

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	10X438
School Name:	Fordham Leadership Academy
School Address:	500 East Fordham Road Bronx, NY 10458
Principal:	Richard Bost
Restructuring Phase/Category:	Persistently Lowest-Achieving (PLA)
Area(s) of Identification:	Graduation Rate
Dates of On-site Diagnostic Review:	November 3-4, 2010

PART 1: INTRODUCTION

A. Community and School Background

Fordham Leadership Academy (FLA) serves 479 students in grades 9 through 12. The school enrollment is 64 percent Hispanic, 29 percent Black, and 2 percent Asian. Seventeen percent of the students are English Language Learners (ELLs) and 17 percent are students with disabilities.

The administrative team includes the Principal, Assistant Principal (AP) for Pupil Personnel Services and two APs for Supervision. The Principal is serving in his fifth year, and APs have served one, five and eight years, respectively.

There are 38 teachers on staff, including two new teachers and 18 teachers with fewer than five years at FLA. Eighty-five percent of core courses are taught by highly qualified teachers. Teacher turnover in 2007-08 was 21 percent. Nearly half the staff has been replaced in the four years since the Principal arrived at the school.

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	
+	School is within five points of meeting its Effective Annual Measurable Objective (EAMO) for ALL identified subgroups in ALL subject/area(s) of identification.	✓
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years show a reduction in the number of subgroups that did not make Adequate Yearly Progress (AYP) in one or more identified subject/area(s).	✓
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years) indicate the school has reduced the achievement gap between identified subgroups and the All Students subgroup	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	in ALL identified subject/area(s) by ten percent or more.	
+	The school's most recent Total Cohort graduation rate reflects a 20 percent gap reduction between the school's graduation rate in the previous year and the State's 80 percent graduation rate benchmark.	✓
-	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.*	✓
-	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 identified subgroups and the All Students subgroup in one or more identified subject/area(s). *	✓
-	For 2009-10, the school was identified as a Persistently Lowest-Achieving school.	✓
-	Total high school Cohort Graduation rate is below 60%	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
-	Grade of C on the most recent NYC Progress Report	✓
+/-	NYC Quality Review Score of Proficient	✓

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:

- There was little evidence of a standards-based curriculum. There was no scope and sequence or pacing calendars.
- Learning outcomes developed using the Equity and Achievement for Student Evaluation (EASE) framework did not include specific teaching points aligned with the standards.
- Important concepts were not developed sequentially or did not include grade to grade alignment.
- The school's business and technology theme is not reflected in the course curricula.
- Differentiated curriculum for the identified subgroups, i.e., students with disabilities and ELLs, was not evident.

Recommendations:

- The staff should develop detailed curriculum maps that include New York State (NYS) performance indicators. Pacing charts should be aligned with curriculum maps. The school should identify

external partners to provide expertise in mapping and content. Teachers should receive training in developing specific learning strategies that result in the successful acquisition of skills and desired learning outcomes. All curricula should be developmentally appropriate and sequentially aligned from grade to grade.

- Staff should be provided with additional training in aligning curriculum maps and teaching points with the outcomes (EASE) program.
- All curricula should be developmentally appropriate and sequentially aligned from grade to grade.
- The school should use additional resources, such as school-community partnerships, to afford more students with opportunities for internships in business related fields. In addition, resources should be used to support greater integration of technology in classrooms. The school should provide teachers opportunities to develop standards based curriculum in business using technological applications through professional development (PD).
- Teachers of ELLs and students with disabilities should be trained to collect data to inform instruction for their students. In addition, teachers should receive training in selecting appropriately leveled materials that are closely aligned with a standards based curriculum for these students. The school should provide resources to meet this need.

II. Teaching and Learning

Findings:

- Differentiation was minimally used, as evidenced by the lack of the use of differentiated materials to meet the needs of students with diverse needs.
- There was a single method of instructional delivery implemented in lessons. Teachers used a didactic approach to teaching. Some small groups were working interactively, but they were not using appropriately leveled materials. Teachers cited outcomes for learning at the beginning of the lesson. In most cases the outcomes were not explicit or aligned with the standards. The techniques of modeling and scaffolding were not generally in use in the observed lessons. Teachers included multiple teaching points in their lessons. Students were confused as to the expected outcomes.
- There was little evidence of co-planning and team teaching. Lessons were not developed cohesively to address the same teaching points, i.e., the two teachers were providing instruction aligned with different outcomes.
- Transitions between classes were not smooth; students lingered in the halls during passing and were often disruptive and unmanageable. Lessons were interrupted by late and disruptive students. Supervisors and teachers were not visible in the hallways during passing to provide support in moving students to the next class.
- Questioning did not generate higher order thinking on the part of the students. Questions did not require students to do more than respond with facts.
- Teachers have not successfully implemented the outcomes program (EASE) as a result of insufficient PD and administrative support. Teachers incorporated "annotations and summaries" as

instructional strategies across content areas. Teachers had different interpretations of the meaning of those terms and were unable to articulate them, as evidenced by observations of students engaged in independent work. Teachers were attempting to implement annotation strategies; however, students were just circling words as they read.

- There was no uniform grading policy articulated by staff; therefore, assessment analysis for grading remains vague and disjointed. Benchmark work has not been identified and rubrics have not been implemented as assessment tools.
- Strategies to support learning for students with disabilities were not observed.
- The rotating block schedule has created implementation challenges. Deans complain that they cannot find students since their class times are different each day for each subject. Guidance reports that working students are disrupted in their routines and schedules, since class times are different each day. Often times, students do not attend class and go to work instead. This practice could have a negative impact on graduation rate.

Recommendations:

- Professional development (PD) on differentiated instruction should be provided to all teachers. Administrative observations should provide feedback on differentiated instruction. Leveled materials should be made available to implement grouping. Informal assessments should be administered to all students in order to determine accurate levels across subject areas.
- Instructional delivery should include explicit teaching points, "turn and talk" assessment, and independent student work time to practice the teaching point. This methodology would promote higher order thinking, increased student interaction, and learning. Training from outside sources is necessary. NYS Standards should be reflected in all teaching points. Clear expectations that are aligned with teaching points should be incorporated in lessons.
- Effective methods of co-teaching should be modeled so that both teachers are providing maximum support for students. Co-teaching models provide opportunities for teachers to implement small group instruction or strategy groups.
- Transitions between classes should be monitored by guidance personnel and deans to address student lateness. Parents should be involved in supporting students to maximize learning. The school can provide incentives for students who arrive on time. Supervisors and teachers should be in the halls to oversee passing.
- The use of higher order questioning strategies should be a primary focus of staff development.
- Teachers require sufficient PD and administrative support in incorporating "annotations and summaries" into their daily teaching and planning. PD is required to develop a shared understanding of the meaning and purpose of this terminology. Lesson plans should reflect explicit strategies that are aligned with NYS Standards to meet the identified outcomes.
- Teachers should develop a consistent and explicit grading system that is supported by benchmark student work and the use of rubrics to ensure validity/reliability of the evaluation of student work. Standards should be used to create the descriptors for each level of assessment on the rubrics.

- PD should be provided in best practices for teaching students with disabilities, including multi-sensory approaches to learning and using appropriate level texts in content areas to support building basic skills for at-risk students; and, flexible grouping and monitoring ongoing assessments that inform instruction and support learning and mastery of Individualized Education Plan (IEP) goals. Research based intervention programs for student with disabilities should be integrated into the curriculum.
- The rotating block schedule should revert to a fixed daily schedule, where each subject is scheduled for the same time each day, so as to promote accountability for "problematic students." This would allow Deans and staff to monitor movement through the building and attendance in classes, and allow for predictability of free time for working students.

III. School Leadership

Findings

- The Principal has not communicated a clear vision of educational goals or set high expectations for student success. The Principal is focused on Regents exam pass rates, rather than preparing all students for success in college and careers.
- The Principal has not set teacher performance as his priority, as evidenced by the fact that he has not done any observations this year. Also, he has not provided training for APs in the constructive and rigorous analysis of teacher lessons. The Assistant Principal submitted two observations to the team that were conducted this year, which did not include effective suggestions for delivery and analysis of the observed lessons.
- School leadership is fragmented. The APs are unable to define their roles. One AP stated that their roles were "evolving" and that the roles changed often as per the directive of the Principal. In addition the roles of other support staff (guidance) changed often. The Principal has changed the Deans' role from one year to the next, without consultation with the staff or the APs. According to staff, the elimination of the Dean's position last year and the fact that this year it is only a part time position has exacerbated the deterioration of student discipline and has had a negative impact on classroom management and safe conditions in the halls and cafeteria.
- The School Leadership has not provided leadership in managing effective disciplinary action.
- The Principal has not collaborated with staff when making important changes in school programs and initiatives. This practice disrupts the continuity of instruction created to advance school improvement. The Principal has eliminated: couplets (courses for struggling students), uniform grade book, writing and mathematics center, and the distribution of progress reports to parents eight times a year. The Outcomes Program (EASE) was added to take the place of the uniform grade book.
- The school leadership has not engaged parents in decision-making by collaborating with the SLT or the parent leaders, as evidenced by the lack of agendas, planning guides, goals, workshops or meetings with parents.
- The Principal has instituted a system where "problematic students" do not receive a program until they return from summer vacation in September. As a result, according to the school Guidance Counselor, some students roam the halls in the beginning of the school year, drop out of school

during the summer or do not attend school in September. This practice has had a negative impact on student attendance, and graduation rate.

- The school leadership has not monitored the practices implemented in the granting of service credits in the school. Students receive credit for study halls and report to "service courses" that have no explicit syllabi.
- The Principal has posted confidential student information (including credit accumulation and Regents scores) in the hallway outside his office, which is evidence of his failure to conform to the Family and Educational Rights and Privacy Act (FERPA) standards.

Recommendations:

- The Principal has the responsibility to be the lead educator of the school. His primary focus should be to establish a clear vision of the educational goals and priorities of the school. The Principal should model high expectations and the need to develop rigorous curriculum to strengthen the underpinnings of successful teaching and learning.
- Effective and ongoing teacher performance measures and expectations should be developed by the Principal along with his administrative team. The Principal should be modeling best practices for supervision and encourage the team to support teachers in working towards exemplary instruction. Pre and post observation meetings provide that support and should be reinstated. Eliminating these practices has taken away a key component for teacher growth and skills development.
- The roles of key support staff (guidance) and administration) have been fragmented by constant changes. Supervisors should return to their primary responsibility, which is to guide and support teachers in developing their craft and in implementing standards based and rigorous curriculum. Supervisors should guide staff in presenting developmentally appropriate curriculum. Deans should be charged with the responsibility of intervention and managing student discipline matters. Guidance counselors should be returned to their primary roles of student support, counseling and college admissions. The guidance office should not be the place where students are assigned as a result of disciplinary infractions, since it undermines the feeling of trust and confidentiality between the counselors and the students they serve.
- The Principal should take on the leadership role in developing strategies that address disciplinary matters in ways that are other than punitive. Community service and programs that provide successful experiences for students should be expanded in the school. Full-time deans should be reinstated. The Principal and Deans, students, teachers and parents should be involved in creating explicit plans for discipline that include clear consequences.
- School initiatives for improvement should be modified and changed in collaboration with the staff. Feedback from staff should be included in the decisions made by the school leadership, and the reasons for change should be communicated openly and discussed with the school community.
- The Principal's role as a leader requires ongoing and meaningful collaboration with all stakeholders that are part of the school community. Parents should play a key role as members of the SLT and in helping create the Comprehensive Educational Plan with the purpose of creating shared goals for school.

- The practice of not providing full programs to at-risk students should be reviewed and revised with the goal of making sure that students are scheduled for the appropriate number of courses to meet the graduation credit requirements of their cohort. At-risk or failing students should be offered additional intervention services in the summer and during the regular school year. Counseling for those students should be a priority and embedded in their school program throughout the year.
- The granting of service credit should be monitored and evaluated by the District. The school should follow the exact requirements of credit recovery and the granting of credits as stipulated in the DOE regulations. The school should comply with the NYS requirements for high school credit accumulation.
- The Principal should remove all confidential student material from the bulletin board outside his Office.

IV. Infrastructure for Student Success

Findings:

- The library that is shared by all schools in the building does not have a sufficient number of books. Many content area classroom texts are old and outdated. At-risk students are assigned to the school library for a "library block," without any particular purpose but to fill a student program. This does not fulfill an academic requirement for graduation. This was evidenced by a review of student programs. It was reported that the students roam the halls or distract other students in the library who are there to complete their schoolwork.
- There was no documentation of the availability of a variety of after school or Saturday programs. Students did not appear to be engaged in a variety of after school (or Saturday) programs
- The data that is collected is almost exclusively an analysis of Regents exams and, in particular, the essays. In ELA classes, instruction was primarily focused on writing strategies for passing Regents generated essays.
- There are limited programs for struggling students. The stated intervention was the Plato Program offered through Fordham University for credit recovery. Some "problematic" students identified as struggling/at-risk receive a reduction in the number of academic subjects given in their program. There are students within the Cohort 2010 who have zero credits. "Truant" students remain on the school registers.
- There is limited evidence of a discipline code other than the Chancellor's Code. It has not been consistently implemented throughout the school. There is no SAVE Room. Deans are not provided with adequate office space equipped with phones and computers. Historical files and records are not available to deans.
- The Principal has determined that students identified as at-risk should receive a "lighter academic load" and, therefore, have a reduction in the number of academic courses on their daily program. Some students have only two or three courses, as evidenced by student programs. Long term truants are also kept on the register, thereby causing additional reductions in graduation rates.

- Key support services have been eliminated for students. There is no psychologist assigned to the school School-Based Support Team (SBST) team and the social worker is available on a part time basis. Guidance counselors are each assigned to more than 250 students. Students interviewed are not aware of their credits for graduation nor was there evidence of career transition planning for students with disabilities, since they have not been advised by their counselors, who state they cannot service their caseloads appropriately.
- Intervention services and programs for at-risk students have not been monitored or implemented fully by the administration. The team saw no evidence of career or transition planning for students with disabilities. The majority of students with disabilities receive IEP diplomas. The current school program provides a very limited CTE offering (Capital One Bank for 10 students) and no internships and/or cooperative work programs.
- Articulation between regular education and special education teachers has not been embedded in the school program.

Recommendations:

- The school leadership should use appropriate funding to attain important educational resources for teachers, such as textbooks, media equipment, mathematics and science tools for teaching. The school librarian should work collaboratively with the administration to identify books and media equipment to enhance the collection. Media resources should be repaired (only 5 out of 30 computers are in working order) and updated to provide research tools for teaching and learning. The administration should refrain from assigning students to multiple library blocks periods per day without any purposeful assignment.
- School administrators should conduct a need assessment and survey staff, students, and parents regarding possible academic programs for support to be scheduled on Saturdays and after school. Materials for at-risk students should be differentiated and address the appropriate levels that provide successful skill acquisition.
- A systematic schoolwide plan should be developed and implemented for collecting, analyzing and evaluating a broad variety of student data in addition to Regents results. The data should be reviewed periodically by administrators before each marking period to identify at-risk students. Action based Inquiry Teams should be initiated across all content areas to target the at-risk/low-performing students with interventions to support academic progress.
- There should be a clear understanding of how ‘problematic’ students are identified. A specific plan of action for discipline should be developed with the Principals, APs and the Dean. The Dean should review anecdotal records of student behaviors for the identified students in order to establish a pattern of antecedent or ‘trigger’ behaviors that have prevented the students from successfully showing improvement through the learning process. The Dean, in collaboration with the school’s PPT, should schedule meetings with parents of identified students to develop behavior contracts so that students can be returned to class to try to adjust in their regularly scheduled environment. The Dean’s office should be used solely for students to regain emotional stability so they can return to class and reengage in the learning process. A SAVE room should provide students with all of their class work from content area teachers makeup work and/or additional assignments to compensate for the loss of instructional time. Monitoring of student academic and behavioral progress should be conducted throughout the school day by supervisors, guidance counselors, and deans, in collaboration with the teachers. Students who are unable to be maintained in the regular classroom environment should be referred to SBST for testing and/or

alternative educational options. Truancy should be addressed by the school attendance officer and where indicated reported to child services. Long term absences should be cleared from the registers.

- The Principal should allocate funds for a full time Dean of Students and designate the appropriate space for the dean to include a computer with access to NYCDOE's online systems (OORS/SOHO), a secure phone and restore files/records and data from the previous years. A key responsibility of the dean should be to develop a schoolwide code for discipline (using the Chancellor's Code is inadequate) that includes specific infractions and consequences that are applied consistently. Mandated incidents that require reporting should be done on a consistent basis.
- Intervention for struggling students should be a priority. Where available, the school should allocate funds for reading specialist/coaches. Administrators should initiate AIS services for small group instruction. The daily conferring notes should be used to provide information along with ongoing authentic assessments.
- All support services should be reinstated by the school, including a complete SBST team that is available to collaborate with the Pupil Personnel Team (PPT) in order to monitor student intervention plans and schoolwide programs that serve struggling students. The IEP coordinator should be responsible for the writing and mathematics centers. This was identified in the 2009-10 CEP as one of the primary interventions for struggling students and should be reinstated as additional intervention services. The Centers were cited in the Quality Review as having a positive impact on student performance.
- AIS/special educators should be responsible for articulating with content area teachers for feedback and input on student progress. Guidance counselors, the Transition Linkage Coordinator, students with disabilities teachers and the AP assigned to students with disabilities should meet with students and parents yearly at IEP Annual Reviews, update the Transition IEP goals, and provide the students and parents with their status on meeting graduation requirements and progress on meeting their post secondary outcomes (work/living and adult learning). Students with disabilities must be provided with linkages to agencies such as Vocational and Educational Services for Individuals with Disabilities (VESID) and/or community resources for possible career/job opportunities prior to graduation. School programs for students with disabilities should include Career Technology Education (CTE) offerings correlated to their Transition IEP goals to enhance their opportunities to secure employment post graduation.

V. Collection, Analysis, and Utilization of Data

Findings:

- There is limited evidence of a systematic collection of a range of formative assessment data. Teachers review Regents exams, Achievement Reporting and Innovation System (ARIS), and Scantron's Performance Series; however strategies focus on preparing students to pass the test rather than to acquire higher level skills and to comprehend more challenging content.
- Benchmark level work in all subjects is not displayed as models for students on bulletin boards, nor is there evidence of regular review and assessment of individual portfolios to track student progress.

- The school leadership has required teachers to use the newly implemented EASE system to collect data about student proficiency relative to identified outcomes, but has not monitored the process. Fewer than five teachers have entered information into the system in order to provide data for the first progress report (causing a delay of reporting). School administrators are insufficiently trained to access class results; teachers need additional support to input outcomes.

Recommendations:

- School administrators should set clear expectations for teachers regarding collecting, recording and analyzing data from student work. There should be a range of the types of formative assessment data that are collected, such as conferring notes, running records, and notebook assessments. The ongoing assessments and recordkeeping should be kept in assessment binders. Administrators should review the assessment binders regularly during walkthroughs, informal observations, etc. The binders should include plans for modifying instruction and next steps for developing more rigorous curriculum that meets the needs of students. Teachers should be trained in using formative assessments to differentiate instruction. Lesson plans should incorporate the implementation of flexible grouping based on the results of the assessments. Administrators should meet with teachers quarterly to review their students' performance and set goals for student progress toward meeting shared learning goals. This data should be used to plan lessons, with particular attention to student grouping and differentiation. Informal and formal observations should include feedback for teachers on the effectiveness of their use of data to inform instruction and implement grouping.
- Teachers should display benchmark work to celebrate student success. Teacher teams should collaboratively analyze student work, collect exemplars, create portfolios and implement the use of rubrics to assess progress. Within the discipline and cohort teams, teachers should develop shared expectations for student performance, particularly in writing across disciplines.
- The school should provide additional support to teachers and administrators on the use of the EASE system to manage data on student outcomes. This support should include intensive PD on developing clear expectations and evidence aligned with outcomes. The school should provide ongoing technical support to assist teachers in inputting evidence and outcomes into the EASE online management system.

VI. Professional Development

Findings:

- There was limited evidence that the PD program is aligned with the NYS Learning Standards. Few lessons that were observed demonstrated instruction aligned with the Standards. The PD sessions observed did not place emphasis on standard- based instructional strategies.
- The Principal has delegated his responsibility for leadership in PD of staff to teacher leaders. Teacher leader meetings lacked focus on standards-based curriculum and instead present methodology for teaching students to "annotate" their essays. The process is unclear to teachers and consequently has not been taught effectively to students, as evidenced by classroom observations of student work.
- Time has been allocated to teachers for PD. However, limited emphasis is being placed on incorporating into lessons innovative research based instructional strategies and resources that are targeted to address the needs of the identified students.

