

Quality Review Report 2012-2013

Long Island City High School

30Q450

14-30 Broadway

Queens

NY 11106

Principal: Vivian Selenikas

Dates of review: April 22-24, 2013

Lead Reviewer: Tamika Matheson

Part 1: The school context

Information about the school

Long Island City High School is a high school with 2950 students from grade 9 through grade 12. The school population comprises 12% Black, 61% Hispanic, 11% White, and 15% Asian students. The student body includes 15% English language learners and 13% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2011 - 2012 was 79.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school leader makes strategic organizational decisions aligned to the school goals to foster professional collaboration to meet the learning needs of students. (1.3)
 - The redesigned schedule and school structure provides increased opportunities for teacher collaboration and student academic and socio-emotional support. The honors program is replaced with a menu of College Board Advanced Placement (AP) courses. The school held an AP fair last summer for parents and students to gauge student interest and to recruit students for classes. The school also reinvigorated and restructured its Small Learning Communities (SLC) into five academies; the Academy of Wellness, Explorers Academy, Academy of Humanities & Urban Culture, Global Languages Academy and Culinary Academy. This change was implemented after school leaders carefully researched SLC and visited schools with successful SLC organizations. Each SLC consists of designated classrooms, “hubs” or meeting space near guidance suites, and teachers and guidance counselors who share common students. At the beginning of the year students were given the opportunity to select an SLC. Teachers, guidance counselors, students and parents regularly conduct small and large group meetings in the hub. Furthermore, common meeting and planning time is embedded within teacher and student programs. Teacher teams meet daily in SLC to engage in professional development, school inquiry, to co-plan units and lessons aligned to the Common Core Learning Standards (CCLS), to discuss case studies and to analyze student data. Furthermore, Integrated Co-Teaching (ICT) teachers and teachers of English as a Second Language (ESL) meet in teacher teams to co-plan. In turn, most lesson plans and projects are aligned to CCLS. Additionally, teacher feedback to students provides next steps and is accompanied by rubrics when appropriate. As a result, students, including English language learners (ELL) and student with disabilities (SWD), are known by at least one adult, engage in challenging academic tasks and produce meaningful work products. Students are thriving in the SLC structure and in the large group meeting stated that the SLC structure has led to their improved achievement.
 - The principal strategically canvassed and identified talent internally and externally to support instruction and pupil personnel services. The principal created five lead teacher positions in each content area, added four new assistant principals in math, science, special education and pupil personnel services and hired a second parent coordinator (bilingual) to support and engage a growing ELL population. Guidance counselors, family workers and social workers frequently participate in teacher team meetings to discuss and plan interventions for students. Furthermore, each SLC embraces the Adopt 5 initiative that tailors individual interventions and supports for struggling students in Cohort O to promote success. Administrators, teachers, guidance counselors and behavioral support teachers use Daedulus, an online data management and grading system to share information, initiate referrals and communicate with

parents and students. This work has resulted in an increase in the number of eligible candidates for graduation in Cohort O. As per the Comprehensive Education Plan (CEP), in order for the school to meet its graduation goal of 70% at least 619 students must graduate. Presently, 625 students are on track to graduate, in addition to 64 grade 11 students who have met graduation requirements. Additionally, higher pass rates and credit accumulation have increased across all grade levels from 2011-2012 to 2012-2013. For example, 43% of grade 12 students in 2011-2012 earned 5 or more credits in comparison to 60% of grade 12 students in 2012-2013 earning 10 or more credits.

- The school has established structures to foster a positive school culture and safe environment, and coordinates efforts to support the academic and socio-emotional growth of every student. (1.4)
 - The community is committed and successful in cultivating an inclusive and safe environment where all students are motivated to take part in a variety of extracurricular and academic programs. There are 32 Public School Athletic League (PSAL) sports teams, numerous clubs and partnerships that promote and support physical health, leadership, socio-emotional development and academic success for all students. For example, partnerships with organizations such as the Apollo Theater Academy, Baryshnikov Art Center, and Martha Graham Dance Group provide on-site and off-site student workshops to promote socio-emotional development. The Noguchi Museum provides artists in residency targeting the ELL population and includes families in culminating events. SLCs identify and match students to academic prevention and intervention programs such as GEAR UP, Global Kids, Saturday tutoring, Vacation Boot Camp, AVID. At-risk students are also programmed weekly for extended day small group, differentiated instruction in courses such as Overcoming Obstacles and Achieve Now to focus on life skills and to get back on academic track. Furthermore, SLC teachers participate in weekly professional development aligned to students' academic and developmental needs to leverage school improvement efforts. School deans were also taught to become behavioral support teachers to effectively prevent and manage behavioral situations. Additionally, student voice is incorporated in school policy and decision-making via monthly student council meetings with school leadership to partner and discuss school initiatives and concerns. This year the school offered two sections of leadership classes to increase students' self-esteem and to develop leadership potential at the school. As a result, the number of safety and high level incidents at the school have declined from 131 (March 2012) to 108 (March 2013) and level 4 and level 5 incidents decreased from 113 in 2011-2012 to 67 incidents in 2012-2013 (April). Thus, students have an opportunity to engage in a variety of activities and programs in a safe, nurturing environment that fosters personal and academic growth and development. Student successes are recognized and celebrated throughout the year in ceremonies attended by faculty and parents.
- Teachers across content areas and classrooms create assessments and analyze data that inform curricula and instructional decisions and improve student outcomes. (2.2)

