

# **Quality Review Report**

## **2009-2010**

**The GLOBE School for Environmental Research**

**Middle School 272  
3710 Barnes Avenue  
Bronx  
NY 10467**

**Principal: Matthew Angell**

**Dates of review: April 12-13, 2010  
Lead Reviewer: Elizabeth A. White**

## Part 1: The school context

### Information about the school

The GLOBE School for Environmental Research is a middle school with 493 students from grade 6 through grade 8. The school population comprises 63% Black, 30% Hispanic, 2% White, 3% Asian and 2% other students. The student body includes 11% English language learners and 17% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2008 - 2009 was 91.1%.

### Overall Evaluation

#### **This school is proficient.**

The GLOBE school has a new leader this year who replaces the founding principal of the school. He is highly organized and has effected a successful school transition where faculty appreciates his collaborative leadership style and open-door policy. The school is organized into villages where students are supported in small school structures leading to more engagement and effective support from adults who know them well.

The school is highly organized to maximize opportunities for increased student achievement and teacher development. "Show your work" is the theme of GLOBE school, and this is evident in the standards-based student work displayed in classrooms and halls throughout the school, communicating high expectations. It is also embodied in the on-going refinement of good instructional resources resulting from the high levels of engagement of teachers on collaborative teams. These teacher teams continue to work on expanding the implementation of differentiated instructional strategies to all classes in order to meet the diverse interests and needs of students. Currently, differentiated strategies are not yet embedded school-wide, which means that students are not always set work that provides the right level of challenge to enable them to make the best possible progress.

School wide there is a significant improvement in data usage since the last quality review resulting in a school faculty that has accurate broad stroke knowledge of where the school stands. Further refinement is needed to bolster the uneven implementation of differentiated practice. Similarly, the school does not yet have a formal process for reviewing data at regular intervals throughout the year. This limits the ability of school leaders and faculty to analyze the specific impact of school-wide initiatives and to make adjustments to instruction and revisions to the curriculum as needed.

Students feel supported by the whole school community. They state that teachers break down lessons into small chunks and give them strategies to enable them to better understand what they are learning, particularly in English language arts and math. This approach is supporting increased student performance and progress in both English language arts and math. Parents state that their children are safe and well cared for by staff. However, they would like to see increased feedback to families regarding student progress. Currently on-going student progress reports have not been established.

## Part 2: Overview

### What the school does well

- Resources and organizational decisions are strategically made to support school-wide goals.
  - The school program is organized to provide all teachers with the opportunity to participate in collaborative teamwork daily. The time is used well by teachers, which leads to whole-school participation in collegial articulation and departmental team planning for continued school improvement. This collaborative work has resulted in effective strategies such as the development of common assessments.
  - Teacher professional period assignments are utilized to support at-risk learners providing an extra layer of support to improve student outcomes. Students are identified by data analysis and classroom performance and are matched to the appropriate content instructors for instructional support based on specific need.
- Students are supported well and encouraged by school faculty and staff resulting in high student interest in learning.
  - The respectful tone in classrooms fosters positive attitudes to learning that result in high levels of interest among students. Students feel comfortable about asking teachers and members of the administration for help, and often meet during lunch with staff to receive tutoring or guidance support. There are also high rates of participation in before and after school programs evidencing the fact that students are eager to succeed and prepared to put in that extra effort.
  - Students are supported well by all adults in the school community. The small village structure of the school enables students to have regular and easy access to all those adults who know them well, resulting in greater levels of targeted support to address their academic, social, and emotional needs.
- The school gathers and uses a wide variety of data sources to generate a clear picture of strengths and next steps for school improvement.
  - The school uses State test data, attendance, and its own Acuity periodic assessments to gain an accurate holistic view of the school' strengths and areas for improvement. Assessments are analyzed to determine patterns and trends and are used effectively to inform next steps for school-wide initiatives to support the achievement of school goals.
  - High levels of actionable feedback from common writing-based social studies assessments and common inquiry skills-based science assessments are administered by grade. These measures have led to timely information that has been effectively used to inform school-wide goals and raise achievement.

