

*School Alliance for
Continuous Improvement*

*Tully Central School District
Grades 5-9 Academic Intervention Services
TRAINING SESSION ONLY
NOT A COMPLETE REVIEW*

October 2007



James I. Newlands, SACI Project Coordinator
Madison-Oneida BOCES

Table of Contents

<i>Page</i>	<i>Topic</i>
3-4	Introduction and Overview
5-6	Acknowledgements
	Information Sources
7	Interviews
8-9	Documents
10-	<i>Indicator #1:</i>
11	The leadership system is linked to goals for student performance
12-	<i>Indicator #2:</i>
13	Instructional practices are evaluated and modified based on assessment of student performance.
14-	<i>Indicator #3:</i>
15	The curriculum is linked to standards for and data on student performance.
16	<i>Indicator #4:</i>
	Professional and organizational development is linked to student learning needs.
17-	<i>Indicator #5:</i>
18	Data management and communication are linked to improving the entire learning organization
19	<i>Indicator #6:</i>
	Technology for teaching and learning is linked to student opportunities and performance
20	Areas of Strength
21-	Recommendations for Growth
22	
23	Innovative/Best Practices

Introduction and Overview

This feedback report is a product of the School Alliance for Continuous Improvement (SACI). Produced by the District Review Team, it includes:

- ◆ General information about SACI;
- ◆ Scoring information based on evidence pertaining to the district's educational program;
- ◆ Strengths, recommendations for growth, and innovative practices identified by the team;
- ◆ The indicators that comprise the Balanced Performance Model.

The districts in this alliance represent rural and suburban schools from across the State. These districts include diverse populations in terms of ethnic and socioeconomic factors, and demonstrate a range of results in student performance as indicated by State measurements. These districts share certain common interests:

- ◆ A commitment to rigorous standards for all students;
- ◆ A commitment to assessing student performance against international, national and local measure of excellence, both quantitatively and qualitatively;
- ◆ A commitment to using data to guide school improvement and planning to continuously evaluate the impact and effectiveness of school improvement efforts.

In order to operationalize these commitments, district representatives have employed systems thinking and a data driven approach to determine how to affect teaching and learning in their districts. Representatives have worked closely together to:

- ◆ Develop a model to monitor, measure and report the effectiveness of district systems by analyzing data related to identified performance indicators;
- ◆ Train teams of teachers and administrators as "critical friends" -- professionals who can externally review and validate evidence of a district's progress in planning, implementing and attaining results and provide useful feedback which encourages self-reflection and continuous improvement;
- ◆ Create tools for identifying, and forums for sharing successful and innovative practices that help all students meet higher standards.

During a week in October, 2007, external mentors working with Tully staff reviewed the Tully Central School District's 5-9 Academic Intervention Services Program. The team gathered data from interviews, documents and observations and used them to reach a consensus on data related to each of six indicators.

This report presents a summary of team decisions related to the evidence found and agreed upon. It is a beginning to support strategic planning designed to improve educational processes in the district.

Acknowledgements

District Review Team

This report was created as a result a collaborative effort between the District Review Team and the hosting district.

District Coordinator:

Mary Ann Murphy

Team Members:

James Newlands	Team Leader Madison Oneida BOCES
Melissa Azzoto	Second Grade Teacher Tully Central School District
Peter Cardamone	Building Principal 7-12 Tully Central School District
Laurie Cauthers	Eighth Grade Math Teacher Valley Central School District
Nicholas Colosi	Seventh Grade Science Teacher Tully Central School District
Debora Cox	Director of Special Education/K-6 Assistant Principal Tully Central School District
Karen Crosby	Fourth Grade Teacher Tully Central School District
Agnes Gath	Academic Intervention Support Teacher Valley Central School District
Sue Hardy	Math Specialist Tully Central School District
Holly Long-Harrison	Reading Teacher Geneva City School District

Kelly Reardon

Secondary Social Studies
Tully Central School District

Anne Robinson

Family and Consumer Science Teacher
Special Areas Department Coordinator
Tully Central School District

Information Sources

Interviews:

The following 41 individuals were interviewed by the team as part of the District Review information gathering process:

Assistant Principal High School
Director of Special Education
Elementary Math Specialist
Elementary Principal
Elementary Reading Teacher
Elementary Special Education Teachers (2)
Elementary Speech Teachers (2)
Family and Consumer Science Teacher
Fifth Grade Teachers (3)
Fourth Grade Teachers (4)
High School Guidance Counselors (2)
High School Principal
Language Teacher
Second Grade Teacher
Secondary English Teachers
Secondary Math Teachers (4)
Secondary Reading/ESL Teacher
Secondary Science Teachers (2)
Secondary Social Studies Teachers (4)
Secondary Special Education Teachers (2)
Superintendent of Schools

Documents:

The following documents were reviewed by the team as part of the District Review information gathering process:

Academic Intervention Services (AIS) Document (June 2002)

AIS Document K-12

AIS Exit Letter

AIS Parent Letter

AIS Progress Memo (2006)

AIS Progress Report (2006)

AIS Student Questionnaire

AIMS-Direct Parent Report

Completed Staff Development Certificates

Comprehensive District Education Plan

Definition and Eligibility for AIS (2000)

Diagnostic Reading Assessment Screening Tool

Elementary AIS

Elementary AIS Teacher Schedule

Elementary Curriculum Materials (Reading/Literacy)

Elementary Math AIS CD's

English Nine AIS Description

Everyday Math Journal and Workbook

High School AIS Progress Summary

Individual Progress Form for Writing AIS

Jr/Sr High School Mater Schedule (2007-2008)

Kid/Teenbiz Program Overview

Math AIS Timeline (2006-2007)

Math Curriculum Documents

Math Game CD

Math Lab Comment Report

Math Lab Report

Math Manipulatives

Online Math Tools

Pit Stop Daily Log

Pit Stop Teacher Summary Log

Program of Studies Jr/Sr High (2007-2008)

Regents Exam Results (2007)

School Island Data

Science AIS Description

Scientific Calculator Users Guide and Activity Booklet

Second Grade Summary Sheet

Secondary AIS Teacher Schedule

Social Studies "Pit Stop" Description

Staff Development Request Forms
State Assessment Results Reports
Summer Curriculum Report
Teacher AIS Recommendation Form
Tully Central School District Board of Education Goals
Tully Central School District Technology Plan (2007-2010)
Tully Elementary Early Literacy Progress Report
Tully Professional Development Plan
Tully School District Flow Chart (Chain of Command)
YIT (Youth Intervention Team) Referral Form
YIT Entry/Exit Letter
YIT Meeting Format

#1: The leadership system is linked to goals for student performance.

Definition:

The degree to which the district operates from the perspective of a shared vision/agreed upon goals that are driven by student performance.

Plan:

- ◆ The decision making process is lead by the Board of Education and the Administrative Cabinet: Superintendent, Business Administrator, Building Principals/ Assistants, and Director of Special Education.
- ◆ There is a district administrator assignment to collect, manage, organize, and disseminate pertinent data.
- ◆ In the high school, there are department coordinators (Math, Social Studies, English, Science, Language other than English, Special education and Special Areas) that disseminate information to their colleagues.
- ◆ The district has developed a three year district-wide Academic Intervention Service (AIS) plan. The plans addresses eligibility, services provided in both elementary and junior/senior high school including institution and support service, parent notification guidelines and the discontinuation of services.
- ◆ The Youth Intervention Team (YIT) in the elementary school is scheduled to meet twice a month and consists of the principal, social worker, school psychologist; other staff may be included as needed to provide pertinent information (e.g. nurse, AIS staff, classroom teacher, etc.)
- ◆ The Pupil Services Team (PST) in the Junior/Senor High School is scheduled to meet twice a month and consists of the principal, assistant principal, school psychologist, school counselors, special education staff, core area staff (representing staff 7-8 and 9-12), encore area staff and Alcohol and Drug Abuse-Prevention Education Program (ADA-PEP)counselor.
- ◆ YIT and PST are designed to discuss, address and recommend services depending on student needs.

Implementation:

- ◆ Cabinet meeting occur weekly for approximately three hours. Administrative leaders collaborate with their staff to address issues.
- ◆ Some staff in leadership roles have reported knowledge and understanding of the district AIS plan and have shared this information with some staff.
- ◆ Nearly all AIS subject areas and support services that are New York State mandated are provided district wide.

- ◆ Available resources that support implementation include: time, space, staff, materials, technology and staff development opportunities.
- ◆ YIT and PST discuss, address and recommend services depending on student needs. These services can include pre-referral strategies and intervention, AIS and Special education referrals.
- ◆ Referral forms are completed by staff to begin the YIT and PST process.

Student Outcomes:

- ◆ At this time, our training group could not find specific student learning outcomes directly linked to the provision of leadership.

#2: Instructional practices are evaluated and modified based on assessment of student performance.

Definition:

The degree to which educators use student data to drive instructional change.

Plan:

- ◆ There are informal processes and standardized assessment tools, utilized by teachers, with specific criteria to determine instructional needs for Academic Intervention Service (AIS).
- ◆ Some AIS instructional times are determined by pre-existing teacher schedules, created in grades 7 - 12 by Administration and School Counselors and in grades 1 - 6 by a Scheduling Committee, comprised of Administration and Classroom Teachers.
- ◆ For students whose academic needs are not being met by AIS, there is a process by which they may be recommended for an evaluation by the Committee on Special Education (CSE).
- ◆ At the Junior-Senior High School, an Academic Eligibility Plan exists to support students experiencing difficulty (i.e. Academic, attendance, social-emotional) when participating in co-curricular activities.

Implementation:

- ◆ Some classroom teachers know the processes and assessment tools used to determine instructional needs through mentors, school counselors and communications with AIS providers.
- ◆ Some AIS programs allow for monitoring and potential adjustments in the instructional design by each AIS teacher in collaboration with other AIS teachers and classroom teachers. Some AIS instructional times allow for flexible scheduling and grouping; 1-to-1 or small group, according to student needs.
- ◆ All elementary providers utilize either push-in and/or pull-out models, and include the Developmental Reading teacher, Math Specialist and .5 teaching assistant, Writing teacher, Speech Pathologists, and Occupational Therapist (OT). In the Junior-Senior High School some core subject and the English as a Second Language (ESL)/Reading teacher are assigned AIS instructional periods.
- ◆ At the elementary level the Math Specialist and .5 Teaching Assistant collaborate on instructional strategies and other methods to meet students' needs.
- ◆ Strategies, materials, and/or tools that may be used for instruction are selected by the AIS providers in collaboration with other teachers.
- ◆ Nearly all instructional times are impacted by scheduling constraints.
- ◆ In some content areas, students in grades 4 - 9 performing at levels 1 or 2 have instructional needs defined by New York State Assessment performance indicators.

- ◆ In some content areas, students in grades Kindergarten – 12 may have their AIS instructional needs determined by classroom teachers as a result of classroom performance.
- ◆ In grades Kindergarten (K) – 6, students are provided with AIS instruction in the areas of Math, Reading, OT (fine motor/sensory support) and Speech Improvement. Writing AIS instruction is provided to students in grades 3 – 6. Instruction is provided by a teacher other than the classroom teacher.
- ◆ The core area teachers provide AIS instruction to nearly all identified students at grades 7-11.
- ◆ Pit Stop, the High School Social Studies AIS program, allows for students to receive individualized or small group instruction from a Social Studies teacher.
- ◆ Researched-based instructional programs (i.e. Reading Recovery, Everyday Math, School Island, 6+1 Traits) are utilized in some AIS programs.
- ◆ In the High School, there is an Academic Eligibility Plan form that is completed by a teacher indicating the reasons for an academic concern. An administrator and/or athletic director meets with the student in need to create a plan for academic improvement.
- ◆ Some students and some teachers stay after the school day ends to allow for additional instruction with transportation provided, by the district, at 3:45 pm.
- ◆ AIS student cases are sometimes brought to Youth Intervention Team (YIT) or Pupil Services Team (PST) for review to determine if a CSE evaluation is recommended.
- ◆ Some students transition from a direct-instructional AIS program to a progress-monitoring AIS program when learning goals are met.
- ◆ In some programs, once a student's performance criterion has been met, AIS may be discontinued.
- ◆ Many students receive AIS without disruption to their academic schedule.
- ◆ A late bus is provided at 3:45pm, once a week, for additional instruction if requested by students or teachers.

Student Outcomes:

- ◆ According to some High School Social Studies teachers, students are enthusiastic about Pit Stop. Some students request services and most are meeting the course or Regents exam standards by the end of the school year.
- ◆ Anecdotal evidence, gathered from teacher interviews, suggests the number of second grade students receiving reading intervention has decreased with the implementation of Reading Recovery.

#3: The curriculum is linked to standards for and data on student performance

Definition:

The degree to which curriculum is linked to state and district standards for and data on student performance.

Plan:

- ◆ All AIS teachers in the elementary and secondary levels have autonomy in the flexibility to decide which topics to include in their AIS curriculum as needed by the students assigned in a given group.
- ◆ The junior-senior high school plan for Academic Intervention Service (AIS) curriculum content is derived from student performance on state examinations based on the state curriculum standards in core areas.
- ◆ The elementary school plan for AIS curriculum content is derived from standards and benchmarks, student performance on a battery of tests that identify grade level equivalents and state assessments in grades 3, 4, 5 and 6 in English Language Arts (ELA) and math. ELA tests include Woodcock Reading Mastery Test (grades 3 – 6), Test of Written Language (grades 2 – 11). Key Math (grades 2- 6) may be used to assess math. The Wechsler Individualized Achievement Test (grades 3 – 11) is utilized to assess reading, writing and math.
- ◆ The elementary school ELA AIS curriculum plan is derived from programs such as 6 + 1 Traits of Writing and the McGraw-Hill Treasures / Triumphs reading series. The elementary math AIS curriculum is derived from the Everyday Mathematics program.
- ◆ The elementary school nurse and school social worker are to address attendance and social/emotional and behavioral needs of at risk students.

Implementation:

- ◆ Information shared in interviews revealed that many junior-senior high school social studies teachers adjust the (AIS) social studies content and instructional strategies to meet student needs.
- ◆ Some junior-senior high school students receive AIS in the sciences and Languages Other Than English (LOTE) support based on teacher recommendation and schedule availability.
- ◆ The curriculum of AIS that is taught in the junior-senior high school English mirrors what is being taught in the student's regular classroom.
- ◆ Junior high school math AIS is provided to students using the content of the curriculum by their regular classroom teacher based upon their classroom performance in the regular classroom. High school math AIS is provided by assigning students to a modified course with a small student-teacher ratio and the curriculum is extended by an additional semester for the required HS regents level courses.

- ◆ The elementary math Academic Intervention Service (AIS) curriculum is delivered by a full time teacher and part time teaching assistant both in the regular education classroom and a separate location.
- ◆ The elementary English Language Arts (ELA) AIS curriculum is delivered by teachers assigned to the area of reading. The Reading Recovery program is offered to first grade students. In addition, students in grades 1-3 participate in early literacy groups and students in grades 4-6 participate in remedial reading groups. Students in grades 3-6 participate in remedial writing utilizing 6 + 1 Traits of Writing curriculum.
- ◆ The elementary AIS curriculum in speech, language and occupational therapy is delivered by licensed professionals in the classroom and therapy settings to support students who have been identified through a screening checklist in these areas.
- ◆ The elementary school nurse and school social worker collaborate regularly to address attendance, social/emotional and behavioral concerns.

Student Outcomes

- ◆ There is anecdotal evidence that criteria for discontinuing AIS are flexible. Most students may discontinue AIS if they attain a successful score on a state examination; however, some students may discontinue AIS after a consultation between the AIS and classroom teacher.

#4: Professional and organizational development is linked to student learning needs.

Definition:

The degree to which professional and/or organizational development is linked to student learning needs as measured by student performance.

Plan:

- ◆ Each building has a Staff Development Committee. The committees consist of volunteer teacher representatives and administration. The junior/senior high school committee meets monthly, while the elementary committee meets twice a month. They have procedures for approving and funding staff development opportunities in various areas including Academic Intervention Services (AIS). There is a predetermined budget for each committee. Staff members provide a written application and may be given written approval by the committee. Upon completion of staff development activities staff is expected to share an overview of their training with colleagues.
- ◆ Administration and Committees collaborate to plan Staff and Superintendent Day. Three to five school days are allotted for staff development opportunity per school year.
- ◆ Reading Recovery Program allows for ongoing professional development on a monthly basis.

Implementation:

- ◆ Staff members attending staff development programs are provided with certificates documenting attendance and completion.
- ◆ Staff development resources include BOCES programs, Central New York Teacher Center and other outside consultants.
- ◆ Some staff report back to their colleagues on the content and strategies presented.
- ◆ There are three teachers in the elementary school who have been trained in using Reading Recovery. Two of the teachers use Reading Recovery as a primary delivery system for reading AIS in first grade.

