



INSTRUCTIONAL WALKTHROUGH OVERVIEW

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional vision and implementation of the vision at the classroom level required to deliver high quality instruction to students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning. Taken together, the three domains encompass key instructional expectations that are required to ensure effective instruction that facilitates meeting the program’s contract requirements with The School District of Philadelphia, as well as applicable federal, state and local laws.

Instructional Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Instructional Walkthroughs, Operational Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. *NOTE: Due to the COVID pandemic, availability of some academic data was affected. Academic data may be available in part, whole or not at all.* This report summarizes the program’s performance for each of the three domains reviewed during the Instructional Walkthrough. Each domain has been considered, in terms of key indicators for the domain area, and were rated by the walkthrough team on a four-point scale. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Instructional Walkthrough.

**During the 2020-21 school year, due to Covid related health restrictions meant that instruction was being conducted remotely. All Instructional Walkthroughs were conducted virtually as well, including meetings with leadership, class video conference observations, interviews with staff and students, and review of documentation. Initial feedback from the walkthrough was also given at the end of the visit to the program.*

GENERAL INFORMATION

Walkthrough Date: March 29, 2021

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

1952 East Allegheny Avenue, Philadelphia, PA 19134

Phone: 267-571-1952

Webpage: <https://www.liguoriacademy.org/fortis-program/>

INSTRUCTIONAL MODEL

Liguori Academy Fortis offers a blended learning model where students work with online platforms supplemented by three days a week of direct instruction with a classroom teacher.

PROGRAM LEADERSHIP

Michael Marrone, Chief Executive Officer and President

Gina Craig, Chief Academic Officer

Patrick Durkin, Director of Climate and Culture

Michael Phipps, Postsecondary Coordinator

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

Daniel Turner, Director, Instructional Resource

Seth Morones, Strategy Analyst II, Opportunity Network

Nicole Danker, Special Education Case Manager

Tanya Bradley-Watson, Director of Special Education

PROGRAM OVERVIEW

Liguori Academy Fortis is an Opportunity Network contracted program that offers students the opportunity to participate in an accelerated high school program to increase the students' opportunities to gain high school credit and ultimately graduate from high school. The program is designed to provide students with blended learning where classroom instruction is offered along with content on the online platforms made available to students. The program offers a compliment of high school courses that are tied to modules on the online platform.

Daily Structure –

- The school has altered its schedule to be more responsive to student needs during remote instruction due to Covid health restrictions, including adjusted start time and flexible schedules for those students who are working and/or parenting
- Fridays are asynchronous days, with extra supports for students who may need extra help as well as community building structures

Teacher Feedback

- Teachers submit and receive feedback on their lesson plans on a weekly basis
- Teacher receive a brief walkthrough from the leadership team each week, including written feedback
- Teachers also receive a formal observation each semester along with written feedback and coaching as necessary
- The program also created a peer observation system this year, to provide more insights into their peers classrooms

Intervention

- Teacher provide one on one as well as office hours and small group support on Fridays when most students are working asynchronously
- For students as identified as needing more support than can be provided on Fridays, they are referred to the schools MTSS system of support, and the school's leadership and teachers arrange for other supports

Professional Development – the instructional staff have received feedback on the following topics:

- Foundations for a Trauma Informed School
- Teachers were provided access to PDs provided for asynchronous participation from the school district
- Teachers have had 1:1 coaching meetings with Mr. Durkin to further develop their skills and meet their own professional learning goals

Parent Communication – parents receive information from the program staff as needed and during regularly scheduled times for sharing progress.

- The attendance coordinator does most of the outreach to students daily via phone calls/emails/texts, and when necessary on social media.
- The Special Education coordinator also reaches out consistent to families of those students with IEPs

Use of Data – administration and instructional staff use the following to monitor student performance-

- For the 2020-21 school year, Liguori made the transition from using the MAP exam to that of the STAR, and realigned their support systems to focus on the STAR results in Math and Reading
- Teachers rely on the data from Edgenuity to support students who are using that platform
- Teachers also utilize data from assessments that they create themselves and utilize during their instruction

SUMMARY OF PROGRAM AREAS OF STRENGTH

- The program is using a variety of technology tools to create engaging lessons for students (SLSO, Peardeck, Google Classroom and Google Docs, etc.).
- The program has some staff utilizing advanced technology tools (stylus used to model math for example) to improve their modeling and ability to give feedback to students while teaching remotely
- There was a consistent effort across content areas to find ways to make the lesson and its content relevant for students
- The teachers and other staff have built rapport with students and have created a welcoming environment
- In multiple classrooms students were prompted to provide written response or to show their thinking by working a problem out using technology so that the teacher could see their work

PERFORMANCE SUMMARY OF ALL DOMAINS

The table below summarizes performance by category on elements that are conducive to effective instruction and are consistent with the academic performance measures in the contract during the 2020-2021 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	13	20	
Domain II: Instructional Delivery	20	28	
Domain III: Conditions for Learning	20	28	
TOTAL	53	76	

** Percentages were not calculated due to COVID and full-time virtual teaching and learning, this structural change does not support comparison of the report for the 2020-21SY to previous or future school years.*

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Orderly Environment	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. The program is welcoming and inviting.				X	
2. School-wide rules and procedures operating effectively. There was a high level of diversity in lesson approach and design from classroom to classroom, more consistency would likely help students to be more successful (similar lesson openings, location for resources, lesson closing routines, etc.). In addition, lesson plans were not consistently well aligned to standards and did not always contain all of the necessary components (some were missing objectives, etc.).			X		
3. Classroom rules and procedures are operating effectively.				X	
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.				X	
5. Teachers display awareness of conditions. In some classrooms observed, teachers were well aware and managing student engagement with the lesson. However, this was not consistent across classrooms. In some lessons observed, only one or two students contributed all of the responses, and there was little attempt observed to engage or support those other students who were present.			X		

Summary:

The program has established a welcoming environment and established many support structures to help students (as confirmed by student interviews.) There are several structures in place to support staff and students, however, these were not always operating in a way that resulted in the desired outcomes (some improvements needed in lesson planning, etc.) Classrooms observed were all productive and focused, with very few disruptions and only the occasional challenge with technology. The program has been working to use a variety of technology tools (SLSO, Peardeck, google classroom and documents, etc.). At times, however, staff were not always aware when some students were participating a great deal more than others, leaving the teacher with less clarity on some student's level of understanding.

Opportunities for Growth:

1. Provide teachers with more lesson planning support, to ensure that lessons are standards aligned and have a clear and intentional objective. Consider revising your current lesson plan feedback routines to provide focused feedback on objective choice and standards alignment. There may need to be more routines in place to ensure that the proper adjustments are made to lessons after feedback has been given to ensure that students receive the strongest instructional possible.
2. Support teachers with develop and coaching on increasing their awareness of all students during the lesson. Consider developing teachers more on the technology tools they have chosen to adopt and in other low tech ways of monitoring student engagement and working to gather data on student understanding throughout the lesson.

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers model the thinking and learning process.				X	
2. Teachers make the curriculum relevant for their students.					X
3. Lessons are rigorous.				X	
4. Students are working harder than their teachers. In some of the classrooms observed, students carried the majority of the cognitive load, investigate texts and crafting complex responses. However, this was not consistent, and in other classrooms students were very passive and the teacher did much of the work. This looked like teachers reading text aloud (instead of a student reading) or the teacher providing the answer to a check for understanding, instead of waiting and allowing students to respond first.			X		
5. Evidence of data is visible.				X	
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity. While in some classrooms observed there was a high level of diversity in the types of questions being asked (some high level and standards aligned with complex responses and other yes or no questions, or checks to confirm they understood the directions). However, there were some classes observed where almost all of the questions asked of students were lower level yes/no questions, and in others there was almost no wait time provided for students to craft their answer.			X		

Summary:

The program has made clear efforts to support their students in finding relevance in the lessons taught. In some cases, the projects included a great deal of student choice, and in others the teachers worked to help students understand the setting of a story and to make connections with the characters. In several classrooms, a complex text was utilized and students were solving problems rooted in real life situations. There was a range of expectations for students, and how much of the cognitive load they would carry from classroom to classroom. Increasing the expectations for students and how much of the work they own is a area of growth for some classrooms. There was evidence of data being used to drive some instructional decisions, and there were multiple attempts made by teachers to check for understanding from all students.

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Opportunities for Growth:

1. Provide development and coaching for teachers on how to structure lesson activities and tasks so that students are able to take ownership of the learning. Consider both providing feedback on the activities and tasks that teachers have in their lesson plans, to highlight opportunities for students to own the work. Additionally, consider coaching teachers in real time as they give directions or facilitate a task, modeling for the teacher how to shift the thinking load onto (or back onto) the students.
2. Provide teachers with support in asking students checks for understanding at a variety of levels. This support could take many forms, such as co-planning during Common Planning Time to script out strong checks for understanding or asking for teachers to script out their checks for understanding in the lesson plans, and then providing feedback on those tasks.

DOMAIN III: CONDITIONS FOR LEARNING

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers are aware of non-engagement.				X	
2. Teachers use a variety of engagement strategies.					X
3. Students appear to be engaged in the lesson.				X	
4. Students are interacting appropriately with other students. In the lessons observed, there were few opportunities given for students to interact with one another, to provide feedback on another student's response, or to work collaboratively on a task. Almost all conversations were driven by teacher/student interactions only.			X		
5. Teachers show interest in their students.				X	
6. Students are appropriately responsive to teacher interactions.				X	
7. There is evidence of the school-wide focus in the classrooms.				X	

Summary:

In general, the program has provided students with the support and space they need to learn and engage with their lessons. Teachers are not only attempting to use a variety of technology tools to support with engagement, but they are also interested in their students and their well-being. There was evidence of strong rapport being built in several classrooms. Teacher and student interactions were almost all positive and students received a high level of encouragement. There is an opportunity for the school to increase the amount of student to student interactions, both to increase the rigor and engagement of student tasks, but also to help build a stronger school community.

Opportunities for Growth:

1. Provide teachers with development and support on including more student collaboration in their lessons. Consider clarifying the expectation or vision that the program has for student collaboration, and then providing teachers with the professional development on techniques or strategies that will allow them to facilitate that in their lessons. Teachers may also need coaching in real time to fully implement these strategies, especially while in the remote environment.