

Quality Review Report 2010-2011

Bronx Haven High School

High School 381

333 East 151 Street

Bronx

NY 10451

Principal: Lucinda Mendez

Dates of review: March 23 - 24, 2011

Lead Reviewer: Jill Herman

Part 1: The school context

Information about the school

Bronx Haven is a transfer high school with 129 students from grade 9 through grade 12. The school population comprises 38% Black, 61% Hispanic, less than 1% White, and less than 1% Asian students. The student body includes 6% English language learners and 6% special education students. Boys account for 35% of the students enrolled and girls account for 65%. The average attendance rate for the school year 2009 - 2010 was 76.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Highly effective and frequent communication with students and families supports and strengthens students' academic and personal achievement.
 - From intake to graduation, both students and families are kept current on students' academic and social/emotional development. "I know how many credits my son has, what his strengths are and what he needs to do to improve." Both students and parents report communicating frequently with advisors. This collaborative partnership strengthens and supports student achievement.
 - In advisory classes, students set goals, monitor and reflect on their own progress, and revise targets as necessary. This facilitates self-awareness in identifying their strengths and areas of improvement in order for them to be successful academically and socially.
- With well-integrated youth development support services, the entire school community consistently communicates high expectations to students and families in ways that are inclusive, promote participation, and buy-in.
 - The intake process at school includes an orientation and an interview with students and guardians that clearly delineates academic and behavioral expectations, opportunities for internships, after school activities and trips, as well as outlines supports in place to enable students to graduate high school and partake in post-secondary school opportunities. Consequently, providing an environment that celebrates all aspects of a student's development.
 - Well planned and attended activities for families ranging from curriculum evening, student of the month, multicultural events, to college visits and assistance with applications, provide families with multiple opportunities to participate in the school life of their children. Parents state that the school is a caring community in which they have input, feel respected, and a true partner, which contributes to their children's success.
- The entire school community demonstrates a culture of mutual respect that motivates students to achieve academically.
 - Advisors very effectively coordinate all aspects of students' lives. Starting at intake and going through graduation, they plan and run advisory twice a week, meet with advisees individually, maintain transcripts, provide biweekly progress reports, contact parents regarding attendance or school work, and visit home if necessary. This depth of caring and personalization is responsible for the behavioral changes and academic success that students are achieving in completing high school.
 - Students articulate how much they feel that school is a home and that adults are respectful to them, and provide opportunity for voice. "They are on top of you here," says a student. "I want to finish school now and do something with my life." says another. Students say, "This is a second chance. Teachers care about you here. They make you feel you can achieve." These trusting

relationships, strengthened by targeted professional development for teachers in adolescent issues, enable students to overcome obstacles that previously impacted their success in school.

- Full staff professional development and small learning communities, (pairs or groups of teachers), support school wide goals that are intended to deepen and increase student engagement and learning.
 - A walk through rubric provides frequent feedback to teachers in regard to their development towards goals as well as areas they need additional support in order to meet expectations and students' needs. Staff, meeting formally and informally, uses this information to plan in pairs and build upon their experience and strengths, which is further supported by coaches to provide additional support.
 - As a school in its third year, staff are committed to working with an at-risk population, and share a strong coherent belief system that is guided by improving the development of practices so that all students can achieve at high levels and be college ready.
- Leaders make informed and effective curricular decisions in order to meet the learning needs of students.
 - Course offerings are changed each cycle in order to meet graduation requirements for students who come in with different amounts of credits in different subjects, as well as entering in different cycles. A college and career course added this year supports the focus of college ready, not just high school completion. A spoken word arts program strengthens academic vocabulary for Regents re-takers as a strategy for improving Regents' pass rates.
 - Students are programmed into courses they need in order to complete requirements and class size varies from eight to 15 students allowing for targeted instruction. Teacher placement is thoughtful in considering strengths of teacher, and in some cases where there are two teachers in a content area; students are matched with the teacher who best meets their needs in order to improve student outcomes.

What the school needs to improve

- Develop and strengthen coherence of curricula and rigor so that all students will be college ready.
 - Currently math and science courses are limited with algebra II, trigonometry, chemistry, and physics not offered. Students, who have passed math and science requirements prior to entering the school, do not have the opportunity to continue and be exposed to a rigorous college ready sequence.
 - Teachers align curriculum to State standards that culminate in Regents exams. Staff are not yet identifying and purposeful in reflecting school's key standards of rigor and higher order questioning in curriculum planning in order to focus on college readiness.
- Deepen teacher practice to enhance and provide opportunities for students to be engaged and practice thinking skills.

- The link, “Do now” is successful in providing entry points for students regardless of skill level. Actual lessons vary from intentional differentiation where teacher gives a different set of questions to a group of students, to a standard delivery model with readings and work that are same for all students, do not meet the learning needs of both high and low skilled students.
- Most classes are teacher directed, focused on coverage of content, and move quickly. Many questioning strategies are recall of information or opinion without evidence, which do not provide opportunity to practice and strengthen thinking skills.
- Strengthen teachers’ assessments so that they are aligned to key standards and curricula in order to inform and adjust classroom and team decisions.
 - Individual teachers use assessments frequently as students receive bi-weekly progress reports. However, these assessments are not directly aligned to key standards such as being critical thinkers and understanding the big ideas. This results in a very narrow ability to reflect and improve on curricular and instructional decisions.
 - Individual teachers supplement summative data on individual students. However, not organizing data in an aggregated fashion limits teachers’ ability to identify trends, strengths and weaknesses that exist in specific content areas or the school as a whole.
- Develop and administer school wide common periodic assessments that will reveal strengths and weaknesses and monitor progress towards goals in order to improve and impact instructional needs.
 - Teachers track progress of students in their classes; however, they do not use common periodic assessments that would inform progress across classrooms and progress over time in a systemic way to monitor student progress towards set targets.
 - School leaders use course pass rates, Regents’ pass rates, and other data points to track progress in order to adjust course offerings so that students can graduate. Although there is a plethora of data on individual students, assessments that track school and teams are not present which limits ability to strengthen and track school wide and student progress towards set goals.
- Strengthen and expand systems that evaluate professional development and capacity building to increase coherence and alignment of practice: curriculum, instruction, and assessment.
 - School leaders do not have formal, articulated ways in which they evaluate teachers engaged in professional learning communities. This limits them in supporting their work and ensuring that groups and individuals are positively impacting all aspects of the school’s development.
 - School leaders’ observation rubric is not fully developed or sufficiently aligned with the work of professional development. Formal observations do not reflect rubric or emphasize key standards. Not using evaluations that link professional development goals, student assignments and work products, limits ability for teachers to have clear expectations and to make well-informed decisions regarding adult capacity.

Part 3: School Quality Criteria 2010-2011

School name: Bronx Haven High School	UD	D	P	WD
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>	UD	D	P	WD
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
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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

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>	UD	D	P	WD
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

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>	UD	D	P	WD
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

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>	UD	D	P	WD
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		

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed