



**Office of Innovative School Models**  
 Persistently Lowest Achieving (PLA) Schools  
 School Improvement Grant (SIG)

***Progress Review Report — 2011-2012***

<b>School:</b>	Metropolitan Soundview High School (Phase In)	<b>School District:</b>	New York City Department of Education – District #12
<b>Date of Site Visit:</b>	November 29, 2011	<b>Team Member(s)</b>	Andrew McGrath

**Address:** 1300 Boynton Avenue, Bronx, NY 10472

**Principal Telephone:** (718) 860-8240

**Fax:** (718) 893-8232

**BEDS #:** 321200011690

**School Principal:** Michael Lanaghan

**E-mail address:** mlanaghan@schools.nyc.gov

**SIM /SAM:** N/A

**E-mail address:** N/A

**Grade Configuration:** 9<sup>th</sup> Grade

**Total Enrollment:** 105

**Area(s) of PLA identification:**  
N/A

**Identified subgroups:**  
N/A

**Intervention model:**  
Turnaround/Phase-in Model – The principal is new to the school as of the 2011-12 school year.

**School's community-based organization (CBO) partner(s):**

1.	Replications, Inc.	4.	
2.		5.	
3.		6.	

<b>STAFFING</b>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• During the 2011-12 school year, students in Grade 9 only are being served. The school will expand one grade level each year until its final configuration of grades 9 to 12.</li> <li>• The school is located in the same building as four other high schools.</li> <li>• Teachers stated they were recruited from Metropolitan High School (MHS) and Monroe Academy of Business/Law (MABL). Teachers were screened and interviewed for their current positions.</li> <li>• The school leadership team consists of one principal, who is funded by the School Improvement Grant (SIG), and one assistant principal. Additionally, there are eight full-time teachers on staff, one 0.4 FTE guidance counselor and one 0.5 FTE speech teacher.</li> </ul>
<b>Teacher Evaluation</b>	<ul style="list-style-type: none"> <li>• Informal and formal observations are conducted by the principal and assistant principal on a regular basis. Feedback is both timely and constructive.</li> <li>• Formal observations include a pre-lesson meeting and lesson plan review, formal observation of a teaching lesson, and a follow-up meeting to review the results of</li> </ul>

	the observation. Feedback from observations is based on the Charlotte Danielson framework for teaching.
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PLANNING	
<b>Student Enrollment</b>	<ul style="list-style-type: none"> <li>At the time of the NYSED team site visit, the average daily attendance rate for all students was 88.0%</li> <li>During their focus groups sessions, teachers and students stated school personnel have used the following interventions to address student attendance:                             <ul style="list-style-type: none"> <li>Advisory teachers communicating with parents on a regular basis</li> <li><i>Skedula</i>, an online grade book for students and parents to see attendance in every class</li> <li>Teachers and school leaders making respectful and encouraging connections with students</li> <li>Automated telephone calling system</li> <li>Outreach and social networking through the school's Facebook site.</li> </ul> </li> </ul>
<b>Student Performance/ Outcomes</b>	<ul style="list-style-type: none"> <li>School personnel analyzed student data of incoming freshmen students. The majority of those entering the school scored below proficiency on NYS assessments in mathematics and English language arts (ELA).</li> <li>The school created a schedule to accommodate double blocks of mathematics and ELA for all students based upon the low proficiency rate of the incoming student body.</li> </ul>
<b>Teacher Attendance</b>	<ul style="list-style-type: none"> <li>Teacher attendance is not perceived to be an issue that affects the implementation of the school improvement plan.</li> </ul>

PROFESSIONAL DEVELOPMENT (PD)	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Teachers and school leaders have received professional development (PD) opportunities in the following areas:                             <ul style="list-style-type: none"> <li>Incorporating literacy across the curriculum</li> <li>Designing curriculum maps based on the Common Core Learning Standards (CCLS)</li> <li>Effective use of individualized education plans (IEP)</li> <li>Differentiated instruction</li> <li>Inquiry-based learning</li> <li>Instructional technology</li> </ul> </li> <li>Teachers regularly conduct inter-visitations and peer observations to develop a "network of critical friends."</li> <li>The teaching day Monday through Thursday is 8:30am - 3:39pm, with afterschool tutoring from 3:45pm - 5:45pm. The teaching day is shortened on Fridays (8:30am - 12:27pm) to allow for staff development.</li> </ul>
<b>Instruction and Support</b>	<ul style="list-style-type: none"> <li>The assistant principal is designated as the instructional leader, who organizes and/or provides PD opportunities for the teaching staff.</li> <li>Common planning time (CPT) has been established for the teaching staff to collaboratively plan lessons, analyze student data and exchange best practices.</li> </ul>
<b>Monitoring and Analysis</b>	<ul style="list-style-type: none"> <li>Monitoring and analysis of PD effectiveness is determined through classroom observations and CPT meetings.</li> </ul>

DATA ANALYSIS	
<b>Data that Informs Instruction</b>	<ul style="list-style-type: none"> <li>Teachers use <i>Datacation</i> to develop and track interventions for students and to communicate with school staff regarding the success of actions taken.</li> <li>The school utilizes <i>Acuity</i> by McGraw-Hill for formal assessments. It also conducts periodic assessments in each of the core areas and English as a second language (ESL) classes.</li> <li>Achievement Reporting and Innovation System (ARIS) is available to school staff for accessing student history data and performance information.</li> </ul>

<b>Data &amp; Student Achievement</b>	<ul style="list-style-type: none"> <li>Teachers and school leaders track individual student passing rates in each classroom to determine which students require additional support and in which subject area.</li> <li>Skedula, an online grade book, is used by students and parents to view assignments, track progress and check grades.</li> </ul>
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<b>CURRICULUM AND TEACHING</b>	
<b>Learning Time</b>	<ul style="list-style-type: none"> <li>The teaching day begins at 8:30am and ends at 3:39pm, Monday through Thursday, and begins at 8:30am and ends at 12:27pm on Fridays. Class periods are forty-five minutes in duration.</li> <li>All students are enrolled in double instructional blocks of both mathematics and ELA.</li> <li>Afterschool tutoring is available to all students Monday through Thursday from 3:45pm - 5:45pm.</li> </ul>
<b>Mapped &amp; Paced Curriculum</b>	<ul style="list-style-type: none"> <li>Common planning sessions are conducted on a regular basis throughout the school to maintain curriculum consistency. Additionally, on-going efforts are made to ensure alignment of the curriculum with NYS CCLS.</li> </ul>
<b>Instructional Programming Linked to Student Needs Assessment</b>	<ul style="list-style-type: none"> <li>Daily advisory classes and double teaching blocks of mathematics and ELA are scheduled into each teaching day. These are based on the analysis of student data from the incoming freshman class which showed low proficiency rates on NYS assessments and low daily attendance rates.</li> </ul>
<b>Effective Teaching Practices</b>	<ul style="list-style-type: none"> <li>The NYSED site visit representative conducted classroom visits throughout the school and observed the following:               <ul style="list-style-type: none"> <li>Appropriate pacing and on-going checks for understanding</li> <li>Effective classroom management</li> <li>Combinations of small group learning, whole class mini-lessons, and student directed learning</li> <li>Active use of instructional technology</li> <li>Writing journals used to respond to literature, reflect on advisory class topics, and reinforce the writing process.</li> </ul> </li> <li>Teachers and school leaders presented consistent messages to students regarding behavior and academic expectations.</li> <li>Teachers used incentive currency to positively reinforce appropriate behavior. The currency could later be redeemed for Friday dress down days or Town Hall raffles.</li> </ul>
<b>ELL/SWD</b>	<ul style="list-style-type: none"> <li>The school has an established response to intervention (RTI) framework in place to identify student needs and implement effective strategies.</li> <li>Students have access to iPad 2 computer tablets and Macbook computers which contain software designed to help students with disabilities (SWD) and English language learners (ELL).</li> </ul>

<b>STUDENT SUPPORT</b>	
<b>Additional Social/Emotional Support</b>	<ul style="list-style-type: none"> <li>Advisory classes are conducted daily during the first teaching period. The NYSED site visit representative observed two of these classes and noted the following:               <ul style="list-style-type: none"> <li>Consistent advisory lessons based on <i>The 7 Habits for Highly Effective Teens</i> by Sean Covey</li> <li>Discussions concerning life habits and healthy eating</li> <li>Late arrivals to school who were appropriately brought into the advisory lesson</li> <li>Activity books in which students worked to extend the lesson</li> <li>Appropriate and respectful interactions between students and teachers that promoted school-home connections.</li> </ul> </li> </ul>
<b>Counseling</b>	<ul style="list-style-type: none"> <li>The school shares a guidance counselor who is on-site at Metropolitan Soundview High School Tuesdays and Wednesdays</li> </ul>

<p><b>Enrichment Opportunities</b></p>	<ul style="list-style-type: none"> <li>• As the school expands to grades 9 through 12, it intends to offer Advanced Placement (AP) classes as well as College Now classes at Lehman College.</li> <li>• The school offers after school athletics that include baseball, softball, basketball, soccer, bowling and swimming.</li> <li>• Students expressed their desire for additional enrichment and after school opportunities.</li> </ul>
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<p><b>SCHOOL LEADERSHIP</b></p>	
<p><b>Effective Leadership and Principal Evaluation</b></p>	<ul style="list-style-type: none"> <li>• During their focus groups sessions, teachers and leaders indicated they work collaboratively together to promote shared ownership of the new school's development, as well shared decision-making in general.</li> <li>• The principal is evaluated on a yearly basis by New York City Department of Education (NYCDOE) staff.</li> <li>• The principal stated this is the first assignment for him as a principal. The principal has a coach from the Leadership Academy. The principal is also part of a new Principal mentoring program.</li> </ul>
<p><b>Leadership Development</b></p>	<ul style="list-style-type: none"> <li>• Replications, Inc. provides professional support for the principal through established knowledge of new school development and current data.</li> <li>• Support is provided by school leaders at Metropolitan High School which has undergone a similar new school development process.</li> </ul>
<p><b>Building Level Leadership Team</b></p>	<ul style="list-style-type: none"> <li>• Teachers and school leaders reported the theme of the school is based upon collective ownership. Teachers, as a leadership group, are encouraged to problem-solve and propose real-time solutions for the school's on-going development.</li> <li>• As the school expands, a formal school leadership team will be developed and will include members of the school community.</li> </ul>

<p><b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b></p>	
<p><b>Environment is Conducive to Learning</b></p>	<ul style="list-style-type: none"> <li>• At the time of the NYSED team site visit, the school appeared to be clean, safe and conducive to learning.</li> <li>• Hallways and common areas were adorned with student work, rubrics, learning strategies and inspirational poster and banners.</li> <li>• During their focus groups session, students reported teachers have high expectations for their work and are highly committed to their academic and social well-being.</li> <li>• There appeared to be adequate security for the building as a whole. Metropolitan Soundview High School teachers and leaders were in the hallways between classes to supervise their students.</li> </ul>
<p><b>Collaboration</b></p>	<ul style="list-style-type: none"> <li>• Common planning time is used by teachers and school leaders to collaboratively plan for the ninth grade as an entirety. It is also used to consider individual student needs and interventions. Teachers plan lessons, exchange and discuss instructional practices and ensure their efforts are aligned to their curriculum.</li> </ul>
<p><b>Parent Involvement</b></p>	<ul style="list-style-type: none"> <li>• Parents are made aware of issues concerning their children in a timely and proactive manner. They receive periodic reports indicating the academic progress being made by their children.</li> <li>• <i>Skedula</i> is being used by parents to track student information specific to their child.</li> </ul>
<p><b>External/Community-Based Partners</b></p>	<ul style="list-style-type: none"> <li>• Metropolitan Soundview High School is a replication of Metropolitan High School located in the South Bronx. As such, Metropolitan Soundview HS is supported by school leaders of Metropolitan HS as they have already undergone the process of new school creation.</li> </ul>

<p><b>BUDGET AND OTHER FUNDING SOURCES</b></p>
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<b>Budget Modifications</b>	<ul style="list-style-type: none"> <li>At the time of the NYSED team site visit, modifications to the SIG budget had not been made.</li> <li>The administration may need to amend the budget in the event there are changes to the program during this school year.</li> </ul>
<b>Use of 1003(g) or 1003(a) grant funding</b>	<ul style="list-style-type: none"> <li>Three hundred thousand dollars in 1003(g) funding is allocated to Metropolitan Soundview High School during the 2011-12 school year.</li> </ul>
<b>Use of Other Funding</b>	<ul style="list-style-type: none"> <li>The school is using NYCDOE funds, in coordination with other school resources, including Fair Student Funding and applicable federal or state grants for the school (eg, Title III LEP, Title I SWP School Success Grant, etc) to carry out the school-wide strategies.</li> </ul>

<b>DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT</b>	
<b>District Support</b>	<ul style="list-style-type: none"> <li>During its focus group session, school leaders indicated the support it receives comes most directly from Metropolitan HS.</li> <li>School leaders indicated the district is supportive as needed. Examples of support include data reporting systems, professional development, technology assistance and Network support.</li> </ul>
<b>JIT/SIG Alignment</b>	<ul style="list-style-type: none"> <li>The SIG application and the implementation of the school's improvement plan are aligned to recommendations noted in the Joint Intervention Team (JIT) report.</li> </ul>

**Summary**

The NYSED Site Visit Team conducted a full-day site visit at Metropolitan Soundview High School on November 29th, 2011, and was able to ascertain information about the school's efforts to begin the implementation of their reform model for improving student learning.

The NYSED site visit representative met with various stakeholders and reviewed initiatives that appear to provide the school with the opportunity to make progress towards new school development. The school leadership team is visible and supportive, and teachers meet regularly in common planning time to analyze student data, plan instruction strategies, and develop common assessments. Staff and students spoke positively of the school's efforts to create a culture of learning that is based on student achievement and positive behavior. They were candid with their comments and highly cooperative throughout the PLA monitoring process.

The school community appeared to be implementing the Turnaround/Phase-in Model with a common and consistent voice. At the time of the NYSED site visit, students and teachers were actively engaged in the teaching and learning process; and teachers, school leaders, parents and students were highly involved in collaborative efforts to develop their school.