teachers to provide support services to other LAL teachers by spending as much as two periods of instruction daily to their teaching peers. During the support times, teachers are able to work with the identified students to ensure individual student needs are met. BSF: page 3

3.1
- There is some evidence of a variety of instructional practices occurring. These practices include small-group instruction, student pairing, cooperative learning, teacher/student discussion, one-to-one instruction, project-based assignment, students peer evaluating, technology integration, and whole-group instruction. Numerous practices are noted to occur in many classrooms during an instructional period. BSF: page 3

3.3
- All LAL teachers are appropriately certified and meet the NJ NCLB standards. LAL teachers receive professional development within weekly department meetings to ensure they increase their content knowledge. BSF: page 3
3.4
- Weekly meetings enable teachers to examine and discuss student work collaboratively as noted by agendas and minutes. This collaborative time creates clear understanding of needed instructional practices. BSF: pages 3, 4

MATHEMATICS

1.1
- The math department meets weekly to ensure vertical and horizontal articulation is occurring and sustained in grades 6-8. Also, the math and LAL departments have joint meetings. There is evidence of sign-in sheets, agendas, and meeting minutes. During these meetings there are regular discussions to ensure the curriculum standards are clearly articulated across all grade levels. BSF: pages 2, 3

1.4
- The math department is using the LLTeach materials along with the district curriculum. This ensures a common academic core for all students including special education students. Student portfolios provide documentation of the common academic core and the growth in student progress. BSF: page 2

2.1
- There is evidence the math coach creates weekly benchmark tests that are used to drive daily instruction. The benchmarks are reviewed at weekly meetings to gauge individual instructional practices. These assessments are authentic, rigorous, and aligned to the NJ CCCS. BSF: pages 3, 4

2.3
- Disaggregated test scores are used by the school to identify curriculum gaps, and teachers are currently adjusting instructional practice for students. The math coach has provided training to staff members to self-adjust instruction based on test scores. Currently the building administration enables teachers to provide support services to other math teachers by spending as much as two periods of instruction daily to their teaching peers. During the support times, teachers are able to work with the identified students to ensure individual student needs are met. BSF: page 3

3.1
- There is some evidence of a variety of instructional activities. Noted during visitations are pairing and small-group instruction. Additionally noted is some use of manipulatives and teacher-directed classroom instruction. BSF: page 3

3.3
- There is evidence of elementary teachers who are certified through the HOUSE matrix. There are only two highly qualified content area math teachers. BSF: page 3

3.4
- Weekly meetings enable teachers to examine and discuss student work collaboratively as noted by agendas and minutes. This collaborative time creates clear understanding of needed instructional practices. BSF: pages 3, 4
ENGLISH LANGUAGE LEARNERS

1.1  • Bilingual students are placed according to the district’s entrance requirements. There is evidence that content-area teachers are servicing the bilingual students in social studies and science, with the bilingual teacher serving as support.

1.4  • There were no findings for ELL students within the initial report.

2.1  • There is evidence of teacher-created monthly benchmark testing. These assessments are frequent, rigorous, and authentic and gauge student learning which drives instructional practices. Teachers participate in the creation of the testing and grading and are aware of student levels of achievement. The LAL coach maintains graphs depicting monthly student progress, which are used to provide students with additional support as needed. BSF: pages 3, 4

2.3  • There were no ELL recommendations in the previous report

3.1  • There is evidence of project-based instruction, one-to-one instruction, teacher modeling, and student partnering within the ELL classrooms. BSF: page 3

3.3  • There were no ELL findings in the previous report. All ELL teachers are appropriately certified.

3.4  • Weekly department meetings occur for ELL teachers with the LAL and math departments. Therefore the teachers have equal opportunities to professional development with the LAL and math coaches and have the opportunity to discuss student work and drive instructional practices. BSF: pages 3, 4

SPECIAL EDUCATION

1.1  • Teachers report that they have received staff development on differentiated instruction, multiple-intelligence, and computer literacy as was recommended by the last CAPA team. There is little evidence that teachers are aligning their lesson plans with the instructional level of students and systematically incorporating differentiated instruction and cooperative learning as part of their pedagogical approach.

• Since the initial CAPA visit, there is little evidence that teachers have developed enhanced pedagogy that includes basic components of well-developed lessons. Teachers continue to rely on whole-group instruction with a high degree of reliance on worksheets and seatwork. There is limited evidence that rubrics are being incorporated into teachers’ instruction.

