Quality Review Report

2016-2017

Mott Haven Village Preparatory High School
High school 07X473
701 St. Anns Ave.
Bronx
NY 10455

Principal: Melanie Williams

Dates of Review:
December 13, 2016 - December 14, 2016

Lead Reviewer: Joan Prince
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

Mott Haven Village Preparatory High School serves students in grade 9 through grade 12. 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><strong>To what extent does the school...</strong></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>Developing</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

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
</tr>
<tr>
<td>3.4</td>
<td>Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
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</tbody>
</table>

#### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
</tr>
<tr>
<td>3.1</td>
<td>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>
</tr>
<tr>
<td>4.1</td>
<td>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>
</tr>
<tr>
<td>4.2</td>
<td>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
</tr>
<tr>
<td>5.1</td>
<td>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>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 3.4 High Expectations | Rating: Proficient |

Findings

The school promotes a system of accountability for all staff, students, and families through the use of the Danielson Framework for Teaching. Administrators and teachers communicate expectations of the school connected to college and career readiness and partner with families to support student progress.

Impact

The school community exhibits high expectations for all students and administration, staff, and families contribute to a culture of learning and support so that all students are on a clear path to college and career readiness.

Supporting Evidence

- The majority of the school community has a mutual understanding of what is necessary for students to meet the high expectations across the entire school. Students stated that they self-assess to measure their progress and restate next level goals as it relates to the high expectations of the school. Students receive information on colleges based on their preferences and what is required to receive acceptance and scholarships. School leaders use the Danielson Framework for Teaching to provide meaningful feedback to teachers based upon formal and informal observations. There is an inclusive environment, in both instructional and organizational decision-making that fosters teacher’s growth in reflective practice and development of pedagogical strengths. Consistent updates from teachers provide families information about their child’s growth in meeting benchmarks and regents credits. Parents stated that they know what their children need to accomplish and to be successful. As stated by the principal and assistant a principal, input from parents have been addressed in the Comprehensive Educational Plan (CEP) and has informed a more comprehensive focus on subgroups within the school.

- The schools ongoing partnership with East Side House Settlement continues to promote the schools expectations around students being career and college ready. Students have access to a fully staffed college office that provides a series of college and career readiness workshops, college trips, and full time college and career readiness counselors. The college counselor oversees elective courses offered to eleventh and twelfth graders as well as supporting the college application process. The career counselor works with tenth to twelfth graders on securing paid internships with local businesses.

- Ninth grade students are mentored by eleventh and twelfth graders and has created a buddy system with accountability that has resulted in increased attendance and regents credits with an increase in algebra and U.S. History scores. The school provides Regents exam preparation opportunities afterschool and on Saturdays, focusing on individual skills students need to improve.
Findings

Across classroom, teaching practices are becoming aligned to the school’s instructional focus that is informed by the Danielson Framework for Teaching. Teaching practices inconsistently provide multiple entry points into the curricula.

Impact

Teaching practices do not fully reflect the school’s belief about how students learn best. Teaching practices result in uneven student engagement in appropriately challenging tasks and demonstration of higher-order thinking skills by all learners.

Supporting Evidence

- Though professional development early in the year focused on the Danielson Framework for Teaching, overall student-to-student discussions and depth of knowledge questioning were inconsistently observed across classrooms. In an eleventh and twelfth grade Algebra class, students were working exponential growth over time. The teacher was circulating, taking notes, while different groups of students worked in pairs on laptops and or whiteboards charting and identifying trends using real world applications such as population growth rate. Rubrics were out on desks and there was student ownership clearly evident in conversations with students using mathematical language to communicate their ideas.

- In a ninth grade English a New Language (ENL) and English Language Arts (ELA) lesson, it was observed that students were writing journal entries. Journals were collected without discussion. Students were asked to copy definitions and parts of speech from the interactive white board. The teacher gave examples of word use with little interaction from the students. The teacher was circulating and answering questions about parts of speech. Students were on task but did not have any peer-to-peer interaction. Though procedures and process were clearly in place, including purposeful grouping of lower and higher English Language Learners (ELLs), the lesson did not allow for meaningful discussions either in pairs or for the whole group.

- In a tenth grade ELA mythology Integrated Co-Teaching (ICT) class, students were asked to write a response to, “Would you listen to advice from the dead-why or why not?” Students then shared out from their writing and were then asked to reference Book II: Kingdom of the Dead for the next part of the lesson. There was purposeful grouping among the ELLs and group-work was determined by the students, with different assignment choices around the room. The class was engaged and on task at most tables, although some students did not understand the assignment. Different graphic organizers were at tables to scaffold the writing. Spanish buddies were in place to help students, however, the buddies were working individually on their own writing project. Overall sharing in think, pair, share, or buddy talk did not exist across classrooms.
### Findings

School leaders and teachers align curricula to the Common Core Learning Standards, strategically integrate the instructional shifts, and utilize multiple resources to emphasize engagement for all students in their learning tasks, promoting college and career readiness.

### Impact

Students, including ELLs and students with disabilities, are engaged in a coherent and rigorous curriculum. The curriculum emphasizes higher-order skills across grades and subjects and for all learners, including ELLs and students with disabilities.

### Supporting Evidence

- All teachers meet by grade and department to align curriculum to Common Core Learning Standards and instructional shifts. This work is ongoing as teachers continue to create and revise unit plans to align them more closely with the Danielson *Framework for Teaching*. All curricula are uploaded and shared on the school Google Drive, enabling teacher teams to align and spiral the skills, shifts and strategies horizontally and vertically. Student with disabilities and ELLs teachers work with their co-teachers to ensure there are appropriate supports and multiple entry points for students. The administrative team also reviews these documents for alignment.

- Review of curricula plans revealed evidence of alignment to New York State content standards where applicable. Study Island is used in conjunction with *EngageNY*, Tri-State Rubric, and the Houghton Mifflin Harcourt (*HMH*) *Collections* for the ELA curriculum. Department teams spent the beginning of the year looking at trends to create a four-week action plan to see what is working, which they then assess and make changes. November and December, teams first transitioned into looking at student work. The ninth and tenth grades are emphasizing foundational skills for research papers with short mini-lessons followed by guided practice and then peer-to-peer discussions. Eleventh grade is focused on having U.S. History and the ELA lesson collaborating on civil rights leading to a research paper. Twelfth graders are writing a research project tied to college essays and developing personal statements. All research papers have an aligned rubric with tasks emphasizing constructing a well organized and evidence based project. There is consistent review of student writing samples to assess for college and career readiness. The math department is focusing lessons on understanding concepts rather than how to get an answer. In a ninth grade Algebra ICT class with ELLs and students with disabilities, students were working on problems at their tables, mostly working together in pairs. Both teachers were circulating and answering questions, stating, “Be specific and provide examples.” Red, yellow and green cards were on each group of tables and students were asking question about showing their work while informally sharing with peers. Evident in the room was a guiding question chart asking, “What operations will I use?” reminding student to show process. Struggling learners were supported by their peers and the teachers.

- Lunchtime, early morning, and afterschool tutoring is available and in an effort to promote college and career readiness students are learning how to use their time efficiently, supported by skills embedded into lesson planning. Through flexible grouping and individualized instruction across subject areas, it was observed that many students were able to utilize academic vocabulary to explain thinking during group or partner discussions.
Additional Finding

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

Across classrooms, assessments and rubrics utilized are aligned to the school curricula and clearly highlight student progress toward mastery. There is consistent use of varied checks for understanding in lesson planning.

Impact

The school’s data systems inform students of their next learning steps and are effective in informing instruction and tracking student progress. Checks for understanding and student self-assessment lead to effective lesson adjustment for all students.

Supporting Evidence

- Teachers monitor progress through data analysis, formative and summative assessments, using this information to provide feedback to students and to guide adjustments to units and lessons curriculum based on diagnostics of incoming students, teacher-developed assessments, standardized test results, and previous grades to make informed decisions about student learning outcomes. There is a uniform grading policy used to calculate grades. Teacher teams create unit plans and lesson plans along with school leaders that are fully aligned with the school’s curricula and embedded with assessment and rubrics along with checks for understanding.

- The administration uses and administrative pop in sheet to guide teacher practice with actionable feedback. Most teachers are using actionable feedback on student work as displayed in rooms and on student work at the small student meeting. There is an increase in project-based learning aligned to the Regents exams and Common Core Learning Standards. Each project has a rubric to allow students to self-assess as they are working on the task and a reflection piece at the culmination of the project. ELLs and students with disabilities have projects with additional scaffolds to make them accessible. Teachers administer mock Regents exams several times during the year and most classes are using pre-and-post unit tasks to assess understanding and follow a cycle of activities to promote student engagement aligned to the instructional shifts. Periodic assessments are used to isolate gaps in students’ learning, leading to instructional adjustments that improve students’ performance in the related skill areas. For example, analyses of periodic assessment data showed deficits in students’ ability to glean evidence from multiple sources and present a claim and a counter-claim, so this skill became an area of focus. Measure of Student Learning (MOSL) and item skills analysis of mock Regents exams are individualized and used as data sources.

- Most classroom libraries are leveled so students may choose to suit their needs. As stated at teacher meeting the math teachers are working to uncover misconceptions and gaps in student understanding and plan foundation lessons to address learning gaps. Based on results of quizzes and tests, teachers reteach material that students had difficulty understanding and assign homework that allows students to review concepts. Teachers are using a wide range of data to make informed and conscientious decisions about resources and instruction for student learning.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

The administration, teacher leaders, and instructional coaches support the development of all teachers, including those new to the profession, with effective feedback that includes next steps. This feedback accurately captures strengths and challenges using the Danielson Framework for Teaching to articulate clear expectations for teacher practice.

Impact

Accountable talk at teacher team meetings, with self and peer reflections, including a focus on instructional intervisitations to support teacher development and practice.

Supporting Evidence

- Teacher observation systems foster ongoing pedagogical conversations between administrators and teachers, teachers and their peers and between members of the administration, all concerned giving feedback, and next steps. The school-wide goal, as stated in the CEP, is to focus on individual student needs supported by targeted collaborative professional development for faculty. All staff observations are followed by a face-to-face verbal feedback post-conference providing feedback in a risk free environment. School leaders share low inference notes with teachers, including new to the profession, fostering teacher reflection on practice and plans for next steps.

- It was stated at a teacher team meeting that “during the teacher intervisitations goals are to improve pedagogy within a culture of respect and continuous improvement using warm and cool feedback.” Recommendations by teacher leaders align instructional goals and the Danielson Framework for Teaching. Coaching supports provide common lesson strategies and follow through expectations for teachers. Teachers who are experts provide mini-workshop models in different subject areas emphasizing engagement and differentiation. All teachers at both question and answer meetings stated that they are encouraged to visit classes where good differentiation and questioning techniques take place to help them make greater use of the techniques with their own students and reflect on their own teaching practices.

- Common planning, along with teacher planning teams have assisted in a more uniform implementation of curricula and addressing the needs of ELLs and students with disabilities. This supports all teachers to be on the same page with colleagues on their grade level. Google Drive assists this effort as all teachers have access to lesson plans, templates for creating student work and a uniform testing system for all subjects. Grade leaders support new teachers and the school has started to have differentiated professional development based on teacher needs.
### Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

**Findings**

The majority of teachers are engaged in inquiry based, structured professional collaborations that have strengthened the instructional capacity of teachers. Leadership structures provide a means for teachers to have input on key decisions about curricula and practice.

**Impact**

Teacher team work results in school-wide instructional coherence and shared leadership structures that build capacity to improve student learning.

**Supporting Evidence**

- The impact of teacher teamwork is evidenced in trends in observations showing that student work and performance is increasing. Teams work independently without the assistance of the administration and teachers establish agendas and determine the strategies to unpack at their meetings. Teacher coaches are available to meet with teachers and give support and non-evaluative feedback. Teams meet and use data results to discuss problems of practice. At the math Team meeting, which meets, once weekly, student work was examined. A discussion of steps and process while looking at the errors on work provided by the presenter showed that rounding, units and operations in word problems needed re-teaching. A timeline was created to look at the previous June exam for item skills analysis and find trends and patterns. Special education accommodations and modifications for ELLs were discussed. Intervisitations were planned to collect data to assess student progress.

- Teachers operate as facilitators for professional development sessions, and have planned for more intervisitations to collect data to assess student progress, as discussed at the teacher team question and answer meeting. The administration meets with grade team leaders in order to support teachers with planning and to embed teacher’s perspectives into schoolwide decisions. Teachers at all meeting discussed engagement and multiple entry points and planning next steps to support students needing more scaffolding.

- Teachers discussed the alignment of strategies and the use of the new HMH Collections for both U.S. History and ELA classes. Teams use LiveSchool, an online resource, to input lessons and send messages home, teams also use The Master Teacher, an online program to generate strategies for engagement into lesson planning and spark group inquiry protocols. The lead teacher for ELA is responsible for working with teachers individually and providing support through lunch and learns. In addition, she facilitates the professional development committee that meets one time a week, as well as calendars learning walks and intervisitations. Teachers at the second meeting stated, “They are working toward more student centered lessons where students are actively engaged and learn by doing.”