Quality Review Report

2016-2017

High School for Health Careers and Sciences

High school 06M468

549 Audubon Ave.
Manhattan
NY 10040

Principal: Javier Trejo

Dates of Review:
May 1, 2017 - May 2, 2017

Lead Reviewer: Clarence Williams
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

High School for Health Careers and Sciences serves students in grade nine through grade twelve. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Quality Ratings continued

#### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

#### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

Quality Indicator:  4.2 Teacher Teams and Leadership Development

Rating: Well Developed

Findings

The overwhelming majority of teachers are engaged in inquiry-based meetings that are structured to ensure coherence and implementation of the Common Core Learning Standards across all grades and subjects. Teacher teams collaborate to interpret and share assessment data including student work that they share.

Impact

Schoolwide, teacher team work systematically results in instructional coherence and improvements in teacher practice and mastery of goals for groups of students.

Supporting Evidence

• In grades nine through eleven, teachers are engaged in Writing is Thinking through Strategic Inquiry (WITsi) to measure student progress. Meeting notes from a prior meeting listed student outcomes that included students were using “because” without using strategies in their writing. An example was seen in a meeting whereas the team was working on writing strategies for students, specifically expanding on writing by not using sentence fragments. Teachers analyzed student work and discussed strategies across grades and differentiated the instruction for all students. Practices introduced by teachers included increased practice in annotation and close reading to improve on writing details that are related to the context of the text.

• All teachers participate in Collaborative Professional Learning Cycles (CPLC) three days per week. Each department team creates strategies that meet the needs of all learners. Teachers use intervisitation notes, student work, anecdotal logs, assessments, student work, and administrative feedback to support teacher practice and student growth. An example of a CPLC was presented electronically. The objective of the meeting was, “To improve our implementation of discussion strategies through the use of formative assessment tools.” The team documented they used a fishbowl strategy to look at the effectiveness of a think-write-pair-share strategy. These finding are shared with all staff members in the building electronically and during meetings to share best practices throughout the building.

• In addition to WITsi and the CPLC models, teachers also use the Frayer model development process in social studies and science classes. In social studies, the inquiry cycle using this model consist of looking at Regents exam data using “See, Think, Wonder.” For example, the social studies team recorded the following, “I see that a lot of world history questions are being asked”, “I think the document questions are easier for them because we use them more”, and “I wonder how we can focus on building their content vocabulary to improve their chances on the multiple choice questions.” The Regents exam data also showed that students struggled with completing thematic essays due to lack of content knowledge. The Frayer model categorizes students in three areas, needs improvement, average, and excellent. The planning and implementing phase included, heterogeneous grouping based on literacy level with a focus on students with disabilities and English Language Learners (ELLs).
Findings

Across classrooms, there is evidence of students being engaged based on how they learn best by being active participants that is informed by the Danielson Framework for Teaching. Supports are provided for students with differentiated needs, although these practices were not witnessed across the vast majority of classes.

Impact

Instructional shifts were evident in classroom visited and students produced higher-order thinking in their work products. Although there are multiple entry point supports into curricula for a variety of learners, they are not consistently high quality limiting student access to appropriately challenging tasks.

Supporting Evidence

- Teachers use supports for ELLs. During a visit to a grade twelve English as a New Language (ENL) class, students were observed using a Spanish English translation dictionary to look up the word ‘imagery’ to discuss the author’s style. When students did not know the answer, the teacher told them to discuss it with their thinking partners. Some students participated in the discussion, while other students looked up the word. Although this class represented a support for ENL students, some students did not understand the word after looking it up. This was evident as some students could not apply it to the text. Students were also observed citing textual evidence reading the text, The River Merchant’s Wife: A Letter, using a graphic organizer to categorize different examples of imagery.

- Instructional shifts were evident in some classes but not the vast majority. During an observation of a grade ten Global Studies class, students were seen engaged in conversations about real world issues through text and discussions independent of the teacher assistant. Students were observed reading documents on human rights violations using the Frayer model (See-Think-Wonder) to cite evidence. In a small group, students looked at a picture depicting the Holocaust. One student documented, “I see people, I think they are Jewish, I wonder if that's a concentration camp.” Another student recorded, “I see people lying in these uncomfortable beds. I wonder how long they get to rest in these uncomfortable beds and why are they’re only men.” In another example in a grade nine writing class, students were observed taking notes on a video and there was no student engagement or discussion. Questions were limited such as, “What is a point of view?”