- Collaborative systems for developing school improvement are not in place. As a result, parents and teachers do not participate in school planning and the setting of schoolwide goals.
- The staff development activities observed revealed no evidence that staff is held accountable for incorporating strategies presented into their daily teaching. Observations were not being conducted, except for one AP who had done two since the beginning of the year. There was no evidence that teacher walkthroughs were being conducted with observed practices placed in the file to provide teacher accountability.
- Limited opportunities are provided to mentor teachers and administrators. There was no evidence that a system has been implemented that supports the individual needs of all teachers and administrators. PD is not individualized or differentiated.
- There was limited evidence that PD is systematically and specifically planned to meet the needs of diverse learners, such as at-risk students, ELLs and students with disabilities.

Recommendations:

- The school should provide staff development activities that are focused on planning instructional strategies in the content areas of ELA, mathematics, science and social studies. Teachers should receive support and assistance in PD to enable them to integrate the NYS standards into curriculum and instruction. This curriculum should be incorporated into curriculum maps for all subjects for the entire year.
- The Principal is responsible for taking on the leadership role in providing meaningful staff development that is standards based. Embedded in the training of staff there should be training in incorporating the values stated in the "Principles of Learning." In collaboration with the teaching and administrative staff, the Principal and the administrative team should design and plan authentic and meaningful teacher training that communicates a vision of educational goals that are aligned with the individual needs of the students at FLA. At the same time, instruction should be supported by incorporating the Principles of Learning. The team of teacher leaders should be provided with alternative methods of assessing student performance (other than the Regents exams) in order to provide input to the Principal in designing the PD Plan.
- Teachers should track student progress using a variety of informal data to identify specific areas of need. Intervention should be provided that emphasizes individual instructional plans developed from the data analyzed. Every effort should be made to meet the individual educational needs of all students regardless of disabilities, achievement level or language. Developmentally and age appropriate curriculum that takes into account the prior knowledge of students should be implemented and aligned with the NYS Standards.
- School improvement should be a collaboration of all stakeholders. The SLT should include all stakeholders and receive training in collaboratively planning , designing and organizing a structure that will provide opportunities for teachers, parents and students to give feedback on the effectiveness of teaching and learning. Information from the feedback should be reviewed by the SLT with the goal of making determinations on how appropriate suggestions can be incorporated into the school program.
- Staff development content for PD sessions should be generated on a daily basis through classroom observations. Each PD session should be followed with a teacher reflection on the implementation

of the best practices. Administrators should conduct informal and formal observations regularly to ensure that new strategies are being implemented appropriately in the classroom.

- Mentors for teachers and administrators should be available to support teaching and learning. A mentoring program should be organized that is designed to meet the individual needs of staff. Teacher training should also be individualized to support growth on the continuum of learning.
- All efforts should be made to organize and identify differentiated staff development topics and activities that are planned to meet the special needs of students with disabilities, at-risk and ESL students.

VII. District Support

Findings:

- While the Network provides centralized PD on a range of topics (including instructional strategies for ELLs and students with disabilities), instructional supports are not explicitly differentiated to meet the needs of the students.
- It is not clear that the Network has supported the school in developing adequate guidance to improve the academic program. Written constructive feedback on the school’s leadership and instructional initiatives are not provided. Training in curriculum mapping is not evident and does not include grade to grade alignment of curriculum.

Recommendations:

- The District/Network should provide additional site-based support to school staff. Instructional specialists should be available to the school on a weekly basis to attend teacher team/inquiry team meetings in order to assist with the development of specific, rigorous, and standards-based outcomes and associated rubrics and expectations. A needs assessment should be conducted as a basis for planning and delivering ongoing, site-based PD aligned with school goals.
- The Network should continue to conduct walkthroughs and provide concrete written feedback to help the school develop meaningful improvement plans. The Network should partner with the school to conduct comprehensive analyses of intervention programs, instructional initiatives, and school leadership. Analyses should be used to develop improvement plans that are supported by the district operational and instructional team. Data driven instructional strategies should be reviewed in focused walkthroughs.
- The Network should provide support in implementing the recommendations of the Joint Intervention Team (JIT).

PART 3: OVERALL FINDING AND RECOMMENDATION

A. Overall Finding

Reference	Review Team Finding	✓
(d)	The school has not made sufficient progress in identified areas, and is unlikely to make AYP without further significant change.	✓

B. Overall Recommendation

Reference	Review Team Recommendation	
(d)	Phase-out or close the school.	✓

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

The team recommends that the school be closed due to serious failures in leadership that have contributed to the low performance of students and the low graduation rate of students.