

**NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS**

<b>BEDS Code/DBN:</b>	08X530
<b>School Name:</b>	Banana Kelly High School
<b>School Address:</b>	965 Longwood Avenue Bronx, NY 10459
<b>Principal:</b>	Joshua Laub
<b>Restructuring Phase/Category:</b>	Persistently Lowest- Achieving/ School Under Registration Review (PLA/SURR)
<b>Area(s) of Identification:</b>	Graduation Rate
<b>Dates of On-site Diagnostic Review:</b>	March 8-9, 2011

**PART 1: INTRODUCTION**

**A. Community and School Background**

Banana Kelly (BK) High School serves 458 students in grades 9 through 12. The student enrollment is 72 percent Hispanic and 28 percent Black students. Of these students, 21 percent are students with disabilities and 21 percent are English language learners (ELLs).

The school administrative team consists of the Principal and the Assistant Principal (AP). The Principal has been at the school for twelve years, ten of the years as the Principal. The AP has been at the school for ten years, this is her second year as AP. There are currently 31 teachers on staff, including five teachers new to the school. About 50 percent of the staff has been at the school for fewer than three years. Ninety- six percent of the teachers are highly qualified. The school has had a stable administration team, but teacher turnover is relatively high.

**PART 2: ASSESSMENT OF THE SCHOOL’S EDUCATIONAL PROGRAM**

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

<b>Positive or Negative Indicator (+/-)</b>	<b>School Performance Indicators</b>	
	<b>NYSED Quantitative Performance Measures</b>	
-	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	

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	(AOR) for the past two consecutive years) indicate a decrease in the achievement gap between identified subgroups and the <b>All Students</b> subgroup in one or more identified subject/area(s).	✓
-	For 2010-11, the school was identified as a <b>Persistently Lowest- Achieving school.</b>	✓
-	Total high school Cohort Graduation rate is below 60%	✓
	<b>NYCDOE Quantitative and Qualitative Performance Measures</b>	
-	Grade of D or F (or C for 3 consecutive years) on the most recent NYC Progress Report	✓
+	NYC Quality Review Score of Well-Developed	✓

## B. School Strengths

The school has a dedicated college office and a number of students participate in an Upward Bound program that is sponsored by ASPIRA.

## 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 curriculum is neither rigorous nor coherent and is not aligned with New York State (NYS) Standards in a formalized manner. School leaders have not monitored and evaluated the quality of the curriculum and the contribution it makes to higher student achievement.
- The curriculum is ineffective in meeting the needs of all students. Timelines and pacing calendars were not created. Scope and sequence consists of a list of topics that are covered during the course of the year. This list does not prioritize the skills that should be taught or the amount of time that should be devoted in the course to that skill.
- The curriculum does not delineate important concepts from grade to grade in core subjects. In English Language Arts (ELA), the top 100 skills and concepts to be learned were listed but they were all given equal weight. School leaders are ineffective in ensuring that teachers have access to an aligned curriculum that aids students' progressive learning and increased achievement.
- Resources to support student learning are lacking. There were a limited number of leveled trade books and genre libraries in all curriculum areas. Native language arts materials in English as a Second Language (ESL) and ELA classes were not evident. A lack of sufficient textbooks negatively impacts the quality of student learning. School leaders have not ensured that funds are appropriately allocated to ensure that all students have suitable resources to support and enhance their learning.

**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 should be aligned to the new NYS P-12 Common Core Learning Standards in ELA and literacy and mathematics to prepare for implementation in school year 2012-2013. All curriculum 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 delivery methods that are student centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal observation should include how well the teacher knows and implements the curriculum for the subjects being taught.

- School leaders and teachers should participate in training to enable them to write and implement high quality and effective pacing calendars and timelines. These should be consistently implemented in every classroom. School leaders and teachers should work with the Network or other outside experts in prioritizing the skills and concepts to be taught and the order and structure in which this should be done. The work of the outside consultants that the school currently employs should be rigorously monitored by school leadership to ensure that they are effective in improving the delivery of curriculum.
- The school should seek high quality PD to assist them to design and implement a curriculum that specifically articulates the skills that are required to be taught in each grade across all content areas. The skills should be hierarchical, with the most important ones being given additional teaching time. There should be clear articulation between grade level teachers and departments to ensure that skills are taught in a progressive and systematic manner. School leaders should play an integral part in this articulation process and ensure that a quality curriculum is delivered to a high standard in every class.
- School leaders should examine and evaluate the current budget and reallocate funds to ensure that students have access to a variety of learning resources. School leaders, Network staff and the Superintendent should carry out an audit of resources in the school to ensure that they are aligned with student needs.