- Teachers state that students learn best by being active participants. Students were observed engaged in higher order thinking discussions, however this was not observed across the vast majority of classrooms. In a grade ten/eleven Earth Science class, students were observed participating in a higher order discussion answering Webb’s Depth of Knowledge questions about radiocarbon dating. When asked, what is the importance of radiocarbon dating and why is it important to students, one student responded, “You can tell how old something is and if I want to know when something in history took place I can support it by carbon dating the materials.” In another example in a grade nine Algebra class students were observed working with quadratic functions. Students were working in small groups with minimum participation. Participation was limited to answering true or false questions.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

School leaders and faculty ensure that the curricula are aligned to the Common Core Learning Standards and the instructional shifts. The curricula expose all students to higher-order thinking challenges and rigor.

Impact

The curricula demonstrate purposeful decisions by school leaders and faculty to build coherence and promote college and career readiness. Academic tasks support the cognitive development of all learners, including students with disabilities and English Language Learners.

Supporting Evidence

- Higher order thinking skills are incorporated into unit plans. A grade nine historical writing unit demonstrates that students must be able to analyze cause and effect interactions between text elements and cite textual evidence to support inferences. This was evident in classes visited as students were required to state a claim and draw from the text to support it and also draw from personal beliefs for support as well. Higher order thinking questions included, “Why have restrictions been placed on immigration in U.S. history?”, “Why is there a debate over immigration in the United States?” and “How should the United States deal with unauthorized immigration?”

- Lesson plans demonstrate college and career readiness practices. Students are required to use deeper understanding and metacognitive skills to understand a topic. In a grade twelve English Language Arts (ELA) and ENL lesson, students were required to write their own sentences using vocabulary words such as “scowling”, “mingled”, and “eddy.” Students were also required to give their own interpretation of figurative language and what it means to them personally. Students were asked to come up with level four Webb’s Depth of Knowledge questions at the completion of the assignment.

- Common Core Learning Standards are incorporated into most of the lesson plans reviewed. A grade eleven ELA plan included Common Core Standards. It required that students reflect upon and analyze the impact of author’s choice. The students had to initiate and participate in class discussions, and analyze a case with differing points of view while distinguishing between what is meant and what is directly stated.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

The school environment reflects a theory of action that is comprised of social-emotional support. School leaders and staff strategically develop professional development opportunities and family outreach to connect with student learning and support.

Impact

Structures are in place that support an inclusive and safe environment that ensures student voice is meaningfully incorporated and allowed to initiate, guide and lead improvements to school culture.

Supporting Evidence

- The school community has an active student council that allows students to have a meaningful voice in school decisions and respects their position. The fifteen member council meets with the principal on a monthly basis. They also lead monthly town hall meetings that involve the entire student body ensuring that all students have a voice in the school community. During one meeting, students suggested that morning arrival be rearranged because there is too much traffic in the building in the morning. As a result, seniors now enter the building through an alternate entrance. After a schoolwide survey, the student council started a Women’s Empowerment club. Students also decided to change the color of the halls in the school. Schoolwide level decisions are not only limited to student council. Students have a hydroponics plant program in which they create companies to sell their plant products. Students also have the opportunity to participate in an international food club, running club, and peer meditation. The school is also inclusive one student stated during a student interview, “The school makes me feel comfortable and has accepted my religion and culture.”

- The school community reflects a safe learning environment that supports social emotional needs of students. The school has participated in anti-bullying workshops for freshmen. The school community has two deans that focus on non-punitive corrective actions; as a result incidents are down this year to thirty-six compared to forty-three this time last year. According to the Online Occurrence Reporting System (OORS), the school has eighteen suspensions to date, compared to twenty-five this time last year. During a student interview, all students stated that they feel safe in the school diversity is accepted. This was impactful as the school developed a Lesbian, Gay, Bisexual, and Transsexual (LGBT) student organization.

- School leaders and staff acknowledge and support the significance of family outreach. The school participates in a series of parent workshops that are designed to build a correlation between the school, students’ families, and academic outcomes. Parents participate in parent learning walks on a monthly basis. These walks allow parents to look at instructional practices in the building and witness the flow of the day. Most parents interviewed stated the walks were one of their favorite things about the school. Each month the school community hosts a different workshop for parents. In January, parents participated in a workshop on Common Core. In February, parents attended a workshop on cyberbullying. The school uses the School Based Health and Counseling Center to support parent partnerships. They have provided workshops on a variety of topics including transforming the parent-child relationship, building resiliency in adolescents, and promoting good communication skills. The school leaders have ensured socio-emotional support by having three guidance counselors on site by grade level, one per grade level, and grade ten is divided between the three counselors.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

Across classrooms, teachers use rubrics and assessments that are aligned to and support the school curricula. Throughout the school, teachers consistently use checks for understanding and student self-assessments.

Impact

Teachers provide actionable feedback to support student achievement. Across classrooms, teachers make effective adjustments to meet the learning needs of all students.

Supporting Evidence

- Rubrics are aligned with the school’s curricula and provide actionable feedback for students. A citing textual evidence rubric was displayed that consisted of four points in the areas of text evidence, explanation of evidence, and quantity/quality of evidence. A student received a four which states that the student provided explanation of how text details support an opinion. Actionable feedback included, “He received a four because most pieces of evidence are backed up with an insightful analysis.”

- Students consistently have the opportunity to self-assess, as was seen in a grade twelve ELA class. The students were given a group work rubric on text-based evidence. They were able to self-assess how they performed individually and how they performed within their group. The group work rubric scored students on three-point scale with one indicating they were approaching expectations, two the students were meeting expectations, and a three to indicate the student had exceeded expectations. In this class, one student rated themselves Excellent on all three areas, and supported his score by stating, “My partner and I did excellent according to the rubric. We contributed to helping one another.” An additional example was provided whereas the student stated, “We stayed focused and cited enough textual evidence in order to support our answers.”

- Teachers make adjustments to instruction to support student learning. In a grade nine health class, students used a Frayer’s See, Think, and Wonder model in small groups. Students were required to come up with a see, a think and a wonder response on historical pictures portraying African Americans negatively. Students used red post-it notes for see, yellow for think, and green for wonder. As students walked around the room, the teacher noticed that students struggled with coming up with a see, think, and wonder for the picture. The teacher adjusted the instruction and assigned different students to one area of observation, as a result students were able to accomplish the task and were able to have discussions about their revised answers.
### Findings

The principal articulates high expectations to staff members. Teachers have created an environment that supports learning for all students that consistently communicates high expectations.

### Impact

The principal has a system that holds all staff accountable for high expectations. Supports are in place to prepare students for the next level and that offers detailed feedback to which they are held accountable for.

### Supporting Evidence

- The principal uses a weekly newsletter to share high expectations for staff members. In a memorandum dated April 24, 2017, the principal stated that it is the expectation of the administration that teachers use the CPLC discussion protocols and assessment tools during class instruction. The principal also stated in the newsletter that teachers should be incorporating the instructional shifts around complex test and build vocabulary understanding. When asked how teachers are held accountable for these instructional expectations, the principal stated that they effectively use formal and informal observations and instructional walk-throughs. The newsletter further stated that walk-throughs would continue the following week.

- Students are held accountable for meeting college and career expectations. The guidance team holds college readiness meetings. An agenda was presented that consisted of counselors creating a schedule to discuss college selections, a review of college advisor responsibilities Advanced Placement course data. Expectations for students include taking college courses and being required to maintain an eighty average. Teachers have stated that most students have complied with the expectation.

- The principal communicates expectations through the use of handbooks that all stakeholders are required to have. Parents, students, and teachers have handbooks that articulate expectations. The parent handbook lists credit requirements for graduation for all subjects. It also lists the requirements for Regents diplomas and advanced Regents diplomas. This was impactful as parents stated that the handbook is an effective form of information for them to reference in order to be better informed of academic requirements. The student handbook communicates the importance of their transcripts and how to read it to be better informed of credit accumulation and deficiencies, and information regarding college admissions. The staff handbook outlines policies and procedures pertaining to attendance and punctuality for staff and students, required monthly conferences, and the functions of the guidance department which includes student programming and diploma requirements.