- Teachers meet every Wednesday to engage in professional development and inquiry aligned to the citywide instructional expectations (CIE) and common core shifts in literacy and writing across the curriculum, and modeling and reasoning in math. Throughout the school in SLC, teachers use data from ARIS, SESIS, Daedalus, formative and summative assessments to revise curricula and plan lessons of study. Lexile levels are also used to group students at the classroom level. Department teams create and administer uniform content assessments and midterms to monitor and assess the fidelity of standards-based initiatives. In turn, assessment data is shared and analyzed in a timely, intentional manner to plan for interventions and to provide actionable feedback to students. Assessment rubrics created by teachers and students are widely used throughout the school to set expectations and provide targeted feedback. Teachers discussed how they differentiate activities based on student needs as reflected in data trends, Individualized Education Plans (IEP) and language development for ELL students. Students stated that teachers help them identify goals via learning style surveys, provide opportunities for revision and use an online grading system, Jupiter grades, to share feedback. Furthermore, students in a ninth grade English class focus on and track their reading progress with the use of lexile.com, a robust, in-class library and literacy protocols posted throughout the classroom. These practices have shifted the instructional culture of the school evidenced in student work products and classroom environments. Student work products now consist of journals, extended essays with the use of claims and counter-claims, and real world application of mathematic reasoning
- School leaders use a research-based tool to conduct focused observations that provide teachers with targeted feedback, next steps, and planned professional development that improves instructional practices. (4.1)
 - The school aligns its school-wide professional development plan to the academic needs of students and the Danielson *Framework for Teaching*. Teachers, including ELL and ICT teachers, receive professional development training on Danielson and support to improve teacher practice based on Framework feedback. Professional development and supports are rendered by administrators, lead teachers, the network team, an achievement coach, on-site United Federation of Teachers (UFT) center and other off-site opportunities. The administrative team engages in frequent cycles of observations as evident in department observation report binders. Presently, the school is conducting cycle four of observations rounds that include a pre-observation meeting, observation and post-observation meeting, all conducted within a five-day period to ensure timely feedback. Teachers stated that they receive timely, targeted feedback for partial and full period class visits. In addition to individualized teacher feedback, teachers across the school are focused on competencies such as questioning and discussion, and assessment. The administrative team frequently engages in norming activities through observations, student work, and Danielson-aligned feedback. Furthermore, the principal accompanied each department assistant principal on at least one class visit to every teacher in the school to provide calibrated Danielson-aligned feedback to all 180 teachers. Teachers are given written documentation for formal and informal observations and a copy is placed in their file. While all teachers engage in professional development activities, differentiated professional support

is also embedded within the school's professional development plan. Additionally, new teachers receive guidance and support with completion of probation and struggling teachers meet regularly with assistant principals to discuss and monitor intervention plans focused on areas of concern such as lesson planning, inter-visitations and strategies to improve instruction. As a result of these efforts, pedagogical skills are improving across the Danielson continuum.

What the school needs to improve

- Further build on the implementation of rigorous and coherent CCLS-aligned curricula, units and performance tasks that consistently challenge and cognitively engage all learners across all grades and subjects. (1.1)
 - Faculty routinely analyze various data strands to design and implement CCLS-aligned curricula, unit and lesson plans. Furthermore, the school has incorporated the instructional shifts of literacy, writing and modeling and reasoning in math to impact student learning. Additionally, the school employs a multitude of resources focused on CCLS, curriculum writing and teacher pedagogy. For example, High Schools that Work provides professional development on CCLS, curriculum writing and instructional practice and a school-wide curriculum writing team is working to align all course offerings to CCLS by June 2013. Although most lesson plans are aligned to CCLS instructional practice, activities inconsistently promote higher order thinking skills and rigorous habits across grades and subject areas in a coherent manner. For example, literacy routines and higher order skills are emphasized and embedded in 9th grade English language arts classes. However, rigorous habits and challenging tasks are not yet embedded in a coherent manner across other grades and content areas. As a result, curricula lacks coherency across grades and subject areas thus hampering opportunities to close the achievement gap and enable all learners to demonstrate higher order thinking, including ELL and students with disabilities.
- Deepen the level of instructional practices aligned to curricula to effectively ensure a range of entry points that promote rigorous habits and challenge all students to produce meaningful work. (1.2)
 - Teaching strategies across classrooms, including leveled grouping, rubric-based assignments, Depth of Knowledge (DOK) questioning, argumentative writing, and exit slips reflect the school's beliefs about how students learn best. Although, teachers vary strategies aligned to the curricula many are not effectively differentiating entry points and engaging students in high levels of questioning. For example, in one classroom students were grouped by lexile levels and engaged in tiered instructional activities. In another classroom, the teacher modeled a math problem and asked low level DOK questions and accepted partial student responses without redirecting or asking follow-up questions to foster critical thinking. This hinders teachers' ability to analyze student responses to provide further scaffolding as entry points into the curricula and to support higher achieving students and select subgroups in demonstrating higher order thinking in their student work.

Part 3: School Quality Criteria 2012-2013

School name: Long Island City High School	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?			X				
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?				X			
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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				
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed