

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	16K267
School Name:	MS 267 Math, Science & Technology
School Address:	800 Gates Avenue Brooklyn 11221
Principal:	Patricia King
Restructuring Phase/Category:	Restructuring Advanced - Comprehensive
Area of Identification:	English Language Arts - All Students; Economically Disadvantaged Students
Dates of On-site Diagnostic Review:	December 6 -7, 2011

PART 1: INTRODUCTION

Community and School Background

MS 267 Math, Science and Technology serves 340 students in grades 6 through 8. The school enrollment is two percent Asian, 19 percent Hispanic, 75 percent Black and four percent American Indian students. Of these students, seven percent are English language learners (ELLs) and approximately 28 percent are students with disabilities.

The administrative team consists of the Principal and one Assistant Principal (AP). The Principal has served the school for five years. The AP has served for two months; previously she had served for seven years as a mathematics teacher in the building. There are 33 teachers on staff; 12 percent have been at the school for less than one year and 36 percent for fewer than three years. Seventy-five percent of teachers are highly qualified. The rate of teacher turnover is 0 percent.

PART 2: ASSESSMENT OF THE SCHOOL'S EDUCATIONAL PROGRAM

A. Performance on Key Indicators of Student Achievement Trends and School Progress

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	NYSED Quantitative Performance Measures	
-	Negative trend data for one or more identified subject/areas and subgroups for the past two consecutive years, as indicated by a decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.	✓
-	School is ten or more points away from meeting its Effective Annual Measurable Objective (EAMO) for one or more identified subgroups in subject/area(s) of identification.	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years show an increase in the number of subgroups that did not make Adequate Yearly Progress (AYP) in identified area(s).	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years indicate an increase in the achievement gap between	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	identified subgroups and the <i>All Students</i> subgroup in one or more identified subject/area(s).	
	NYCDOE Quantitative and Qualitative Performance Measures	
+	Most recent NYC Progress Report Grade of A	✓
+	NYC Quality Review Score of Proficient	✓

B. School Strengths

- The school program is organized to provide collaboration among staff members.
- The learning environment is safe and supportive for students and staff.

C. Key Findings and Recommendations

Summary of the key issues (causal factors), and other areas of concern, identified during the on-site diagnostic review that are negatively impacting student achievement in identified areas, as well as recommendations, as related to the seven JIT Indicator Categories:

I. Curriculum

Findings:

- The written curriculum is neither rigorous nor aligned with New York State (NYS) Standards. The school has English language arts (ELA) curriculum maps in reading and writing. The maps included only essential questions and do not provide teaching strategies to support learning. There are some resources listed, but very few. The curriculum was changed this year as a result of the Principal's analysis of student data in ELA. As a result the instruction is variable, as is student achievement.
- The school does not provide teachers with fully developed curriculum documents. The school provides pacing guides that are topical and lack teaching points. Units in ELA reading and writing are about 4-6 weeks long. There is some evidence that lesson plan objectives and goals are aligned with the NYS Standards. This results in inconsistent instruction and lower student achievement.
- Lesson plan objectives/learning goals are not aligned with the scope and sequence. Most lesson plans follow the architecture of a mini-lesson format. Lessons are aligned with topical units, but the alignment is inconsistent with standards and pacing charts.
- Teachers do not have access to high quality resources. Classroom libraries are old and insufficient to provide independent reading and research materials for students. There are few other resources in classrooms. The lack of instructional materials for classrooms denies students access to a broad curriculum and increased student achievement.

Recommendations:

- The Network should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current (NYS) Learning Standards. Curriculum must be aligned to the new P-12 Common Core Learning Standards in English language arts and literacy to prepare for implementation in school year 2012-13. All curricula should be developed by

knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development.

All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught.

- The school leaders, along with a team of ELA teachers, should develop and implement a scope and sequence for ELA curriculum units that details genres, topics, skills and strategies throughout the year. School leaders should monitor the use of this calendar during routine classroom observation process.
- Teachers should be provided with specific lesson plan rubrics that are consistent with NYS Standards and contain clear learning goals and objectives for student activities.
- The Principal should use existing or reallocated funds to ensure that all classes have both a sufficient number of books to form libraries by genres and books that are leveled across genres for independent reading. In addition, sets of books should be provided to guide reading groups so that student learning is enhanced.