• Teacher interviews reveal that horizontal articulation has begun. Vertical articulation between Pyne Poynt and both sending elementary schools and the high schools continues to be non-existent. Teachers have no contact with sending and receiving schools and no direct awareness of these teachers’ expectations.
• Although teachers report that they have been given copies of district-approved curricula, there is limited evidence that they systematically implement the curricula. Teachers report that they lack the necessary instructional material to provide instruction adequately at the student’s instructional levels. Teachers continue to rely on themselves and their colleagues to adapt the instructional materials they are provided. Teachers receive support from fellow teachers and building coaches. BSF: pages 2, 3

1.2
• The majority of special education students at Pyne Poynt have extremely limited access to the general curriculum. Most of the programing is in self-contained classes. Students in these classes start their day in restrictive, self-contained special education homerooms and only socialize with general education students during lunch. They are accompanied to specials by assistants. There is extremely limited access to inclusive programing. There is little to no evidence that teachers routinely incorporate career education as part of their instructional practice. Special education teachers are routinely taken from their in-class support assignments to cover for both other special education and general education teachers, which is denying students instruction.

2.1
• Teachers report that they have been provided with some staff development that has enabled them to analyze student work and utilize multiple assessments to adjust their instruction. The school has initiated a monthly assessment of general education students in language arts literacy and math. Special education students were assessed by teachers in the fall. Based on these assessments, teachers report modifying their instruction. BSF: pages 2, 4, 5

2.3
• Teachers report that they have been provided some staff development in the use of disaggregated assessment data and have begun to make use of disaggregated test data to impact instruction. BSF: page 2

3.1
• Professional development (lesson plan development, differentiated instruction, cooperative learning, brain-based instruction, effective use of multiple assessments, high-order thinking skills, best pedagogical practices) has been implemented to enhance teacher knowledge. There is little evidence that teachers implement the content of these professional development offerings. In addition, there appears to be little to no monitoring of the implementation of professional development content seamlessly integrated in daily lessons.

• There is little evidence that special education teachers know and/or implement varying instructional strategies in the classroom. Teachers rely on texts to guide instruction and workbooks for activities. Their lesson plans do not reflect teachers’ knowledge or incorporation of differentiated instruction in the planning and delivery of lessons.

3.3
• Special education teachers do demonstrate the content knowledge to provide their students with high levels of thinking. The implementation of effective pedagogy continues to challenge teacher ability to impart the content knowledge.
• Teachers report that have received staff development to demonstrate literacy skills and are incorporating these skills in their lessons. Classroom visitation do not support these teacher reports. BSF: pages 7, 8, 9

3.4
• Teachers continue to report that they review and examine student work collaboratively at department/subject area meetings. There is no evidence, however, that teacher articulation informs classroom practice. BSF: page 6

STANDARDS 4, 5, 6: LEARNING ENVIRONMENT FINDINGS

LANGUAGE ARTS LITERACY, MATHEMATICS, ENGLISH LANGUAGE LEARNERS

4.1
• Those interviewed state that the culture and climate of the building has changed dramatically with the current administration. There is a consensus that the building is a safer environment where rules and policies are followed. Students are orderly and respectful of staff, peers, and the visitor to the building.

4.2
• School leadership, teachers, and staff members hold high expectations for academic achievement and behavior. The teachers display a congenial demeanor toward peers and students alike. Teachers readily display student work in hallways, inspiring students to produce their best efforts to be displayed. BSF: pages 5, 6

4.3
• There is acceptance by school leadership and staff of their role in student success or failure within the building.

5.1
• There is evidence of the school leadership and staff reaching out to the families and the community to create a sense of partnership. This process is at an early stage but will continue to grow with the established roles of the SLC and with influence of the new administrative team. Parents were welcomed to a breakfast sponsored by the building and back to school night was highly attended. Communications are sent home in Spanish and English. BSF: page 5

5.4
• After-school tutoring was provided by three SES providers to 56 students within the building. There is little evidence of collaboration between SES providers and the classroom teachers to attempt to close the achievement gaps. BSF: page 6

6.2
• There has been a significant and concentrated focus on data analysis to guide instructional practices this year within weekly meetings for the staff. The training has included reviewing previous GEPA testing data to gain an understanding of instructional needs for all students. Additionally, teachers are provided the opportunity to provide support services to one another to
meet students needs and gain professional growth by modeling instructional practices for one another. BSF: page 7

6.4
- PIPs are individually created; however there is limited evidence that PIPs are connected to the improvements in teaching practice with individual classroom goals. BSF: page 7

STANDARDS 7, 8, 9: GOVERNANCE FINDINGS

7.3
- The administrative staff are assertive and sensitive to the needs of students, staff members, parents, and the community, and thus effectively focusing on ongoing school improvement. Improvement has been made: 56 new computers and five SMART Boards were received this year; SES programs served 56 students compared to 0 the year before; student attendance over the last year has improved from 83.3% to 91%. It is apparent that attention has been geared to areas that involve equity, diversity, and the learning needs of all students. The high visibility and positive attitude of administration transcends to all stakeholders. BSF: page 7

7.4
- Leadership at Pyne Poynt has changed. The principal has implemented a revised schedule that has increase student-contact time in the areas of LAL and math. There are now common planning times for all staff in all core content areas and grade levels. Administrative visibility has been increased by frequently monitoring hallways, making frequent visits to all classrooms, walking through neighborhoods to visit homes, and working closely with vice principals and support staff to ensure that the building runs effectively and the curricular activities are enhanced.