- The school has a clear mission with data-based school-wide goals that are supported by all and lead to a unified effort towards improving student achievement.
  - The school's Comprehensive Educational Plan comprises a concise list of goals derived from accurate analysis of student performance data. These goals are effectively communicated to the school community via faculty and parent forums resulting in school-wide support. Forums include staff, teacher team, and school leadership team meetings as well as content-based 'Family Days' thereby ensuring that a broad constituency understands and supports the school's mission.
  - On-going and careful data analysis relating to instructional practice, professional development, and organizational structures has resulted in effective planning and improved student outcomes.
- The school employs a good variety of on-going supports for teachers to positively promote their instructional effectiveness.
  - Monthly professional development aligned to school goals embeds on-going topics for teacher development. The school prioritizes those teachers who are up for tenure for supports such as mentoring and intervisitations.
  - The administration conducts one-on-one student data talks with teachers, and regularly follows up teacher observations with written feedback, which leads to the development of teacher goals. This well structured process has resulted in teachers having a good understanding of next steps needed to improve their practice aligned to school goals. Teachers are also successfully matched to collaborative teams based on next steps.
- Collaborative teacher teams meet regularly with high levels of teacher ownership, resulting in adjustments to practice and the development of curricular resources.
  - The school develops teachers' leadership potential through collaborative inquiry where teachers have taken ownership of the process. The inquiry approach is applied consistently during teacher collaborative meetings and focuses on the link between student work and teacher practice. This work has resulted in changes in the implementation of units of study and correlating assessments.
  - The high engagement of teachers in collaborative teamwork has led to the creation of common assessments, school-wide rubrics, lesson planning, resources, and revisions to curriculum maps. The effective sharing of resources has led to a unified effort towards improving student achievement.

### **What the school needs to improve**

- Continue to develop curricular and differentiated instructional practices to address the needs of diverse learners.

- The school has placed heavy emphasis on the use and analysis of data and has accurate knowledge of student achievement levels. However, although there is evidence of differentiated practice in some classes, it is not yet embedded school-wide. Too often, teachers give generic assignments with higher achieving students receiving more of the same and struggling learners not getting scaffold supports.
- The school engages in an on-going process of curriculum revision, utilizes mini-lessons to model good practice, and sets clear expectations for student tasks. However, the extension of upfront teaching time results in missed opportunities for more rigorous pacing of lessons resulting in patchy progress.
- Further develop avenues of communication with parents to ensure that they are fully informed and engaged in understanding school expectations and student progress.
  - The school has recently provided midyear progress reports to families. However, information for parents and students is largely general, resulting in the lack of up-to-date specific information about next steps to improve student achievement.
  - The school encourages the use of ARIS parent link. However, parents have not fully taken advantage of this resource, which means that they have limited understanding of the progress their children are making and are not in a strong position to support their learning as well as they could.
- Establish a formal process for student goals and interim reports to include specific achievement strengths and next steps for academic improvement.
  - The school has recently developed reflection sheets for students to provide them with a review of their academic standing and next steps for improvement. This initiative is new and protocols that include opportunities for student self-reflection as well as parental notification are not yet embedded.
  - The school uses a web-based program called *Snap grades* to generate student data reports, which delineate strengths and areas for improvement. Currently, only teachers can access this information. The school has not yet carried out its intentions to use this tool to develop interim reports for families.
- Develop the system for measuring progress to ensure regular and timely evaluation of school-wide improvement plans, and the identification of areas where adjustments may be needed.
  - The school has focused goals with action plans. However, it has not yet established specific instruments of measure or clearly defined intervals for periodic review of those action plans. This results in an inability to monitor and revise progress towards meeting school-wide goals in a timely and consistent fashion.
  - While collaborative teacher teamwork is robust, systems for measuring progress of selected students are not yet aligned with interventions and goals set.

## Part 3: School Quality Criteria 2009-2010

<b>School name: The Globe School for Environmental Research</b>	△	➤	✓	+
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	△	➤	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
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?		<b>X</b>		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<b>Overall score for Quality Statement 1</b>			<b>X</b>	
<b>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.</b>				
<i>To what extent does the school ...</i>	△	➤	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		<b>X</b>		
<b>Overall score for Quality Statement 2</b>			<b>X</b>	

<b>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.</b>							
<i>To what extent does the school ...</i>	Δ	➤	✓	+			
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				
<b>Overall score for Quality Statement 3</b>			X				
<b>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.</b>							
<i>To what extent does the school...</i>	Δ	➤	✓	+			
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				
<b>Overall score for Quality Statement 4</b>			X				
<b>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.</b>							
<i>To what extent does the school...</i>	Δ	➤	✓	+			
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				
<b>Overall score for Quality Statement 5</b>			X				
<b>Quality Review Scoring Key</b>							
Δ	<b>Underdeveloped</b>	➤	<b>Underdeveloped with Proficient Features</b>	✓	<b>Proficient</b>	+	<b>Well Developed</b>