Student Outcomes:

- ◆ There is evidence to support that the Reading Recovery Program has increased the reading performance of first grade students.

#5: Data Management and communication are linked to improving the entire learning organization

Definition

The degree to which information is managed and communicated for the purpose of improving the entire learning organization

Plan:

- ◆ There is a plan that utilizes data for specific criteria (i.e. state assessments, report cards, observations, anecdotal records) to determine eligibility for services provided under the realm of Academic Intervention Services (AIS).
- ◆ There is a district administrator assigned to collect, manage, organize, and disseminate all data to the respective schools.
- ◆ A computerized grading system is to be utilized in grades 7 - 12. In Kindergarten (K) - grade 6, copies of all report cards and progress reports are to be filed in students' permanent folders.
- ◆ AISM Direct, a software program, is to be utilized to gather data about AIS that are provided for each student. It also tracks scores for all NYS assessments taken by students.
- ◆ All AIS providers are required to use AISM Direct, a software program, to send and file letters to parents/ guardians regarding notification of AIS service, progress, and any changes in service.
- ◆ All AIS providers are required to generate formal, quarterly documentation on student performance.
- ◆ Some Elementary AIS providers use additional data provided by classroom teachers to assist in determining AIS eligibility (i.e. alternate rankings, unit tests, or other performance indicators.)

Implementation:

- ◆ Most students in grades 3 - 9 who obtain a level 1 or 2 on New York State Assessments receive AIS.
- ◆ Some classroom teachers and AIS providers receive content-specific assessment results.
- ◆ Students in grades K - 12 may be recommended by teachers for AIS as a result of class performance.
- ◆ Everyday Math Journals and/or select computer programs (i.e. Kid Biz, Splish Splash Math, and School Island) are used in grades 1 - 12, to provide informal data about students for classroom teachers and AIS providers.
- ◆ All elementary teachers gather data about students' performance (i.e. academic, demographic, medical) in individual permanent folders.
- ◆ New York State Assessment data is used to discontinue or modify services to students in AIS.
- ◆ Question Analysis from NYS Assessments provides areas of strengths and challenges.

- ◆ AIS providers are currently being trained in the use of AISM Direct. Some providers are utilizing the program for progress reporting and parent notifications.
- ◆ New York State Assessment data is disseminated from the data manager to the respective schools.

Student Outcomes:

- ◆ According to a School Island summary report for Social Studies AIS, data was provided as documentation of a student's performance score of 97 out of 100.

#6: Technology for Teaching and Learning

Definition:

The degree to which technology is integrated with teaching and learning (curriculum, instruction, and assessment) to provide educational opportunities for all students.

Plan:

- ◆ According to the three year district level plan, all teachers will use technology effectively to help students achieve high academic standards. The district has a district level technology team as well as a building level technology team in each school. The district level team consists of a technology coordinator, library media specialists, business official, building level administrators and some teaching faculty. These teams meet monthly with a planned agenda and recorded minutes to identify the needs and resources available on an annual basis.
- ◆ The district provides access to computers in computer labs, libraries, and on remote computer lap top carts. There are 406 district owned computers and peripherals (eg: ELMOs, overhead projectors, tape recorders, graphing calculators, TVs, DVD players) available for implementation for classroom instruction. Both buildings have wireless access.
- ◆ All AIS teachers are to utilize AISM Direct. AISM Direct is a web based application program that has the ability to create quarterly progress reports, student plans, parent notifications, and track assessment data.

Implementation:

- ◆ Adequate district resources have been allocated to support the integration of technology with teaching and learning.
- ◆ Nearly all 7-12 AIS teachers use technology to improve teaching and learning. Some elementary AIS teachers use technology to improve teaching and learning.
- ◆ Software and web based services are accessible to teachers based on curriculum needs and justification supporting New York State curriculum standards. Examples related to AIS include: Achieve 3000 (grades 7 - 11), School Island (grades 6 - 12), CDs for textbooks (grades K - 12), program specific CDs for Mathematics (K-12), and books on tape (grades K -12).
- ◆ Most AIS teachers utilize AISM Direct to create quarterly progress reports, student plans, parent notifications, and track assessment data.

Student Outcomes:

- ◆ At this time our training group could not find specific student learning outcomes directly linked to the provision of technology support.

Areas of Strength

The following areas of strength in the district's overall programs were identified during the District Review process:

- ◆ Students have a positive attitude toward academic intervention services.
- ◆ AIS in elementary has provision for meeting individual needs and meets everyday
- ◆ Performance of students passing Comprehensive English Regents (95%) results
- ◆ Math A Regents results (99%)
- ◆ Culture that supports performing well on Regents Examinations
- ◆ Positive atmosphere in the school buildings
- ◆ Faculty
- ◆ Focus on children and learning in the district
- ◆ Teachers are supported by the district.
- ◆ Students have work ethics and a desire to learn.
- ◆ Enthusiastic teachers
- ◆ AIS teachers are caring and flexible at the elementary level.
- ◆ Students are respectful.
- ◆ Computer labs at elementary and secondary level
- ◆ Agriculture program at high school reflecting and responding to community needs
- ◆ Academic intervention specialists at elementary level
- ◆ Use of IEP Direct by special education staff
- ◆ Print rich environment at the elementary level
- ◆ Technological resources available for AIS
- ◆ Utilization of everyday math K-6
- ◆ Academic bus run
- ◆ Team meeting time for 7th and 8th grade
- ◆ Morning program at elementary school
- ◆ AIS provision in foreign language (LOTE)

Recommendations for Growth

The following recommendations for growth in the district's overall program were identified during the District Review process:

LEADERSHIP

- ◆ The district must ensure that every student requiring AIS receive them.
- ◆ The AIS plan needs to be reviewed to see if there is a section which provide for the list of positions and their responsibilities at both the building and district levels. While the eligibility provisions are clear, the discontinued criteria should be equally clear and documented. Once the plan is reviewed it should be disseminated to all staff. After dissemination it needs to be understood, utilized, evaluated and revised.
- ◆ Job description for individual responsibilities for providing AIS need to be written, disseminated, and understood by staff.
- ◆ Examine present utilization of AIS staff to determine if they are being used effectively to deliver services specific to student and grade level teachers.
- ◆ Consider increasing allocated time and resources for AIS at the secondary level through schedule and time extensions both a.m. and p.m.
- ◆ At the elementary level there is a need to determine the level of collaboration between and amongst all teachers and support personnel to facilitate a seamless instructional environment.
- ◆ Examine process of selecting students at both the elementary and secondary levels for support services to determine effectiveness.

INSTRUCTION

- ◆ Instructional time for the provision of academic services needs to be examined to determine if the present utilization is allowing for services to be delivered at the secondary level.
- ◆ At the high school level, the provision for reading services for students performing at low levels of reading should be reviewed to determine if it is meeting students' needs.
- ◆ Examine the present delivery of AIS at the secondary level to determine if one model is more effective and meeting the identified needs of students. If the answer is positive, determine if the model can be replicated.
- ◆ At the secondary level the opportunity for teachers to collaborate needs to be addressed by examining the utilization of time.

CURRICULUM

- ◆ At the elementary level, the district needs to examine the K-6 reading instructional materials to determine congruence with each program and congruence to the essential curriculum.
- ◆ Wherever an identified curriculum is in place strategies to insure congruence between regular education and AIS is occurring.
- ◆ At the elementary level, the role of the utilization of the basal has to be made clear.

STAFF DEVELOPMENT

- ◆ Staff development model is building specific and addresses individual teacher requests. The district needs to examine this process. Staff development programs should emanate from identified student needs and prioritized goals. Once programs are selected, efforts need to be made to monitor and evaluate the effectiveness of the training.

DATA MANAGEMENT AND COMMUNICATION

- ◆ Data is collected, organized and sent to the school buildings. The expectation of utilization of the AISM Direct needs to be clearly articulated. While there is some evidence of its utilization the district needs to review the following:
 - A timetable for implementation
 - Training needs
 - Monitoring utilization
 - Utilization to judge effectiveness of the program
- ◆ Communication between buildings and between different content areas should occur on a frequent basis fostering collaboration between elementary and secondary staff and AIS providers.

TECHNOLOGY

- ◆ The delivery of technological services and utilization to impact instruction needs to be evaluated for purpose of maximizing technological support to enhance teaching and learning.
- ◆ The technology plan should be re-visited to determine if it adequately addresses the utilization of technology for teaching and learning.

Best Practices

The following best practices were identified during the District Review process:

- ◆ Academic eligibility policy
- ◆ Pit Stop AIS Social Studies program
- ◆ Reading Recovery
- ◆ Paperless Board Meeting