8.1
- The leadership has installed expanded, 90-minute periods of protected time to maximize rigorous instruction in the areas of math and LAL. Frequent monitoring of classrooms by administration in the form of focus walks has ensured effective use of instruction. Meetings with coaches are held frequently. There is no use of the PA system during the instructional periods. The revised master schedule allows for teacher support through modeling and collaboration. Hallway lockers were removed to increase instructional time for students. Field trips still lack funding. SES programs have been provided for the current school year. BSF: page 8

8.3
- The staffing schedule indicates there is time allotted to support common planning time. There is now a meeting format and agenda along with well-established documentation that accompany each staff meeting. Documentation now exists that indicates goals, objectives, and strategies that relate to the two-year operational plan. The master schedule provides adequate time for staff collaboration and vertical and horizontal collaboration.

9.2
- The SLC is firmly established in accordance with the Abbott regulations and has many committees addressing the various instructional needs of the students. The incorporation of data in making decisions has become their basic way of doing business. The bylaws regarding
membership composition of the SLC does not require representation from specific departmental areas of the school. As a result, although not intentionally, currently neither LAL nor math teachers are represented on the SLC.

- Genesis is the current system used to provide detailed data and demographics of students at each school in the district. Pyne Poynt currently has Genesis installed in every classroom. BSF: page 9
2006-2007 SCHOOL RESTRUCTURING STATUS REPORT FOR SCHOOL IN YEAR 6

Check those that apply.

Option 1: Implement any major restructuring of the school’s governance that is consistent with the principles of restructuring.

Option 3: Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

List the primary restructuring/governance changes undertaken by the district to address the requirements for schools in the 6th year of restructuring. For each primary change indicate if the proposed change/reform is covered in the District Consolidated NCLB Plan and the Title I School Improvement Plan.

<table>
<thead>
<tr>
<th>List the Governance &amp; Instructional Changes that were to occur according to the School Restructuring Plan.</th>
<th>Listed in District NCLB Plan Yes-No</th>
<th>Listed in Title I School Improvement Plan Yes-No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sensitivity training for staff regarding diversity is ongoing (Standard 1).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>2 Coaches are modeling instructional practices (Standard 6).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>3 Curriculum requirements are consistently and clearly articulated and utilized (Standard 1).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>4 Teacher training for all instructional staff in assessment and analysis of student assessments is now ongoing (Standard 2).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>5 Teachers are now incorporating technology in their daily instructional activities (Standard 3).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>6 Staff development is developed, using student data, best practices, and instructional strategies (Standard 6).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>7 Varied assessment methods are being used to provide feedback to address appropriate learning styles and modalities (Standard 2).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>8 School leadership committee has improved the overall communication with parents as well as including the vision and mission statements in the daily academic school day (Standard 4).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>9 Teacher evaluations are aligned with PIPs. Teachers are actively improving their professional growth plan as it relates to their PIPS (Standard 6).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>10 Collaborative development of the action plan is ongoing (Standard 7).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>11 Intensive long-term professional development regarding teachers’ expectations of students and its impact on student achievement has been incorporated into Pyne Poynt’s professional development opportunities (Standard 4).</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>12 Increased student contact time through double blocks in language arts literacy, mathematics, and science as well as common planning times for all departments has been established and will be ongoing (Standard 2).</td>
<td>y</td>
<td>y</td>
</tr>
</tbody>
</table>
Restructuring/Governance Plan Requirements – Completed by Team Leader, District Liaison and Principal (Team)