II. Teaching and Learning

Findings:

- Most teachers neither effectively plan nor use a variety of teaching strategies. Whole group instruction is the predominate methodology. Modeling observed did not scaffold through higher levels of engagement; rather it was more giving directions than providing explicit strategies for students to incorporate in their own work. There was no differentiation for ELLs or students with disabilities. The narrow range of instructional strategies does not ensure that all students' needs are met and results in lower achievement.
- There was limited evidence of differentiated instruction. Most students used the same materials and produced the same assignments. There were isolated instances of differentiated instruction using varied materials. One teacher reported that she formulated groups by ability. Conferring with students is cited as the primary method to differentiate instruction in ELA. The lack of differentiation results in many students with unmet needs. This negatively affects their achievement.
- Classroom grouping for instruction is not appropriate for all students in most classes. Lessons were mostly teacher-directed. Few learning centers were observed. Students are not engaged in cooperative or collaborative learning. Many class groupings were the result of seating arrangements rather than a structured rationale for instruction. As a result students are not able to improve their performance.
- There is limited evidence of teachers using higher level thinking skills in classrooms. Most instruction was teacher-centered lecture format. There was little attempt to check for understanding. Teacher directions were unclear and students were not able to complete tasks.

Wait time was short and students were not given opportunities to respond, in particular in a class for students with disabilities.

- Most students are not actively engaged in meaningful instructional activities. Student tasks were primarily literal and required copying, recalling and citing of evidence. Procedures formed the basis of instruction. Teachers required students to work through a succession of steps. Students demonstrated little understanding of the complexity of the concepts taught. A categorizing exercise observed in multiple classes was an example. Many students were off-task during work time.
- Quality academic work is not consistently displayed with standards-based rubrics. Feedback does not contain specific steps for improvement. Hallway displays were aligned more closely with standard-based learning than in many classrooms.
- Pacing is not consistent. Sequencing that is predictable and logical for instruction is not always evident. Because the pacing and sequencing does not flow logically, students have little input or insight into the learning goal. Some students are not able to complete tasks assigned. As a result of ineffective pacing and sequencing, student performance has not increased.
- There was limited evidence of co-teaching in collaborative team teaching (CTT) classes. The co-teaching model is not effective and is not skillfully implemented. In many instances, one teacher is primarily responsible for the delivery of instruction and the other teacher plays a much less significant role of a teacher's assistant. Students are not fully benefiting from having two certified teachers in the classroom. The teachers are not effectively distributing their time or attention to provide additional support to students or to work with small skill-based groups. Co-teachers are not consistently planning together, which negatively impacts the effectiveness of the co-teaching model.
- Appropriate technology is not integrated into instruction. Technology was not available for student use as there are no computers in the classrooms. Limited opportunities for students to use technology occur in twice weekly technology classes. Some of this time is used for Achieve 3000 for Level 1 students. Most teachers used technology on a limited basis for projection to present their lessons.
- Most students are not able to articulate their understanding of learning goals and why they were learning the concept. Often they repeated directions or repeated procedures. Students' inability to understand and articulate the concepts they are learning impedes their ability to understand complex topics.

Recommendations:

- The administrative team should rigorously monitor classroom instructional practices to ensure a variety of instructional delivery techniques and give on-going quality feedback to teachers. Administrators should ensure that teachers are held accountable for implementing strategies to address identified areas for improvement. Administrators should ensure that teachers implement differentiation strategies learned through PD into their classroom practice.
- The school leader should provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD should be on the use of data to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups. School leaders should regularly monitor teacher

planning and instructional practice in the classroom to check that differentiated activities are in place throughout the school. Ongoing PD should be provided for teachers who continue to struggle with using data to match work to the individual needs of students.