**II. Teaching and Learning****Findings:**

- The range of instructional strategies used is poor. Most of the activities were worksheet based, and students worked individually. In many classrooms, students used the same worksheet regardless of performance level. There was little evidence to indicate that work is differentiated to meet the needs of students; however, the school handbook devotes numerous pages to differentiated instruction. The introduction, written by the Principal and AP, stated that it is expected that all BK teaching staff consistently use the methods in the handbook to plan and implement their lessons. School leaders stated that differentiated instruction would be seen in many classrooms. There was very little evidence to indicate that these expectations were being met.

- In much of the co-teaching observed, teachers did not work together well and were not successful at meeting the diverse needs of the students. The second teacher in the room was often relegated to the role of teaching assistant. There was little evidence to indicate that co-teachers plan together to ensure that classroom instruction is coherent.
- Pacing was poor in many classrooms. In some classrooms, the warm-up activity lasted too long. Many lessons lacked a sense of urgency, and expectations were low. Time was wasted in a number of classes because students talked among themselves when teachers were delivering instruction or did not listen to directions or the contributions of others. The students then spent time asking what to do next. Lessons often ended abruptly without time being allocated to review what had been learned. The guidelines for pacing, sequencing and closings provided in the school handbook were not followed, and monitoring of teaching by school leaders has not addressed this with any rigor or urgency.
- Time was lost in a number of lessons because transitions were not always smooth. There was a lot of noise at transition, particularly as the day progressed. Students were seen in hallways and stairwells after the start of the lessons and were occasionally escorted to their next lesson.
- In the majority of lessons, student learning goals based on the NYS Standards were neither developed nor displayed. Few students had a clear understanding of what they were learning. Teachers did not routinely refer to learning objectives or check that students had achieved them. Guidance is available in the school handbook but few teachers follow it.
- Learning in most classrooms was passive. Students were often engaged in low level disruptive behavior. In more than half of lessons, some students had their heads down and, at times, others covered their heads with coats. Students often engaged in off task conversations and talked across the room to their classmates. These behaviors often went unaddressed by teachers.
- In the majority of lessons, questioning to assess student understanding was limited. Closed questioning that demanded yes, no or short answers was typical. Few teachers asked supplementary or follow up questions and students often shouted out answers and showed little respect for the contributions of others. Concerted efforts were not made to develop student higher order thinking or problem solving skills. This is despite the fact that many pages of guidance are provided in the school handbook.
- The school policies are not implemented with fidelity. The school leaders indicated that many of the strategies outlined in the school handbook could be observed in the classrooms; however, they were not evident. Guidelines relating to Bloom's taxonomy, problem solving, the development of higher order reading skills and research were not evident in the majority of classrooms. School leaders do not effectively monitor and evaluate to ensure that these instructional practices are being implemented.
- Behavior expectations outlined in the school handbook regarding class and school routines are not followed by many students and staff members. Some students brought food and drinks into the classroom, although this is against school policy. Such behaviors go unchecked. Students were observed using cell phones in hallways and classrooms. Enforcement of school rules by school leaders and staff is haphazard and inconsistently applied.

- Little student work was displayed. Where it was displayed, it lacked rigor, and rubrics were rarely provided. Little quality feedback was provided to students to give them clear guidance on what they do well and what they need to do to improve.
- Technology, including SMART Boards, overhead projectors and laptops, were rarely in use in most classrooms. Some classrooms had between two and four computers; yet in one classroom, the computers were unplugged.
- The school does not have a consistent grading policy. Grades are not consistently entered into Skedula, although the BK Grading Values and Policies state that there should be 30 grades per marking period, roughly translating into one formal grade per day, and 12 will be entered in Skedula. This initiative is not being monitored by school leaders. The school handbook revealed different grading policies, with many choices and ways to reflect on the appropriateness of the student task using points, percentages, symbols or weighting.

**Recommendations:**

- The school leaders should ensure that the range of instructional strategies used in classrooms is extended by requesting Network support. Teachers should be provided with external PD that is carefully differentiated to meet identified instructional needs. Similar training should be provided to ensure that teachers have a secure understanding of what quality differentiation looks like and how to successfully implement it. School leaders should rigorously monitor lessons to ensure that the training is implemented and its impact on classroom practice and student achievement is evaluated.
- School leaders should seek outside expertise to help establish a model of co-teaching that ensures that best use is made of all adults teaching in the room. The model should be consistently applied across the school and its effectiveness carefully reviewed. School leaders should ensure that teachers use common planning time to develop well planned lessons. Co-teachers should have equity in their roles and responsibilities in enhancing and accelerating student learning.
- Outside expertise should be sought in helping teachers develop skills in pacing lessons appropriately. Training should provide guidance on lesson timing and keeping a brisk pace so that students remain engaged. The school leaders should ensure that all teachers follow the guidance in the school handbook.
- School leaders, those in the school's I-Team and staff should make sure that transitions are carried out in a timely manner to reduce loss of instructional time. All adults should stress the importance to students of moving quickly to class, document lateness and consistently implement consequences. School leaders and the I-Team should actively patrol the hallways and stairwells, so that once lessons have started there are no students loitering.
- School leaders should ensure, by observations and walkthroughs, that standards are displayed in every classroom. School leaders should insist that learning objectives are displayed and discussed with students at the beginning, during and at the end of lessons. Follow-up visits by school leadership should be made to classes to ensure that it is commonplace.
- School leaders should take urgent steps to improve the level of student engagement. The ladder of referral, outlined in the school handbook, should be consistently followed. School leaders should assess, through formal and informal observations, those teachers who are struggling with

student engagement, and external support should be sought to help provide PD for teachers on a tiered basis. School leaders should set a consistent tone of high expectations for student behavior across the school.

- The school leaders should seek external training and guidance for teachers on developing better questioning techniques and in improving students' ability to problem solve, carry out inquiry and research tasks. School leaders should raise staff expectations for student participation in question and answer sessions and in valuing the contributions of others. Training should be provided for teachers on a differentiated basis to enable them to become better practitioners in developing students' independent work, problem solving and research techniques. School leaders should closely monitor the impact of this training in the classroom.
- The school leaders should ensure that instructional strategies outlined in the school handbook are implemented effectively and consistently across the school. For the teachers that have difficulty implementing strategies, appropriate PD should be provided in a tiered and differentiated manner. School leaders should monitor lessons to ensure that strategies presented in the PD are put into practice in the classroom and additional PD provided on an ongoing basis.
- School leaders should make sure that school rules in relation to eating, drinking and use of electronic devices are rigorously and consistently enforced by all adults in the school. The school leaders should lead by example, deal robustly with students that do not comply, consistently implement the consequences and ensure that all staff follow the required actions.
- Clear benchmarks and high expectations regarding the displaying of student work in hallways and classrooms should be established. All work displayed should be current and clearly related to displayed assessment rubrics. Student feedback should be provided that is informative and explains why a piece of work is good and what is needed to improve.
- School leaders should monitor how technology is being used. The school leaders should carry out an assessment of available technology resources and then ensure that training is provided, on a differentiated basis, to guide teachers in the better use of technology integration into instruction.
- School leaders and teachers should reach consensus and develop a grading policy that is consistently applied across the school. If necessary, the school should seek Network support in formulating the policy. School leaders should ensure that the demands of entering grades into Skedula are realistic and follow a schoolwide policy. School leaders should monitor that the grading policy is consistently applied across the school.

### **III. School Leadership**

#### **Findings:**

- The school leaders have not developed a strategic plan for all students to graduate within four years. There is little focus on academic excellence or on students following the school regulations relating to dress, behavior and use of cell phones and other electronic devices. School leaders do not expect students to follow the rules. The Principal indicated that the main reason for the drop in graduation rate is the change in demographic of the school population. However, the school has not provided instructional modifications to meet the changing needs of the school's population. School leaders stated that the expectations for instruction, culture and operations outlined in the

school handbook would be seen in widespread practice across the school. However, students openly disregarded the outlined expectations because school leaders and staff did not enforce them. School leaders are ineffective at monitoring teaching and learning, resulting in teachers not being held accountable for improvement in classroom practice and student achievement.

- The School Leadership Team (SLT) is ineffective. The SLT has an unrealistic view of the academic standing of their school. School staff that are not members of the SLT have a limited awareness of the school goals and have played little part in shaping them. It is only this year that school goals have taken on a more quantifiable edge. The SLT were in full agreement with the school leaders' assertion that the drop in the school performance is due to the changing nature of the school population.
- The school leaders do not organize the academic program to maximize instructional time. As a result, students do not have the opportunity to take honors courses, and students are grouped regardless of performance level within all classes. Students are programmed for four terms of algebra regardless of passing the Regents, performance level in grade 8 and in-class performance. Grade 9 advisory, credit recovery and physical education are offered in the Monday and Wednesday zero period. Review of the attendance sheets and classroom visits show that there was less than 50 percent attendance in most zero period classes. Zero period is also used for staff PD on Tuesday and Thursday. As a result, students receive only the minimum mandated number of instructional minutes during the course of the school day and this limits the opportunities for Academic Intervention Services (AIS).
- School leaders do not provide AIS during the course of the school day as required, and AIS is not part of the students' programs.
- The ELLs are not receiving native language arts and are not benefiting from all mandated instructional services.
- School leaders are ineffective in ensuring that support services have the best possible impact on improving student performance. The school works with five community-based organizations (CBOs), but there is no articulation between and among the different organizations to ensure that all students are receiving the appropriate support. There is no emphasis on how these organizations could work together to improve the academic as well as social and emotional progress of students.
- Teachers are provided with eleven hours each month to engage in PD activities, but there is very little evidence that these activities are having an impact on improving instruction and student achievement.
- The school leaders have made a large financial commitment to human resources but there is little evidence to indicate that they are making an impact on improving student achievement. There are often two teachers in each class, but it seldom leads to an improvement in student learning. Several external consultants are employed in the building, but school leaders do not monitor the effectiveness and impact of their work. This commitment to human resources has also resulted in less money being allocated to learning resources, for example, in books and technology equipment.

- School leaders do not actively involve parents in decision making and do not canvass parents' views and opinions other than the New York City Department of Education (NYCDOE) Survey.
- Systems for evaluating and improving teaching are weak, and school leaders have not demonstrated the necessary skills to be highly effective instructional leaders. School leaders and outside ELA and mathematics consultants carry out observations. There are only a small number of formal lesson observations covering a period of 18 months. All the lessons are graded satisfactory, although school leaders say there are three or four unsatisfactory teachers. The consultant observations lack rigor and are non-evaluative and no evidence was available to indicate improvement in instruction.

**Recommendations:**

- School leaders should set higher expectations for academic achievement, graduation rate goals and student behavior. The school leaders should develop and implement a strategic plan with ambitious goals for improving student achievement. The goals should have clearly defined success criteria, clear timelines and designated staff members who are responsible for implementation. Departments should draw up similar plans and all teachers should be held accountable for ensuring that targets and goals are reached. School leaders should request support from the Network in drawing up the plans and in reviewing their implementation. Rules and regulations should be consistently implemented, with school leaders leading by example. Every effort should be made to ensure that the present culture of low academic and social expectation is replaced by one of academic rigor and a continuous cycle of monitoring and revision.
- The school leaders should ensure that the SLT receives training from the Network in making clear its roles and responsibilities in helping the school to improve. The SLT should be equipped with the necessary tools to enable the team to play a more critical role in evaluating the performance of the school, in setting the school goals, and sharing information with the entire school community.
- The school leaders should create an academic program that gives students opportunities for enrichment, taking courses out of grade level when appropriate, and maximizing time for credit accumulation during the school day in addition to before and after-school.
- The school should provide AIS. These services should be monitored for effectiveness and have a significant impact on the academic advancement of identified students. The school should review and revise student programming to ensure that the learning needs of students drive the academic program.
- School leaders should ensure that the programming for ELLs follows City and State guidelines.
- School leaders should ensure that there is ongoing articulation among the five CBOs, the school support staff and school personnel. School leaders should establish a roster of meetings where the focus is on how support for students can best aid academic as well as social development. School leaders should ensure that students benefit from the full range of services and that the services are customized to meet their needs.
- School leaders should reevaluate the amount of time allocated to PD and the impact that it is having on student learning and achievement. School leaders should regularly and rigorously monitor teaching and learning to ensure that teachers are using the skills acquired in PD to improve student outcomes.

- School leaders should create, with the support of the Network, systems for ensuring that the school is maximizing its financial investments in human resources. The Network should monitor the school's expenditures of human capital against its impact on student achievement and the quality of instruction. The Network and school should carefully evaluate if sufficient money is being spent on learning resources.
- School leaders should regularly canvas parents. This information should be used to create mechanisms to help parents take a far more active role in decision making processes that affect the educational lives of their children.
- The school leaders should seek training and support to become effective instructional and operational leaders. Systems should be established where monitoring is highly effective and leads to sustained improvement. The training should include the establishment of a rubric that is followed with fidelity. School leaders should develop the necessary skills to observe lessons with a strong emphasis on student learning, to provide accurate judgments and to provide feedback for teachers that both gives recommendations for improvement and recognizes strengths. The outcomes of observations should form the focus for future visits and should lead to differentiated PD for all teachers. The impact of this PD on instruction should also be monitored and evaluated.

#### **IV. Infrastructure for Student Success**

##### **Findings:**

- The school is characterized by a tone of over familiarity between staff and students that does not translate into an academically focused environment. Students openly disobey school rules and school leaders and teachers often do not address the behavior. The fact that staff do not enforce the school rules only serves to exacerbate the low expectations for academic excellence. A laissez-faire culture permeates the whole building.
- There are a number of support services available to students, but they are fragmented and lack cohesion. School leaders do not monitor to ensure that the services are having any impact on student achievement. Almost every student is enrolled in at least one of the CBOs, but there is a lack of coordination between the different providers. The attendance officer sends letters home to persistent absentees but does not make home visits. There is no comprehensive, grade 9 through 12 plan for integrating college and career preparation. Despite having two guidance counselors, two social workers, four intervention personnel members and five CBOs, there is no discernibly positive impact on student achievement. School leaders have not provided adequate oversight of all available services or ensured that there is sufficient articulation between teachers and support services.
- School leaders have not ensured that there are well-defined systems in place for identifying at-risk students and differentiating the services they require. The school does not provide AIS during the school day. Extended day instructional time has been allocated for PD, and some time has been folded into the regular day. Although students with disabilities were in Instructional Co-Teaching (ICT) classes, differentiated instruction support materials were not made available and differentiated instructional strategies were not employed to address specific student needs.

- There is no library. This limits the school in its ability to enable students to develop appropriate study skills. In addition, there is no gym or auditorium.
- The Network has provided the school with Skedula, an on-line system that provides teachers and parents with customized data reports on student progress, but there has been no training for parents in its use.
- The school has approximately 20 percent ELLs, but school leaders do not ensure that materials are translated into relevant home languages. This prevents the school from effectively engaging with the community it serves.

**Recommendations:**

- The school leaders should lead all staff in setting a tone and culture of high expectation for all students. School leaders should strive for academic excellence by establishing a new mission and vision statement based on high academic rigor and should seek extensive Network support to translate the vision into reality. The Network should provide significant support at the instructional and leadership levels to ensure this occurs and make regular progress visits. School leaders should ensure that school rules relating to dress code, eating and drinking and use of electronic devices are strictly adhered to. All staff should consistently set high expectations for student compliance.
- School leaders should ensure that there is articulation between all of the support services that operate in the building through regular meetings. A strategic plan should be developed to assess how services can work together to make a difference in the academic performance of students. Support services should provide regular reports to school leaders. These reports should be shared, so that all support service providers gain a greater insight into the work of others. School leaders should constantly evaluate the performance of the support service providers, not only for social development, but also more importantly, for academic progress.
- School leaders should systematically identify at-risk students, provide AIS during the school day, and allocate sufficient resources, both material and human, to ensure student success.
- School leaders should establish a library within the building. The current fiscal commitment to human resources should be evaluated and reallocation possibilities examined to support making renovations to the building to house a library. Financial reallocation should also be made to ensure that there are high quality learning resources for all students, and in particular, for ELLs and students with disabilities. The school should actively link with other local schools or organizations to secure appropriate facilities for physical education given the lack of facilities on-site.
- The school leaders should arrange regular training sessions for parents on Skedula, so that they will be better informed of their child's academic progress and achievement.
- The school leaders should allocate appropriate financial resources to ensure that all communication to parents is translated into their home languages.