<table>
<thead>
<tr>
<th>NCLB RESTRUCTURING REQUIREMENTS</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governance Changes:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the district continue to rely on data to implement and support governance changes? (In supporting details include the source of data and analysis conducted.)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are supports in place for school leadership (building specific) and other restructuring strategies?</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the district implementing curriculum and instruction to support newly implemented governance in Year 5 Hold and Year 6 schools?</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the district provide customized professional development and technical assistance (including monthly walkthroughs) for the school?</td>
<td>x ✔</td>
<td></td>
<td>Lack of funding</td>
</tr>
<tr>
<td><strong>Implementation of CAPA Recommendations:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the district have a process for ensuring that schools are implementing the prioritized CAPA recommendations?</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the school implementing the CAPA recommendations that have the greatest potential of improving student outcomes?</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the district having difficulty implementing the CAPA recommendations?</td>
<td>x</td>
<td></td>
<td>Lack of funding</td>
</tr>
<tr>
<td>Is the district having difficulty in implementing the school’s restructuring plan?</td>
<td>x</td>
<td></td>
<td>Lack of funding</td>
</tr>
<tr>
<td>Does the district have a plan to revise the restructuring plan? If yes, provide information about the rationale and the proposed changes.</td>
<td>x</td>
<td></td>
<td>Currently there is no superintendent</td>
</tr>
</tbody>
</table>
### SCHOOL RESTRUCTURING PLAN REVIEW FORMAT

Provide a score for each area listed. Use the 0-2 point restructuring rubric from the Three-Day Handbook.

<table>
<thead>
<tr>
<th>RESTRUCTURING ASSESSMENT OF IMPLEMENTATION</th>
<th>RATING 0-1-2</th>
<th>COMMENT IF RATING IS 0 OR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  The proposed governance structure for the district and school is implemented.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.  The changes in governance have already or will:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• help with implementing the CAPA recommendations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• help with implementing the Title I school improvement Plan; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• help with implementing the Abbott Report on Instructional Priorities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.  There is a sound rationale for modifications to the school and district governance in regard to improving academic performance.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4.  Proposed changes in school leadership have been implemented.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5.  Stakeholder groups (e.g., parents, education association representatives, community leaders) continue to be involved in the revision and implementation of the restructuring plan.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6.  The strategies and outcomes (e.g., student work) the district proposed to use to assess the implementation of the restructuring plan are implemented.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7.  District central office staff member are responsible for the assessment of each strategy used to assess the implementation of the plan.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8.  The professional development needed to implement the restructuring plan has been implemented, including:</td>
<td>1</td>
<td>Lack of funding</td>
</tr>
<tr>
<td>• how often the professional development will occur;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the method of delivery; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the provider.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.  Direct classroom support that accompanies the professional development.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10. Professional development varies based on the needs of staff and their assignment.</td>
<td>1</td>
<td>District lacks funding to provide PD in all areas</td>
</tr>
<tr>
<td>11. A specific professional development plan has been implemented by the district for the school’s leadership, including:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• how often the professional development will occur;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the method of delivery; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the provider.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESTRUCTURING ASSESSMENT OF IMPLEMENTATION</td>
<td>RATING 0-1-2</td>
<td>COMMENT IF RATING IS 0 OR 1</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>12. The professional development for the school’s leadership relates to the CAPA recommendations.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
| 13. A schedule for classroom-based follow-up to the professional development has been implemented. The schedule indicates:  
  - how often the follow up will occur;  
  - the instrument(s) used to conduct the follow up;  
  - the process for analyzing data from the follow-up visits; and  
  - the process for sharing the follow-up data with staff. | 2           |                             |
| 14. Administrative and instructional leadership in the school have implemented the following:  
  - monitoring of instruction;  
  - providing of professional development; and  
  - evaluation of all instructional and non-instructional staff. | 2           |                             |
Collaborative Benchmark Assessment team members and their affiliations included:

<table>
<thead>
<tr>
<th>TEAM POSITION</th>
<th>NAME</th>
<th>AFFILIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>Ed Kiess</td>
<td>Educational Consultant</td>
</tr>
<tr>
<td>District Liaison</td>
<td>Luis Pagan</td>
<td>Camden City School District</td>
</tr>
<tr>
<td>Governance</td>
<td>No person identified</td>
<td></td>
</tr>
<tr>
<td>Language Arts Literacy Specialist</td>
<td>Eloisa DeJesus Craig</td>
<td>Educational Consultant</td>
</tr>
<tr>
<td>District Language Arts Literacy Specialist</td>
<td>No person identified</td>
<td></td>
</tr>
<tr>
<td>Mathematics Specialist</td>
<td>Leonard Fitts</td>
<td>Educational Consultant</td>
</tr>
<tr>
<td>District Mathematics Specialist</td>
<td>Inese Presley-Worlds</td>
<td>Camden City School District</td>
</tr>
<tr>
<td>Special Education Specialist</td>
<td>Steven Harley</td>
<td>Educational Consultant</td>
</tr>
<tr>
<td>District Special Education Specialist</td>
<td>No person identified</td>
<td></td>
</tr>
<tr>
<td>DOE Liaison</td>
<td>No person identified</td>
<td></td>
</tr>
</tbody>
</table>