- School leaders should provide PD on the implementation of flexible grouping based on formative and summative data. All students should be provided with tasks and activities that address their specific learning needs in all lessons. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided for teachers as needed.
- School leaders should provide PD to move from teacher-posed questions that require one-word answers or are recall or comprehension-based to questions that require students to support answers by citing text, elaborating on the answers of other students, and summarizing and rephrasing new information. Teacher lesson plans should include pre-created questions that require critical thinking and discussion. Teachers should use wait time and not allow students to opt-out of class discussions. Teachers should use random selection and/or avoid calling exclusively on willing student volunteers. Teachers should require students to answer in complete sentences.
- School leaders should facilitate PD that would better equip teachers with the skills and expertise to plan and deliver a series of lessons that contain a range of tasks to stimulate and engage student interest and encourage development of higher order thinking skills.
- Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback, peer-feedback and student self-assessment. School leaders should monitor student work and evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level.
- School leaders, with the assistance of the Network, should provide PD in best practices in pacing, including questioning techniques and responding to the learning styles of students in order to maximize and improve instructional time. Best practices in the school should continue to be identified by school leaders through observations and walkthroughs and extended to include the explicit skills taught in ELA. School leaders, with the assistance of the Network, should provide PD in cooperative and collaborative teaching strategies to engage students in their learning. Special attention should be given to appropriately leveled classroom materials. Attention also should be given to the rigor of general education classroom materials.
- The school should provide on-site training for the full implementation of co-teaching model strategies. Scheduled common planning time should be provided so that co-teachers can equally share in the planning and delivery of effective instruction. Administrators should monitor the implementation of effective co-teaching strategies through the formal and informal teacher observation process and ensure that best practices are shared throughout the school. Where teachers are not effective, further PD should be provided. Meetings should be used to review lesson plans for incorporating State Standards and ensuring that learning goals are aligned with planned instruction. School leaders should regularly monitor the incorporation of learning goals in direct instruction and should highlight good practices in sharing learning goals as the focus of an intervisitation schedule.

- School leaders, with assistance from the Network, should develop and implement a comprehensive technology plan that includes updating the existing facilities and providing universal access to technology to enhance student interest and learning.
- School leaders should ensure that teachers share lesson objectives with students so that they have a good understanding of what it is they are learning. Lessons should include explicit teaching points and provide practice sessions for independent work to assess student learning before teachers proceed to the next teaching point. Teachers should make sure that teaching points are related within the same lesson and should be standards-based. School leaders should ensure through the observation process that this practice is uniformly implemented.

III. School Leadership

Findings:

- The school leadership does not effectively use resources to support the instructional program. Classroom print materials are old. The library is not functional. There is no student access to computers in the classrooms. The Principal added three positions to the school as a result of increased attendance and did not reconsider the decision to eliminate the librarian. Subsequent to the theft of new computers in the fall of 2010, the Principal has not reallocated resources to provide additional technology for students. This has a direct negative effect on student achievement in ELA.
- The Principal does not make staffing assignments based on specific expertise. The newly appointed AP mirrors the Principal's areas of expertise in mathematics and data rather than complement it. This leaves the ELA program without adequate supervision. The Principal reported that the newly appointed literacy coach is still developing her teaching skills as she attempts to coach other teachers. Rather than reconsider hiring a librarian to reopen the library the Principal hired a dance teacher. Teacher Leaders were chosen based on their willingness to adopt and further the implementation of new ELA framework rather than by demonstrated excellence in teaching. Staffing decisions have left the school without leadership in ELA. As a result, efforts to improve curriculum and instruction fall short and student achievement lags.
- To date school leaders have not demonstrated the ability to translate data into effective classroom practice. Because school leaders do not have expertise or experience in ELA they have not been able to effectively draw the link between student data and the teaching of explicit skills in ELA.
- Common planning periods are not effectively used. Teachers plan topics together, but do not record strategies, which results in inconsistent instruction within the grade level and across the department. The explicit teaching of ELA skills is not planned by teachers or supervised by instructional leaders with expertise in ELA.
- PD that results in effective classroom practice is not provided, e.g., explicit instruction in higher level thinking and questioning skills. PD is general and provides topical information. There is little evidence of transference of information gathered through PD to effective teaching strategies.
- The school leader does not actively engage members of the community through the School Leadership Team (SLT). Parent members of the SLT were unable to explain their role in developing the Comprehensive Educational Plan (CEP). They are aware of the goals and issues but do not

assist in the development of the goals. They have not had training in their role on the SLT. They have little experience working with data.

- The school leadership does not meaningfully involve parents in decision-making. The PTA has limited membership. Communication with parents is informational via newsletters and student progress reports. The communication does not result in shared decision-making.

Recommendations:

- The school leader should develop and implement a plan to use instructional resources to support high expectations for student achievement. Resources that should be available to students include a well-provisioned library, technology integrated throughout the school and up-to-date classroom texts, supplemental and source materials.
- The school leaders should develop and implement a staffing plan that deploys qualified and experienced personnel in key instructional positions. The Principal should ensure that strong leadership in ELA is present in the building.
- The school leader should work with the Network to provide assistance and guidance in the area of teaching of ELA skills. The Principal should seek to understand and fully address the gap between the data analyses and the explicit teaching of ELA skills by complementing her administration with an ELA specialist.
- The Principal should work with the Network and other PD providers to work with teachers on their common planning time to determine specific strategies to teach the skills needed to understand complex text and acquire higher level writing skills.
- The school leaders should seek training and support from the Network or other providers to enable teachers to be more effective in the classroom when asking questions. This training should ensure that teachers build a wide range of effective questioning strategies so that students become more active participants in the learning process. School leaders should require that teachers build effective questioning strategies into lesson plans and then observe lessons to ensure implementation.
- The school leader should work with the Network to more actively engage the SLT in decision-making for the school. Together, they should provide training for SLT members in the areas of school governance and their role, implications of student assessment data, their role in developing and monitoring the CEP and setting SMART goals for the school.
- The school leader should request assistance from the Network to work with the parent coordinator in the development of an action plan to involve more parents in the processes that impact their children's education. The action plan should address formal and regular two-way communication, shared leadership and collaborative decision-making with stakeholders.

IV. Infrastructure for Student Success

Findings:

- The school does not have well-defined systems for identifying at-risk students. Teachers were unable to articulate the ladder of referral in place in the school. Handling of incidents is subjective.

Teachers were unable to clearly define the protocol they use to evaluate student work. The tenuous nature of identifying at-risk students puts them at further jeopardy for academic failure.

- Students are not receiving adequate career planning. There is one school counselor devoted to grade 8 to facilitate student transition to high school. Currently a counselor is providing counseling services as well as Enrichment Intervention Services (EIS). Students receive some articulation assistance.
- The library is not functional and there is no librarian. The three computers are unused. There is no evidence of carts of laptop computers although they are referenced by the leadership. Students do not have access to research materials, and computers are lacking in classrooms.
- Students do not have adequate laboratory facilities for inquiry-based science instruction. The science lab is primarily a laptop computer and a projector. Consequently, students are not engaging in hands-on activities or investigative science. Experimentation is virtual, as evidenced by grade 8 laboratory reports on photosynthesis that required students to click and drag materials.
- Information related to school programs is not provided in languages other than English, and parents are not adequately involved in decision-making and school life. Parents stated that they received notices regarding meetings and other school activities via a variety of methods, such as letters, progress reports, flyers and telephone messaging service, all in English only. A teacher places phone calls to Spanish speaking parents when needed.
- There is no evidence of a schoolwide behavior management system. Levels for intervention are subjective and based on individual teacher judgment. Steps in referrals are not clearly stated. There is a newly developed discipline plan that is not widely distributed. It is unclear if and when parents substantiate their receipt of the handbook.

