

Quality Review Report 2009-2010

High School for Law Enforcement and Public Safety

High School 690

**116-25 Guy R. Brewer Boulevard
Queens
NY 11434**

Principal: Diahann Malcolm

Dates of review: December 3-4, 2009

Lead Reviewer: Doris Unger

Part 1: The school context

Information about the school

The High School for Law Enforcement and Public Safety is a high school with 558 students from grade 9 through grade 12. The school population comprises 80% Black, 12% Hispanic, 1% White, and 6% Asian students. The student body includes 1% English language learners and 13% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2008 - 2009 was 87.0%.

Overall Evaluation

This school is proficient.

The High School for Law Enforcement and Public Safety provides a respectful, caring, and inclusive environment that offers a comprehensive high school program linked to a professional preparatory program in the field of law enforcement and public safety. Students are exposed to a broad and rigorous standards-driven curriculum that focuses on college-readiness and an introduction to careers in law enforcement through a range of course offerings, community service experiences, internships, and summer work programs. A highly engaging arts and music program complements the academic offerings. Membership in after-school clubs and public school athletics league teams round out the high school experience.

The principal has cultivated a learning community, through the strategic use of resources and time, that reflects a school-wide focus on improving reading comprehension across all disciplines and routinely examines a range of data to assess student performance and progress. She successfully articulates a clear vision and mission that directs the school-wide focus on the improvement of targeted outcomes.

Parents and students communicate a high level of satisfaction with the degree of interaction and with the personal attention students receive from the staff and the administration. Through regular analysis and monitoring of relevant data, strategies to improve attendance, reduce lateness, and minimize suspensions are effectively implemented; these include personal telephone outreach, daily greetings during student arrival, and constant reinforcement for positive behaviors. Parents trust the principal's leadership and share her commitment to maintaining a safe environment conducive to teaching and learning. However, the school has yet to provide supports and incentives that would encourage additional families to attend training on accessing student information and understanding their children's progress, strengths and next steps across all subject areas. Additionally, there is inconsistency in the use of rubrics to track progress and identify students' needs, or in providing feedback to students and parents across teachers and disciplines.

Teacher teams use an inquiry approach in which findings drive classroom level as well as curricular adjustments. Structures are in place to allow for teacher teams to collaborate and for mentors, coaches and consultants to provide differentiated teacher support. However, not all teacher teams routinely collect artifacts or post minutes from teacher team meetings that would allow for the instructional changes to be evaluated for effectiveness and impact on student achievement.

Part 2: Overview

What the school does well

- The school works diligently to maintain a safe environment and has created a culture of positive attitudes towards teaching and learning.
 - Through analyzing attendance and suspension data, the administrative team has implemented a successful strategy to address student lateness and negative social behavior. Each day, the administration greets students at entry, reinforcing positive behaviors such as wearing uniform and arriving on time. Students and parents have noticed and appreciate this practice. As a result, teachers have seen a decrease in lateness, and a positive shift in culture and climate resulting in greater productivity in the form of increased instructional time and a decrease in suspensions.
 - The principal effectively leads bi-weekly assembly programs, directly communicating school-wide issues, such as high expectations and student accountability. She enlists teachers and other faculty members to follow up and communicate with each other about how to help students negotiate academic and social issues. Subject area teachers inform advisory teachers about academic performance and attendance. Freshmen and sophomores work with advisors to focus on high school transition and responsibility. Juniors and seniors concentrate on career and college. The constant communication among teachers translates into students feeling secure in the knowledge that there is always a caring adult that can help them or refer them to the right person.
- The principal articulates a clear vision and mission that directs the school-wide focus on the improvement of targeted outcomes.
 - The school uses a wide range of data including ARIS, scholarship reports, suspension, and attendance information to identify priorities for school-wide planning purposes. Parents are aware of the focus on improving reading comprehension and support this at home by encouraging their children to read.
 - The school has developed an annualized plan that includes interim goals to improve pedagogy in reading comprehension in all areas. Consequently, professional development, which is a top priority for the school, is consistently differentiated for new teachers, English language arts teachers, and other subject area teachers to support accelerated student learning.
- School leaders gather and analyze a wide range of data and have created a clear portrait of the school's strengths and areas of development.
 - The principal, mentors, and coaches share a comprehensive range of data, including that found in the Learning Environment Survey, scholarships reports, attendance, and suspension reports, as well as reports that summarize graduation and credit accumulation statistics. School leaders effectively use this information as a catalyst for discussion, identifying the school's strengths and areas of need. The school leadership team, teacher teams, and students engage in

meaningful conversations and incorporate findings in the writing of the Comprehensive Educational Plan that addresses school specific needs.

- During departmental and grade-wide teacher team meetings, small groups analyze Regents results and interim assessments and share suggested changes to instruction with administrators. As a result, the curriculum in all subject areas has been revisited to include activities and to introduce strategies that help students unpack information found in text in order to improve critical reading and thinking.
- Teachers engage in collaborative and data-informed processes in order to improve the quality of teaching and outcomes for the students.
 - All teachers are members of teacher teams that engage in the inquiry process. Mentors, coaches, and lead teachers work collaboratively to identify research-based strategies and develop lessons that integrate reading comprehension skills during common planning time. Teachers implement strategies and replicate best practices in their own classrooms and provide feedback on its effectiveness. The analysis of student results informs their next steps and drives instructional modifications designed to increase student learning.
- The music program provides an ambitious curriculum that helps students go beyond State standards as well as improve in other classes because of their increased interest to participate in school.
 - The school has expanded its course offerings in the arts and has developed a technology-based music program that exceeds State standards. The course provides students with instruction on state of the art technology in music production. The use of 21st Century technology to teach music is highly engaging and has motivated students to stay beyond their regular school day to participate. This is a high interest course among the students at the High School for Law Enforcement.
- The school has established a common instructional focus and a coherent school culture, supported by differentiated professional development.
 - Teachers are provided with mentors, coaches, and opportunities for planning with other teachers to help them develop a multi-sensory approach to enhance student learning. Consultants focus on working with new teachers to help them understand the school culture and fulfill the school mission while providing support for the rest of the faculty.
 - The focus on improving reading comprehension is evident in almost all classrooms. Strategies, procedures, and habits of a good reader are posted throughout. Classrooms are print rich and students are seen referring to the displays to assist them in acquiring an understanding of reading assignments resulting in a greater ability to complete tasks.

What the school needs to improve

- Develop structures that equip families in understanding their children's strengths and next steps across all subject areas.

- Although teachers and administration evaluate the students' progress and share this information with students and parents, the teachers are not consistently training the students to evaluate their own progress or identify what would help them learn more effectively.
- The school extends numerous opportunities for parents to learn the use of ARIS parent link. However, there is more work to do in strategizing toward increasing parent attendance and participation, if sufficient parents are to benefit for the facility in monitoring their children's progress.
- Ensure consistency in the use of rubrics to track progress and in providing feedback to students and parents across teachers and disciplines.
 - Few teachers engage in the development and use of rubrics or other common assessment tools that track student progress and provide useful feedback relating to next steps. This leads to an inconsistency of messaging and feedback to students and their parents across teachers and subjects. Also, comparative subgroup analysis occurs inconsistently within individual departments and does not systematically support the monitoring and adjustment of student goals.
- Create a system that evaluates the effectiveness of structured professional collaboration and leadership building strategies.
 - Teacher teams meet regularly however, the collection of data to evaluate the effectiveness of these meetings to see whether these conversations will ultimately impact student learning is not systemic.
 - Currently, school leaders undertake classroom observations. However, they do not routinely analyze teacher feedback, student assessment data and observations to evaluate teacher capacity building in a way that leads to adjustments in the professional development plan around improved student outcomes.
- Enhance opportunities for faculty to develop and practice leadership thereby building capacity.
 - Although teacher teams are meeting regularly, few teacher team leaders have received professional development in facilitating meetings. Without this training, teachers lack the opportunities to develop and practice leadership in professional collaboration settings or to benefit from professional development activities designed to improve both adult and student learning.
 - There are insufficient opportunities for teachers to engage in inter-visitation as part of their own professional development. The absence of interdisciplinary teacher teams does not provide a venue for the development of greater coherence needed to reach the targeted rate of improvement in student progress and student performance that the school is striving for.

Part 3: School Quality Criteria 2009-2010

School name: High School for Law Enforcement and Public Safety	Δ	▶	✓	+
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	Δ	▶	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?		X		
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	Δ	▶	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		X		
Overall score for Quality Statement 2			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	➤	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		X					
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X				
Overall score for Quality Statement 3			X				
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?		X					
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?	X						
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed