



**NYSED JOINT INTERVENTION TEAM (JIT) REVIEW PROCESS
B-2 KEY SCHOOL EVIDENCE DOCUMENTS FOR JIT REVIEW**

A. ITEMS REQUESTED FROM THE SCHOOL IN ADVANCE OF THE SCHOOL VISIT

1. Bell schedule, class schedule, map of building
2. Work room location
3. Organization chart of building personnel
4. Map and directions to the school

B. BINDER CONTENTS (PREPARED BY DISTRICT) PROVIDED TO REVIEW TEAM IN ADVANCE OF THE SCHOOL VISIT)

1. Cover Page – school website home page (includes list of key school contacts)
2. Map and directions to the school
3. School Accountability Status Information Page
4. School Report Cards (AOR and CIR) for the last two consecutive years
5. School Comprehensive Educational Plan – Most Recent
6. School Budget Overview and Detail – 2011-2012
7. School Attendance Report (Daily, weekly, and year to date attendance percentages report)
8. NCLB Title III - AMAO Plan (if applicable)
9. Language Allocation Plan

C. EXAMPLES OF EVIDENCE TO BE AVAILABLE UPON REQUEST AT THE SCHOOL DURING ON-SITE JIT REVIEW

JIT Indicator Categories	Examples of Evidence
I. Curriculum	<ul style="list-style-type: none"> - School's written curriculum for ELA, math, science, and social studies for all grades, including curriculum maps, scope and sequence documents, pacing calendars, etc. - Any evidence of what is being done to transition to the Common Core standards and identify what the gaps are between what students currently do and what the CC asks them to, know and be able to do - Description of program for English language learners - Description of special education programs and services - Core instructional programs and supplemental materials used to support teaching and learning in ELA, math, science, and social studies for all grades - Samples of lesson plans with clear lesson objectives which are communicated to students, indicate alignment to curriculum maps, and reflect continuity of instruction - Lesson plans with clear lesson objectives indicate alignment with curriculum maps and IEP annual goals as well as accommodations/modifications required to meet instructional needs of students with disabilities.
II. Teaching and Learning	<ul style="list-style-type: none"> - Grading policies - Student schedules: one for each grade served; for an English language learner; and for a student with disabilities - Samples of student work - Rubrics used to assess student work, informal and formal assessments

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	<p><u>English as a Second Language (ESL)/English Language Learners (ELL)</u></p> <ul style="list-style-type: none"> - Disaggregated lists of students eligible for ESL programs - Documentation of process used for identification and exit criteria for English language learners and documentation of their English language/curricular proficiencies - List of staff who instruct and support English language learners and their qualifications <p><u>Students with Disabilities</u></p> <ul style="list-style-type: none"> - Lists of students eligible for special education services and the services they receive - Sample documentation of process used for identification and exit criteria for a Student with Disabilities - Sample Individualized Education Program (IEP) - List of staff who instruct and support students with disabilities and their qualifications - Schedule and notes from articulation meetings between classroom and support teachers and paraprofessionals - Process for identification and provision of 504 services - Students with disabilities are physically integrated into the general education classroom to participate with peers, as appropriate, during instruction
III. School Leadership	<ul style="list-style-type: none"> - Sample schedules and agendas for regular meetings of teacher teams (e.g., grade-level meetings, department meetings) and school leadership team meetings - Schedule, agendas and sign-in sheets of current year faculty meetings - Schedules of teacher planning times, including common planning time - Schedule of learning walks, walkthroughs, and intra/inter-visitations to highlight best practices - Documentation of teacher, assistant principals and other administrative and supervisory staff evaluation process, e.g., school leader's observation schedule with system for evidenced-based feedback; sample informal and formal observations - Teacher retention rates and changes in staff from last year - Newsletters, notices, memoranda, e-mails, and other documents demonstrating effective communication with staff, parents, community partners, and students - Documentation of professional development for special education teachers - Coordination of building principal and special education administration - Documentation of staff development for LEP/ELLs teachers
IV. Infrastructure for Student Success	<ul style="list-style-type: none"> - Comprehensive Academic Intervention Services (AIS) plan/procedures, including AIS program offerings, and referral procedures - Disaggregated list of students currently receiving Academic Intervention Services (AIS), and sample schedules - List of documentation of student incentive and recognition programs - School-wide discipline policy - Record of in and out of school suspensions with students with disabilities being noted - Documented due-process procedures for all disciplinary actions - Schedules of guidance counselor(s), social worker(s), and family worker(s) - Samples of communication to families of students, showing availability in various languages - Protocols for parent feedback (e.g., surveys, questionnaires, agenda opportunity for public discussion at meetings, etc.) - Agendas to parents meeting in languages other than English - Agenda, minutes, and rosters, reflecting the participation of parents in parent

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	<p>involvement activities, including the development of the Title I Parental Involvement Policy and School Parent Compact and PTA or parent organization meetings</p> <ul style="list-style-type: none"> - Library open-access schedule - Availability of high quality, culturally diverse, age-appropriate instructional materials in English and the native language. - Description of before and after school, and Saturday programs and how students with disabilities, ELLs are provided access - Availability of a tiered system of instruction such as Response to Intervention - Credit recovery program and procedures (if applicable) - Agenda and minutes of Child Study Team (CST) and Committee on Special Education (CSE) - Special education classrooms are distributed throughout the building and are of appropriate size - ESL and Bilingual programs classes are of appropriate size.
<p>V. Collection, Analysis, and Utilization of Data</p>	<ul style="list-style-type: none"> - Documentation of school-wide/district-wide data system which accurately measures, records, evaluates and reports complete data sets (for students in all subgroups including students with disabilities and English Language learners) that pertain, but are not limited to: <ul style="list-style-type: none"> o Violent and Disruptive Incidences Report (VADIR) o Student transcripts o School completion o Student achievement (NYSTART, Data Warehouse, Data for all students in all subgroups) o Data supporting the identification and placement of the LEP/ELL population (NYSESLAT,LAB-R.) o Disaggregated list of students at risk of not being promoted o Student attendance o Teacher attendance o Student registration intake and exiting data o Formative assessments o Summative assessments o Rubrics used for scoring informal and formal assessments o Discipline referrals for students with disabilities - Evidence that instructional decision-makers have access to essential data - Agendas, minutes, roster of attendance of district and building professional development on the collection and use of data to drive instructional decision-making - Schedules and sample agendas for regular meetings where staff analyze formative and summative assessment data and predict whether school's performance and student achievement goals are being met - Documentation of changes in the instructional program to reflect program evaluation - Documentation demonstrating that district/school administrators meet regularly with teachers to discuss LEP/ELLs testing results and data and to monitor the progress towards meeting the Annual Measurement Achievement Objectives (AMAO).
<p>VI. Professional Development</p>	<ul style="list-style-type: none"> - Professional development needs assessment - School-wide professional development plan - Current year professional development calendar, including differentiated offerings - Schedules, agendas, attendance rosters and notes reflecting professional

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	<ul style="list-style-type: none"> - development activities - Evaluation of Professional Development Plan (PDP), including implementation and outcomes - Professional development plans reflect coordinated and joint activities that ensures access to research-based best practices for all LEP/ELLs - Schedule of coaching/mentoring, including names/qualifications of providers - List of professional literature purchased or subscribed to online, which supports PD plan
VII. District Support	<ul style="list-style-type: none"> - District-wide curriculum documents and evidence of any transition to the Common Core - Memos and agendas communicating district-wide priorities/goals - District-wide benchmark assessments - District-wide data system for student and school data - Schedules, notices, agendas, attendance rosters and notes reflecting district-wide professional development offerings - Schedules of district-level staff walkthroughs - Written feedback of district's review/approval of school's Comprehensive Educational Plan - Documentation of district-level corrective actions to support school's improvement - Notice of translation/interpretation services available for schools