Recommendations:

- The school leadership should implement a consistent schoolwide policy/system in which teachers can refer at-risk students. The policy/system should include the use of criteria based on data and specific timeframes for each step of the referral process and provide appropriate interventions consistent with a three tiered intervention model. A targeted continuum of services should be available for all students, including the development of Behavior Intervention Plan (BIP) when necessary.
- The school leadership should develop and implement a plan to restructure guidance services so they are staffed by permanent building employees and provide a more comprehensive range of services for students.
- The school leader should seek to hire a librarian/library media specialist to encourage and reinforce reading and research for all students.
- The school leadership should ensure that all students have access to high quality inquiry-based science instruction. This should include hands-on learning and structured experiments.
- The school leadership should ensure that all parents have the opportunity to participate in the life of the school and support their own child's learning. The school leadership should ensure that all documents sent to families are translated into all appropriate languages using translation funds.

- The school should adopt and implement a schoolwide behavior management system designed to promote responsible behavior. The policy should include: a bill of rights, student responsibilities and a discipline code for student behavior. The policy should be publicized, explained to all students and provided in writing to all parents on an annual basis. This policy should also describe the roles of teachers and administrators and should be on file and available for review.

V. Collection, Analysis and Utilization of Data

Findings:

- The school's data analysis is not informing effective teaching and learning. Subgroup data is not disaggregated. Teachers and administrators were unable to identify subgroups that were not successful in meeting AYP. Teachers are unable to make the connection between student performance data and effective teaching strategies.
- The school has not assessed the academic issues impacting student achievement. The school leadership has not demonstrated the ability to explicitly identify the root cause of the academic failure and consequently, they have not made the connection between data analysis and specific instructional strategies to improve student performance.
- A wide range of assessments, formal or informal, are not consistently used to track student progress. School administrators use a variety of assessment tools inconsistently to determine student progress.
- Teachers' use of data has little impact on instruction. Teachers' data binders are inconsistent across classes, reflecting a lack of clear expectations by administrators. ELA teachers were unclear about which subgroups were making AYP. Special education teachers misinterpreted data and consequently thought that students with disabilities had actually improved. ELA teachers were unaware that Hispanic students were the only subgroup that consistently made AYP.
- There is a lack of planning to identify specific strategies to improve student performance. While topics and deficit areas are discussed, the remediation needed is not adequately discussed.
- Individual student progress reporting has not led to the implementation of effective instructional strategies to improve student performance. Data is collected and reviewed regularly, but, to date, school leaders have not demonstrated the ability to translate the data analyses into effective classroom strategies.
- There is an inconsistency regarding the use of data in assessing teacher effectiveness. Data are used to formulate individualized improvement plans for teachers. Data collected and used to gauge teacher effectiveness has had limited impact on teaching and learning.

Recommendations:

- The school, with the support of the Network, should provide PD for teachers in how to use data to improve instruction. This should include the variety of methods that can be employed within the classroom to meet the individual learning needs of students. School leaders should identify this as a focus for observation.
- The Principal should request PD support from the District/Network in developing the essential teacher skills needed to implement a more rigorous and systematic analysis of data. The school

should hone these skills to identify precisely the aspects of ELA that are causing greatest concern. Plans should then be put in place to address these issues on either a school, grade or class level and to ensure that these areas are a focus for teaching and learning. The school administration should monitor the analysis down to classroom practice and hold staff accountable to ensure that improvements are made.

- School leaders working collaboratively with teachers should develop and implement a comprehensive assessment system. The system should include rigorous formative, interim and summative assessments that are consistent across grade levels and articulated throughout grades 6-8. The plan should also include specific use for the data to be collected as it relates to explicit teaching strategies.
- Teachers should use student performance data, both summative and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs and adjust the planned curriculum with a special focus on at-risk students and identified subgroups.
- School leaders should develop the capacity in the building to align appropriate instructional strategies to teach explicit skills in ELA.
- School leaders should develop and implement a plan to create the capacity to routinely translate instructional deficits into targeted classroom practice.
- School leaders should become more knowledgeable about the strategies to teach ELA skills. They should work to assess the use of data in relation to the specific instruction and PD needed to improve student performance.