## V. Collection, Analysis, and Utilization of Data

### Findings:

- School leadership does not ensure that data forms the basis for continuous school improvement. The school carries out a minimal analysis of schoolwide, grade and department level data. The use of data is fractured, and although the school has a new data specialist, his role within the structure of the school has not been clearly articulated.

School leaders do not ensure that a wide range of assessments are used. The Do Your Own (DYO) assessments are the only formal assessments in place across all content areas and grade levels. These assessments are not tied to external, formalized assessments or learning standards.

- School leaders do not routinely expect teachers to use data to inform their instructional practice. Teachers do not regularly meet with the data specialist, and he is not part of the grade level meetings. Meetings between the data specialist and school leaders are ad hoc.

### Recommendations:

- The school leaders should develop a schoolwide action plan that outlines the expected use of data by all teachers to drive instruction and school improvement. School leaders should regularly observe classes to ensure that data is being used to guide differentiated instruction. Differentiated PD should be sought to ensure that teachers have the necessary skills to be highly effective at using and analyzing data. The role of the data specialist should be clearly defined, and he should work with school leaders in rigorously analyzing data across the school. This detailed data should be regularly presented to staff.
- School leaders should ensure that teachers implement a wide array of assessments and that the information is systematically collected and recorded by all teachers. Systems should be developed to enable student progress and achievement to be tracked more closely and used as a tool for holding teachers accountable. Student portfolios should contain graded work to provide more information on progress over time.
- School leaders should ensure that teachers use data to guide and inform their instruction. All teachers should have systematic ways of collecting data. Teachers, administrators and all key stakeholders should meet with the data specialist on a regular basis at grade level meetings. The data specialist should have extensive knowledge of all NYCDOE, NYSED, school and Network based data systems. The data specialist should have the capacity to help teachers develop a greater knowledge and understanding of the analysis and use of data to drive instruction, improve student outcomes and form the basis for school improvement.

## VI. Professional Development

### Findings:

- The school leadership has not created a comprehensive, cohesive, long term program of PD that addresses the needs of the school population and that is differentiated by teacher abilities. There is little evidence that PD has improved teachers' instructional practice.
- A large amount of time and money is allocated to PD. The impact on classroom practice has not been documented and has not improved student performance.

- Inquiry meetings, mentoring programs and shared planning time are not effective tools in bringing about improvements in student achievement. School leaders do not ensure that successful strategies developed as a result of the inquiry process are replicated. The school has a large percentage of new teachers who receive minimal mentoring. Observations indicate that some of the new teachers who are being mentored are still experiencing significant classroom management issues. One new special education teacher was observed being mentored. Although seven months into the school year, this teacher was being introduced to Individual Education Plans (IEPs) for the first time.
- PD for differentiation has been an ongoing focus for the school as stated in the handbook, but there is little or no evidence to indicate it has been successful. Formal observation reports indicate that training provided in differentiation has not been actualized in the classroom.
- School leaders do not ensure that teachers implement strategies that they have learned from PD opportunities.

**Recommendations:**

- School leaders should conduct a needs assessment to determine staff instructional needs and then develop a comprehensive PD plan. The plan should meet the diverse needs of the students, be closely aligned to the school goals and include a differentiated approach to providing training and support for teachers.
- School leaders should evaluate the effectiveness of PD in light of the substantial human and capital investment. School leaders should ensure that they regularly evaluate PD, through observations and student performance, for its impact on classroom practice and student achievement.
- School leaders should monitor the effectiveness of inquiry teams and their impact on improving student achievement. If certain strategies are successful, it is essential that school leaders replicate the successes in other areas of the school. School leaders should monitor and assess the mentoring program and its impact on improving instruction.
- School leaders should seek high quality outside expertise to provide training in differentiation. This training should be monitored for effectiveness through formal teacher evaluations and student performance outcomes.
- School leaders should ensure the strategies that teachers learn in PD offerings become part of embedded instructional practices. Teaching and learning should be frequently and rigorously monitored by school leaders to ensure that this happens.

**VII. District Support**

**Findings:**

- The Network has provided limited support in the areas of curriculum development, effective allocation of resources and strategic programming to maximize credit accumulation opportunities for students.
- The Network has provided limited support in improving graduation rate other than providing a New Visions data suite and an attendance teacher once a week. There have been no additional

supports for students with long term absences (LTA) and persistently poor attendance even though, as of March 8, 2011 there were 146 students who had missed 20 or more days of schools.

- Although New Visions has remained the Partnership Support Organization (PSO) to provide instructional support for the school, the staff assigned from the Network to provide operational support has changed three times since July. This has led to uneven oversight in the review of the school resource allocation. A review of the budget from Galaxy shows programs named “None” and staff members’ first names so it was not possible to determine what programs these funds were used to support.
- The Network has had limited success in assisting the Principal to understand the school’s need for academic improvement. This has resulted in the Principal not taking a holistic view of the school’s long term progress during his 12-year tenure, despite having a graduation rate below 58 percent for the last three years. The Network reviewed the school’s CEP annual goals that included goals that were too broad such as, “Improve our four year graduation rate” and “Improve Cohort 2011 (Current 9<sup>th</sup> grade) credit accumulation.”

**Recommendations:**

- The Network should provide support for curriculum development, effective allocation of resources and strategic programming to maximize credit accumulation. The Network should ensure that the school is programmed to maximize credit accumulation for all students, and that opportunity for enrichment, remediation, credit recovery and the arts is built into the students’ regular programs. The Network should have monthly meetings with school leaders to provide written feedback, outline next steps and set priorities.
- The Network should provide the school with a full time attendance teacher who will make home visits to both the LTA students and students with persistently poor attendance. During the monthly onsite school visits, the school should work with the school leaders, including the data specialist and the program chair, to ensure that the graduation cohort is being effectively monitored. The Network should provide PD to the school leadership in the use of data suite and all other data tools to actively monitor student credit accumulation and Regents passing rates.
- The Network should actively review the budget for transparency and impact on student achievement. The Network should ensure the continuity and effectiveness of services despite changes in personnel. The Principal should make budget allocations based on data and ensure that those expenditures are monitored for effectiveness.
- The Network should ensure that the school takes a holistic and comprehensive account of all school data. All metrics, such as the AOR, Progress Report, scholarship data, Quality Review and JIT reports should be considered by all key stakeholders in the school community when forming the school strategic plan, setting priorities and goals, and allocating resources. The Network and the Superintendent should ensure that the CEP is reflective of these data based priorities. The Network should assist the Principal in correctly identifying at-risk students and developing measurable, actionable and time bound goals for these cohorts.
- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

**PART 3: 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 new plan that could include <u>significant changes in staff, organizational structure, leadership and/or configuration</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 recommendation should be accomplished.**

The school as presently configured, will not increase its graduation rate. The Principal and AP have not proven effective in setting high expectations for what the school can achieve nor effective procedures for the school’s management. **Significant change in school leadership and staff is recommended.**

- Programming of students should be reevaluated and monitored to ensure that seat time, credit accumulation, AIS, Advanced Placement, honors classes and instruction time for ELLs is maximized and meets the needs of all learners.
- A system of teacher evaluation should be instituted that is supportive and developmental, and regularly monitored for effectiveness.
- PD should be differentiated and tiered, and should support teachers' needs, as well as reflecting the instructional needs of all populations in the school.
- A comprehensive grade 9 through 12 guidance system should be developed to ensure that each student is supported throughout their time in school by a dedicated adult.
- All outside supports, including CBOs, consultants and curricular programs, should be monitored and evaluated for effectiveness and improved student outcomes in graduation rate and Regents performance.
- State Education Department (SED) records show that the school has a portfolio assessment variance. However, the school leadership asserts that the school administers no portfolios, and students meet graduation requirements solely through passage of State assessments. If the NYCDOE wishes to terminate the schools portfolio variance, NYCDOE should submit a request in writing to SED seeking to have the school removed from the list of schools with approved variances.