



**Office of Innovative School Models**  
 Persistently Lowest Achieving (PLA) Schools  
 School Improvement Grant (SIG)

***Progress Review Report — 2011-2012***

<b>School:</b>	John Adams High School	<b>School District:</b>	Community School District (CSD) 27
<b>Date of Site Visit:</b>	November 7, 2011 and January 11, 2012	<b>Team Members</b>	Kalimah Geter, Dr. Kathryn Ahern and Jennifer Span

**Address:** 101-02 Rockaway Boulevard, Ozone Park, NY 11417

**Principal Telephone:** (718)322-0500

**Fax:** (718)738-9077

**BEDS #:** 342700011480

**School Principal:** Grace Zwillenberg

**E-mail address:** [Gzwill@schools.nyc.gov](mailto:Gzwill@schools.nyc.gov)

**SIM /SIL:** Kathleen Mulligan (SIL) and Heather Berman (SIM)

**E-mail address:** [Kmulligan@schools.nyc.gov](mailto:Kmulligan@schools.nyc.gov)  
 and [Hberman2@schools.nyc.gov](mailto:Hberman2@schools.nyc.gov)

**Grade Configuration:** 9 to 12

**Total Enrollment:** 3,412

**PLA identification:** Graduation Rate

**Identified subgroups:** All Students

**Circle school intervention model:**

Re-start— The Educational Partnership Organization (EPO) is New Visions for New Schools. The current principal is in her ninth year as principal of the school.

**The school's community-based organization (CBO), Partnership support organization (PSO) partners and major vendors:**

1.	Global Kids	6.	New York City Department of Health
2.	Liberty Partnership	7.	Jet Blue
3.	York College, College Now	8.	Classroom Inc.
4.	Queens Courier	9.	Children's First Network 611
5.	Turnaround for Children		

<b>STAFFING</b>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• The school is led by a principal and eleven assistant principals</li> <li>• The school is housed in two buildings due to a history of overcrowding. The main building houses students in grades 10-12 and ninth grade students with special needs.</li> <li>• The “Ninth Grade Annex” is located about 40 blocks away from the main building in a former parochial school that is not ADA compliant (not handicapped-accessible) and has no gymnasium or auditorium. The building has been leased by the NYCDoE for the last nine years. The physical facility is clean, bright and well maintained.</li> <li>• Ninth grade general education students are located in the annex and are organized into small learning communities (SLC) referred to as the “Jump Start” program.</li> <li>• The Jump Start program is supervised by an assistant principal that was appointed in September 2011. She functions as the educational leader in the annex.</li> <li>• The school hired six general education teachers during the 2011-2012 school year including one turnaround teacher for English and one turnaround teacher for math.</li> <li>• School Improvement Grant (SIG) funds have been used in part for the salaries of one school social worker, one school librarian and one additional general education teacher, who will be hired in June 2012.</li> <li>• The school employs 24 English language arts teachers (ELA) and 24 math teachers. Additionally, there are 32 special education teachers and 23 English as a second language (ESL) teachers working at the school.</li> </ul>
<b>Teacher Evaluation</b>	<ul style="list-style-type: none"> <li>• There are 12 administrators in charge of teacher evaluations. Eleven of the evaluators are assistant principals and the twelfth evaluator is the principal.</li> <li>• Every instructional staff member had received a partial and/or full observation at the time of the NYSED site visit, using the Teacher Effectiveness model (informally referred to as the Danielson Framework). Post observation conferences had all taken place less than one week after each observation.</li> <li>• Danielson Framework training was held citywide in August, 2011. Five teachers from the school attended and turn-keyed the information to the remaining staff members. Additionally, on-going support has been provided by the NYCDoE talent coach.</li> <li>• Assistant principals stated they received training through <i>Teach Scape</i> in June 2011 regarding the Danielson Framework.</li> <li>• At the time of the NYSED site visit, the principal’s advisory counsel had plans to review the evaluation system and distribute information to teachers. Additionally, more professional development (PD) was scheduled to be conducted on Election Day, including guidance on creating lesson plans to match the competencies of the Danielson Framework.</li> </ul>

<b>PLANNING</b>	
<b>Student Enrollment</b>	<ul style="list-style-type: none"> <li>• The average daily student attendance rate was 79.8 percent at the time of the NYSED site visit.</li> <li>• The school subscribes to <i>Wake up New York</i>, which is a service that provides morning telephone calls from celebrities to the homes of students to wake them up to get to school on time.</li> <li>• Each SLC has a guidance counselor, a teacher director and an assistant principal to perform outreach to parents and students. Students also receive career counseling through their SLCs and the EPO.</li> <li>• The school has two attendance teachers who conduct attendance related home visits.</li> <li>• There is no formal intervention plan for those students with attendance issues. The attendance director reported students who are late receive a call from the school's call machine. Additionally, two attendance teachers visit homes of students not attending school regularly and the school guidance counselor meets weekly with individual students whose attendance rate is below 80% to address the issues.</li> <li>• During the site visit, NYSED Site Visit Team members observed pictures of students posted on the door of the attendance director's office with large red "X" marks across student faces. The attendance director stated student pictures were posted so that if someone walks by and recognizes the face of a student they could make the attendance director aware of the whereabouts of that particular student.</li> <li>• The guidance counselors meet weekly to discuss attendance issues. Members of the EPO staff have not been present for any of the attendance meetings; however, it was reported that an attendance improvement program is one of the primary responsibilities of the EPO.</li> </ul>
<b>Student Performance</b>	<ul style="list-style-type: none"> <li>• The school has 186 students who have zero credits toward graduation. The senior academy has 115 holdovers; 25 with less than 30 credits toward graduation.</li> <li>• The school provides an <i>Achieve Now</i> program during the regular school day as well as a session after school, Monday through Friday from 2:00 p.m. to 7:00 p.m. This program supports students with guidance services, family outreach and attendance support. Additionally, the school offers credit recovery opportunities during Regents week and during winter and spring breaks. Saturday school is also offered.</li> <li>• The school offers an online academic support program called <i>APEX</i> which is monitored by teachers and includes sessions of teacher led instruction.</li> <li>• Twelfth grade students who have passed the English Regents exam may participate in the <i>College Summit</i> class to learn about the college application process and financial aid opportunities.</li> <li>• The EPO offers students the "College at Home" program which offers one course in math and one course in English to support students toward passing the City University of New York (CUNY) assessments in English and math.</li> </ul>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>At the time of the NYSED site visit, a PD session was scheduled for the weekend of November 11, 2011 to review attendance intervention <i>iLogs</i> and to plan additional intervention measures for at-risk students.</li> </ul>
<b>Teacher Attendance</b>	<ul style="list-style-type: none"> <li>The average daily teacher attendance rate was 97 percent at the time of the NYSED site visit.</li> </ul>

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>The principal reported English as second language (ESL) teachers were scheduled to attend PD with the <i>International Teachers Program</i> and the EPO at the time of the NYSED site visit.</li> <li>Teachers participate in daily common planning sessions focused on inquiry-based topics and the Danielson Framework.</li> <li>During the summer of 2011, <i>Teaching Matters</i> provided PD focused on developing curriculum maps for academic departments and addressing the JIT findings and recommendations.</li> <li>The assistant principal of foreign language reported working with the school's partner, the <i>International High School for Professional Development</i>. ESL teachers attended a workshop entitled, "Quality teaching for English language learners (ELL)" during the 2011-12 school year. Also, ESL teachers participated in a summer workshop creating curriculum maps using the Danielson Framework.</li> <li>NYSED Site Visit Team members observed an ELL student data inquiry group conducted by the supervising assistant principal. Fourteen ESL teachers were active participants of this inquiry group. Teachers analyzed student assessment scores from recent New York State English as a Second Language Achievement Tests (NYSESLAT) and developed instructional strategies.</li> <li>The assistant principal for data and accountability stated some teachers have received PD on the Common Core Learning Standards (CCLS) assessments. He also reported the school's use of videos from the Danielson Framework to provide teachers with PD regarding best instructional practices.</li> <li>Administrators and several teachers visited two exemplar schools identified by the EPO. Teachers observed best practices and returned to John Adams HS to share the observations with the remaining instructional staff members.</li> <li>Teachers have had training regarding curriculum mapping from <i>Teaching Matters</i> facilitators.</li> </ul>
<b>Instructional and Support</b>	<ul style="list-style-type: none"> <li>Teachers with the highest needs in regard to instructional support meet with assistant principals on a weekly basis. In addition, the United Federation of Teachers (UFT) Teacher Center staff member plans with these teachers and gives them resources, models best practices and provides guidance.</li> <li>Professional development is provided to the data specialist by the EPO on a regular basis.</li> </ul>
<b>Monitoring and Analysis</b>	<ul style="list-style-type: none"> <li>Assistant principals and teachers conduct regular classroom observations daily.</li> </ul>

<b>DATA ANALYSIS</b>	
<b>Data that Informs Instruction</b>	<ul style="list-style-type: none"> <li>• School administrators reported all data is disaggregated by gender, and that inquiry teams analyze data to identify students who are graduating and those who are not on track for graduation. Outreach is provided based on this analysis.</li> <li>• The school uses <i>Datacation</i> to track student progress towards meeting graduation requirements.</li> <li>• At the time of the NYSED site visit, the assistant principal of accountability was focused on male students who were underperforming. The assistant principal stated he had provided the principal and other administrators with data regarding this sub-group.</li> </ul>
<b>Data &amp; Student Achievement</b>	<ul style="list-style-type: none"> <li>• The school has department meetings for the SLCs to identify students who have not passed required Regents exams and those who have not taken required Regents exams.</li> <li>• The EPO leads an item analysis inquiry each week to identify students who need additional support in essay writing and then helps to plan instruction to meet their needs.</li> <li>• The assistant principal at the annex has appointed teachers to be part of a collaborative team, organized by subject, to function as data analysts. One teacher in each subject area has the responsibility for generating detailed weekly reports for the team to show the academic progress of each student. The rest of the team uses the data on student achievement to plan lessons, homework assignments and interventions which results in significant differentiation based on student needs.</li> <li>• Assistant principals are working diligently with staff to address the needs of students who are seniors with zero credits as well as those students who do not have the necessary number of credits for graduation. The school is working with the EPO and the Children's First Network 611 (the Network) to address these concerns.</li> </ul>

<b>CURRICULUM AND TEACHING</b>	
<b>Learning Time</b>	<ul style="list-style-type: none"> <li>• The school day has two sessions. The first session begins at 8:00 a.m. and ends at 2:45 p.m. The second session begins at 8:40 a.m. and ends at 3:30 p.m. The regular school day runs from period one through period nine.</li> <li>• On Wednesdays students are dismissed at 1:30 p.m. to allow teachers to attend PD. The school day runs from period one through period eight on Wednesdays.</li> <li>• Monday through Friday, the school offers an <i>Achieve Now</i> after school program from 2:00 p.m. to 7:00 p.m.</li> </ul>
<b>Mapped &amp; Paced Curriculum</b>	<ul style="list-style-type: none"> <li>• The school's literacy specialist is developing a school-wide literacy plan across all subject areas.</li> <li>• At the time of the NYSED site visit, the school had hired a math specialist who was scheduled to begin working at the school during the month of January 2012.</li> </ul>

	<ul style="list-style-type: none"> <li>Professional development sessions had been held focusing on revising or re-mapping the curriculum to incorporate the Common Core Learning Standards (CCLS).</li> </ul>
<p><b>Instructional Programming Linked to Student Needs Assessment</b></p>	<ul style="list-style-type: none"> <li>The school received a learning technology grant from the New York State Education Department (NYSED). To qualify for the grant, the school had to identify areas of academic need and partner with a private school to work collaboratively on a standards-based project.</li> <li>During the NYSED site visit, team members observed Spanish foreign language instruction that was linked to the ELA topics of the week. For example, in the ninth grade ELA classes held in the Annex, students learned about the uses of the words, “because”, “but” and “so,” and the same topic of instruction was observed in the Spanish class visited.</li> </ul>
<p><b>Effective Teaching Practices</b></p>	<ul style="list-style-type: none"> <li>The school has set up SLCs. The ninth grade SLCs are the “Jump Start Annex” and “Jump Start Main.” The remaining grade levels have SLCs according to the different student majors/focuses of study.</li> <li>The NYSED Site Visit Team observed technology being used as part of classroom instruction in most visited classrooms.</li> <li>Differentiated instruction was observed by the NYSED Site Visit Team in several classrooms in the annex. Teachers were observed teaching lessons using collaboratively prepared plans that also included differentiated practice and homework assignments given to students in strategically organized groups after the mini-lesson was delivered.</li> <li>In several annex classrooms, teachers distributed differentiated, independent assignments on the topic of instruction.</li> <li>Teachers circulated in each classroom assisting students who were working independently and in small groups.</li> <li>Several annex classrooms displayed student projects which included teacher comments with accompanying grading rubrics.</li> <li>The NYSED Site Visit Team observed uneven instructional rigor and student engagement throughout the classrooms in the main building.</li> <li>Students observed were on task, well behaved and without incident or disruption in the annex classrooms.</li> <li>Rigor in the form of challenging instructional strategies and questioning was observed during most classroom visits in the annex.</li> <li>Rigor in the form of challenging instructional strategies and questioning was not observed during most classroom visits in the main building. Critical thinking questions/strategies, higher order thinking questions and scaffolding were also not observed.</li> <li>Instruction in classrooms at the ninth grade annex was rigorous and engaging. Most students were engaged and participating by asking questions and explaining their responses.</li> <li>Teachers in the annex seemed enthusiastic and challenged students with questions that probed for understanding and appeared to promote critical thinking.</li> <li>NYSED Site Visit Team members observed uneven evidence of</li> </ul>

	<p>meaningful teacher/student interactions in most of the visited classrooms in the main building. In one classroom, a NYSED team member witnessed a teacher responding with sarcasm as a student met with frustration in completing an assigned task.</p> <ul style="list-style-type: none"> <li>• Teacher-led passive delivery of instruction was observed in many of the visited classrooms in the main building.</li> <li>• Students were observed engaging in sidebar conversations, not actively listening to the teacher as he/she gave directions in several classrooms</li> </ul>
<b>ELL/SWD</b>	<ul style="list-style-type: none"> <li>• The school has 129 students in self-contained, special education classrooms in the main building.</li> <li>• Teachers reported attending PD through the <i>Center for Applied Linguistics (CAL)</i>. In addition, teachers had attended PD at the <i>International High School for Professional Development</i>.</li> <li>• The school has 130 Bengali students. The school offers a bilingual social studies class for Bengali-speaking students.</li> <li>• The school has two special education ELA teachers who assist classes using low level readers for students with limited reading and writing abilities.</li> <li>• Thirty-three special education students are on track to graduate in June 2012.</li> <li>• The school uses <i>Achieve 3000</i> to support special education students and the ELL population. School administrators reported the district has provided <i>iPads</i> for two classrooms to utilize <i>Achieve 3000</i> programs and activities.</li> <li>• NYSED Site Visit Team members reported the assistant principal of special education, data and accountability demonstrated an in-depth understanding of student assessment data. This assistant principal was working with the school leadership team to use the student data to inform instructional practices.</li> <li>• The special education department shared a major concern regarding four key special education department administrator retirements scheduled for June 2012. The principal has not begun succession planning for replacing the high number of departures in this department.</li> <li>• The principal stated her awareness of possible retirements in the special education department; however, she said she would be unable to fill the positions until all retirements are officially approved by NYCDoE.</li> </ul>

<b>STUDENT SUPPORT</b>	
<b>Additional Social/Emotional Support</b>	<ul style="list-style-type: none"> <li>• Peer mediation is offered at the school to help students learn to solve problems.</li> <li>• The school offers peer tutoring and counseling as it is believed students feel more comfortable talking to and learning from each other.</li> <li>• School counselors assist students in getting internships.</li> <li>• The school provides Academic Intervention Services (AIS) in the form of after school tutoring and Saturday programs to support students who need additional help. The school uses <i>APEX</i> online</li> </ul>

	programs and <i>Achieve 3000</i> programs for support.
<b>Counseling</b>	<ul style="list-style-type: none"> <li>• Individual and small group counseling for academic and career planning is offered at the school.</li> <li>• The school has a college office staffed with a college counselor and two EPO representatives. This office provides assistance with the college application process and financial aid applications.</li> <li>• The school has two full time social workers, one for general education and one for special education.</li> <li>• The school houses a <i>Catch Clinic</i>, a reproductive clinic providing education to students regarding teenage pregnancy prevention, sexually transmitted diseases and related topics.</li> <li>• The school has a full time school psychologist who counsels students with anger management issues.</li> <li>• Guidance counselors and deans provide classroom presentations to students regarding the school's code of conduct and rules.</li> </ul>
<b>Enrichment Opportunities</b>	<ul style="list-style-type: none"> <li>• The school's <i>College Now</i> program has provided and conducted tours for students to upstate New York area colleges and local community colleges.</li> <li>• The school offers students the opportunity to focus on specialized areas such as hospitality and tourism.</li> <li>• The school facilitated an anti-bullying campaign during the 2011-12 school year. The focus of the campaign was centered on the first student killed in the Columbine High School incident of 1999, Rachel Scott. This campaign called "Rachel's Challenge" was a huge success as reported by administrators, teachers, students and parents during the NYSED site visit.</li> </ul>

<b>SCHOOL LEADERSHIP</b>	
<b>Effective Leadership and Principal Evaluation</b>	<ul style="list-style-type: none"> <li>• The EPO and the network leader act as the principal's mentors.</li> <li>• The EPO serves as the superintendent and evaluates the principal. The principal reported the submission of the Principal Performance Review to the District Superintendent and to the NYCDoE School Improvement Office.</li> </ul>
<b>Leadership Development</b>	<ul style="list-style-type: none"> <li>• The EPO facilitates inquiry teams for the school leadership staff each week.</li> <li>• School administrators attended a weekend retreat in October, 2011. The Topic of the PD during the retreat was "norming" for the Teacher Effectiveness model.</li> <li>• The school leadership staff attended PD regarding differentiated instruction provided by the <i>Executive Leadership Institute</i>.</li> </ul>
<b>School Improvement Manager/External Providers</b>	<ul style="list-style-type: none"> <li>• The school has a talent coach from the NYCDoE who provides support and training to school administrators and teachers on-going.</li> <li>• School administrators stated they attended a PD series provided by NYCDoE regarding closing the achievement gap by utilizing data to compare populations and plan interventions.</li> <li>• School administrators and teachers are involved in on-going</li> </ul>

	<p>training provided by the Network.</p> <ul style="list-style-type: none"> <li>• A School Improvement Manager (SIM) had been recently assigned to the school on December 7, 2011 at the time of the second NYSED site visit.</li> <li>• Collaboration was taking place between the principal and the SIM with regard to scheduling regular sessions to look at areas of need and to begin working toward progress in those areas at the time of the second site visit date.</li> <li>• The principal and SIM had met once prior to the January 11, 2012 second NYSED site visit.</li> <li>• At the time of the NYSED site visit, New Visions was working with assistant principals on goal setting and the student data inquiry process with a focus on social studies in order to support students' preparation for the global history Regents exam.</li> <li>• New Visions staff reported they would be monitoring the progress of the school toward the implementation of SIG actions on a monthly basis to assess progress and plan next steps.</li> <li>• The principal stated the network leader would be visiting the school the next day to assist with the school's preparation for the School Quality Review (SQR).</li> </ul>
<p><b>Building Level Leadership Team</b></p>	<ul style="list-style-type: none"> <li>• The school administration reported they meet weekly to discuss classroom observations and the implementation of SIG actions. Analysis of weekly student attendance and other school-wide issues are also monitored and discussed during these weekly meetings to plan next steps.</li> <li>• Parents expressed concerns regarding the school's leadership and the ineffective distribution of roles and responsibilities, noting this as a hindrance to the effectiveness of the school's leadership.</li> </ul>

<p><b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b></p>	
<p><b>Environment is Conducive to Learning</b></p>	<ul style="list-style-type: none"> <li>• At the time of the NYSED site visit, the main building and annex seemed to be safe and disciplined educational environments. At both sites, between class periods the hallways were supervised by teachers and assistant principals. Students were ushered to class and after two to three minutes announcements were made signifying lateness to class. In the main building, supervising adults announced the room number where students needed to go to obtain late passes as classroom doors were locked by teachers at the beginning of the instructional period.</li> <li>• A document titled <i>Citywide Standards of Discipline and Intervention Measures</i> was provided to the NYSED Site Visit Team which outlined the intervention steps for students who are chronically late to class.</li> <li>• Parents stated the school provides a safe environment for education.</li> </ul>
<p><b>Collaboration</b></p>	<ul style="list-style-type: none"> <li>• All instructional staff members attend common planning sessions with their subject area colleagues five days each week, which includes one hour on Wednesday afternoons when students are dismissed at 1:30 p.m.</li> <li>• Teachers in the ninth grade annex plan lessons together as well as collaborate on subject area homework assignments.</li> </ul>

<p><b>Parent Involvement</b></p>	<ul style="list-style-type: none"> <li>• School administrators reported over 175 parents attended the first Parent Association meeting of the 2011-12 school year.</li> <li>• The school has one parent volunteer who works at the school on a daily basis.</li> <li>• There are six parents on the school leadership team.</li> <li>• Parents reported students seem more college ready this school year with many attending the after school <i>College Summit</i> program.</li> <li>• Students reported working in groups where no one feels left out. Additionally, students in the senior academy provide English language tutoring to students who are new to the country and the school.</li> <li>• The school has bilingual staff members available to non-English speaking parents who assist in creating a comfortable and welcoming environment.</li> </ul>
<p><b>External/Community-Based Partners</b></p>	<ul style="list-style-type: none"> <li>• A local City Councilman has donated funds to the school to support intervention programs and materials.</li> <li>• The school partners with York College for the <i>College Now</i> program which offers students the opportunities to visit colleges and learn about the college entrance process.</li> <li>• The New York City Department of Health partners with the school through its <i>Catch Clinic</i>, providing information and support to students regarding teen health issues.</li> <li>• Jet Blue donated a new scoreboard for the school's football field.</li> </ul>

<p><b>BUDGET AND OTHER FUNDING SOURCES</b></p>	
<p><b>Budget Modifications</b></p>	<ul style="list-style-type: none"> <li>• At the time of the NYSED site visit, modifications to the SIG had not been made.</li> </ul>
<p><b>Use of 1003(g) or 1003(a) grant funding</b></p>	<ul style="list-style-type: none"> <li>• According to the NYSED document entitled "<i>New York State Improvement Grant (1003g) Cohort 1 and 2 Awarded Amounts,</i>" the school was awarded \$1,800,000 for the 2011-12 school year.</li> <li>• The following actions, as per the SIG application, were not yet implemented at the time of the visit:               <ol style="list-style-type: none"> <li>1. Hiring attendance aides to support on-going efforts to increase student daily attendance.</li> <li>2. Hiring an additional social worker.</li> </ol> </li> </ul>
<p><b>Use of Other Funding</b></p>	<ul style="list-style-type: none"> <li>• At the time of the NYSED site visit, the school had received an ESL bridge grant to provide additional support to students who have recently arrived to the United States.</li> <li>• The school had also received a learning technology grant from the NYSED for hardware and software for standards based projects.</li> <li>• A local City Councilman donated funding to the school for computers and intervention programs such as Kaplan which is utilized during Saturday school sessions..</li> </ul>

<b>DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT</b>	
<b>District Support</b>	<ul style="list-style-type: none"><li>• The school has received district support regarding the Teacher Effectiveness model and in making necessary changes to the SIG. The principal reported that support was provided by the district during the EPO selection process.</li><li>• The school has a talent coach who provides training and support regarding the teacher evaluation system.</li><li>• As of December 7, 2011, the school was assigned a SIM who will work with the school to monitor, analyze and implement the SIG.</li></ul>
<b>JIT/SIG Alignment</b>	<ul style="list-style-type: none"><li>• JIT recommendations appear to be aligned with the SIG application.</li></ul>

## **SUMMARY**

The NYSED Site Visit Team conducted two separate site visits to John Adams High School. The two full day visits took place on November 7, 2011 and January 11, 2012. On November 7, 2011 the visit team consisted of a three-member team and on January 11, 2011 the visit team consisted of one team member. During these visits, the team was able to ascertain information about the school's efforts to begin the implementation of their reform model for improving student learning.

The NYSED Site Visit Team met with various stakeholders and reviewed initiatives that appeared to be providing the school with the opportunity to make progress towards improved student achievement. School administrators were respectful; however, a sense of urgency to promote rapid improvements in student performance was uneven across the school leadership staff.

The school operates in two locations. The main building houses grades nine through twelve and the annex, which is 40 blocks away, houses 400 additional ninth grade students. NYSED Site Visit Team members observed significantly different instructional rigor, structure and student discipline in the ninth grade annex compared to what was observed in the main building. Professional development for ninth grade teachers in the main building is held separately from PD held for teachers in the ninth grade annex. It was reported that the supervising assistant principal of the annex attends meetings in the main building and turn-keys all applicable information to the annex teachers during their PD sessions. Significant deficiencies in the areas of classroom instruction and effective leadership remain a major concern, specifically in the main building.

The school has a significant number of partnerships and programs that seem likely to support increased instructional rigor while also increasing student engagement and achievement. Teachers meet five times each week during common planning time to discuss student data and to learn about best practices and strategies to support student progress. Differentiated instruction was not widely observed during classroom observations on either site visit date in the main building. The assistant principal and teachers at the annex shared common lesson plans and used data for differentiating student in-class activities, the formation of small collaborative student work groups, homework assignments and other interventions.

Concerns were reported from parents regarding the school's leadership and the ineffective distribution of roles and responsibilities, which parents reported seem to thwart confidence. District and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring process.

The following actions, as per the SIG application, were not yet implemented at the time of the visit:

1. Hiring attendance aides to support on-going efforts to increase student daily attendance.
2. Hiring an additional social worker.