VI. Professional Development

Findings:

- Comprehensive PD is not based on student and teacher needs. Several consultants are used to support teachers, but they have incongruent approaches to teaching literacy. All teachers have access to PD, some outside the building, some within. The PD is not specific to demonstrated needs, including teaching of ELA skills. The lack of targeted PD for explicit ELA skills results in low student achievement.
- The staff is not able to articulate the impact of school strategies on student achievement. Teachers are familiar with the data but not conversant in its impact on instruction. School leaders have not demonstrated the link among data analyses, planning and effective instruction.
- Consistent standards-based strategies to improve instruction are not present. Teachers readjust their goals monthly. However, to date these strategies have not resulted in high student achievement.
- PD is not provided to meet the needs of ELLs and students with disabilities. PD is general and differentiation is addressed through conferring. The lack of differentiation for these subgroups results in low achievement.

Recommendations:

- The school should develop and implement a PD plan designed to improve the quality of teaching and learning, and to ensure that teachers participate in substantial PD in order to remain current with their profession and meet the learning needs of their students. The PD plan should be aligned with the school’s CEP goals and take into account the differentiated needs of the staff and the students. The school should clearly communicate the objectives of PD with consultants/providers to ensure PD is delivered with fidelity to the school’s PD plan.
- School leaders should develop and implement a series of PD opportunities to define and prepare lessons around the explicit skills needed to read and understand complex text. The opportunities should include instruction in the specific ELA skills, coaching by an expert in teaching ELA, and visitations to other schools where this is routine.
- School leaders should bring an ELA specialist into the building to assist teachers and administrators in bridging the gap between the data analyses and classroom practice.
- School leaders should ensure that PD is provided to all teachers of ELLs and student with disabilities to ensure that they meet their needs. Recommended topics are modifying materials and assignments and ensuring equal access to the grade level curriculum.

VII. District Support

Findings:

The Network does not support the school in its identified priorities. The Principal requests for specific assistance with raising achievement in ELA are met with generalized assistance. The ELA specialist is only working with teachers in the building on the CCLS. There is no Network assistance to address the low achievement in ELA for all students.

Recommendations:

- The Network should work with the school to provide targeted assistance in ELA in order to raise achievement. The main focus of the PD should be the teaching of the requisite skills necessary to read and understand complex text and higher-level writing skills.
- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

PART 3: JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION

A. Overall Finding

Reference	Review Team Finding	
(c)	The school has not made sufficient progress in identified areas, and is unlikely to make AYP under the current structure and organization.	✓

B. Overall Recommendation

Reference	Review Team Recommendation	✓
(c)	Develop and implement a School Restructuring Plan that includes significant <u>changes staff and organizational structure</u> to address issues that continue to negatively impact student academic performance in identified areas.	✓

C. In the space below, include specific information to support the District in determining how the above JIT recommendation should be implemented.

- Ensure that the school leadership includes personnel with an expertise in ELA.
- Appoint an experienced literacy coach who has success in raising student achievement in ELA. A search for the most qualified candidate should be conducted.
- Assign mentors to both the Principal and AP. The mentors should have successful experience in raising student achievement, particularly in ELA.
- Ensure that the ELA curriculum is fully developed to include genre, skills and pacing guides. The curriculum document should be aligned to the NYS standards and the CCLS.
- Assess the effectiveness of the ELA PD providers’ services to ensure that they are meeting the needs of targeted populations.
- Develop and implement a PD plan that provides specific strategies for differentiation of instruction, higher order questioning and active engagement of students in their learning. The PD should target the explicit teaching of ELA skills and should develop teachers’ ability to translate student data into effective classroom practice.
- Provide PD in differentiated instruction. The Principal should ensure that instruction is differentiated using a wide variety of instructional strategies and materials. Particular attention should be given to differentiating instruction for ELLs and students with disabilities.
- Reopen the library and staff it with a certified librarian. The library collection, including books, periodicals, technology, research materials, should be needed and updated.
- Meet the mission of the school, i.e., Math, Science and Technology by providing students with daily access to technology to enhance their learning. This should include reliable Internet access, computers, projection devices, SMART Boards and appropriate software. The Principal should provide PD to train teachers to fully integrate technology into their instruction.