



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

Green School: An Academy for Environmental Careers

**High School 454
223 Graham Avenue
Brooklyn
NY 11206**

Principal: Karali Pia Pitzele

**Dates of review: April 7 - 8, 2011
Lead Reviewer: Shermila Bharat**

Part 1: The school context

Information about the school

Green School is a high school with 348 students from grade 9 through grade 12. The school population comprises 49% Black, 46% Hispanic, and 1% Asian students. The student body includes 6% English language learners and 8% special education students. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2009 - 2010 was 77.5%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school utilizes internal and external resources to create a safe and nurturing environment that provide opportunities for real world experiences and personal growth of students.
 - Students' participation in a school-wide advisory program that is linked to *The Advisory Guide* by Educators for Social Responsibility provides structured social emotional support to help them balance academic responsibility and emotional needs. Teacher advisors with a caseload of 12-17 students meet in the morning and afternoon to provide guidance interventions such as academic supports, counseling, referrals, parent contact, and graduation-check-ins. Additionally, the school has formed partnerships with ENACT and the Anti-Defamation League which has resulted in the creation of a peer mediation programs and professional development for teachers to use acting games in the classroom to build community and emotional intelligence. The Ready for Life program and the School Culture Leadership Committee bring together at-risk boys for discussion groups and target grade 9 students who are getting into altercations that may adversely affect their academic status, resulting in channeling of those emotions into programs during the school's Green Week allowing them a plethora of possibilities for exploring the school's theme.
 - Through numerous internship opportunities that span the grades, the school focuses on real world opportunities linked to student interest and the theme of the school so students get to search for their passion. At Nautica, a part of the VF Corporation, students, and Nautica employees participated in a workshop facilitated by the executive director and founder of the Human Impacts Institute, concerning the link between urban trees, water quality, and consumer choice. Students who shadowed Nautica employees, and engaged in a discussion around sustainability in the workplace, learned about their work and the availability of various career paths.
- School leaders make strategic organizational decisions that align with school priorities that serve to accelerate the process for closing the achievement gap.
 - To address the school not making adequate yearly progress in English language arts, (ELA), the school has assigned a full time instructional support specialist and EduChange consultants to work with teachers to develop lessons and instructional best practices. The school's inquiry focus across grades and content on literacy is resulting in collaborations that focus teachers on the need for literacy across the curriculum to foster student achievement.
 - The school hiring of two special education teachers with social studies content backgrounds addresses the deficits in Regents' passing and credit accumulation. The teachers also work with small groups of non-special needs students to develop their ELA skills using Reading Horizons. As of the second term, 72% of students with individual educational plans (IEP's) are passing their classes in grade 9 and some of these struggling learners are now on the schools honor roll.

- Teams of teachers work collaboratively to examine school-based data and develop tools to strengthen curriculum and instruction.
 - Using Acuity and other periodic assessments as diagnostics has led teacher teams to revise their grading process and instruction practice by designing rubrics such as the 6 + 1 Trait Writing to target very specific skills students need to develop in keeping with the schools focus on literacy.
 - Grade-level content teams meet on a regular basis to review student work using a round robin approach and clear protocols that culminate in teachers giving each other feedback to revise lesson plans and modify instruction. This process has resulted in a strong collaboration between general education teachers and special education teachers particularly in the integrated collaborative team (ICT) teaching class where teachers have a clear picture of who their students are, and are thus able to simultaneously engage all students in accountable talk and higher order thinking.
- Strong data analysis enables leadership and faculty to identify trends, which informs organizational action steps.
 - Analysis of the school data generated a need to focus attention on student attendance rate, leading to the hiring of a full-time attendance coordinator, supported by a family worker. Teachers taking of attendance in TeacherEase tracks cutting, and the attendance teacher holding assemblies to acknowledge perfect attendance and highlighting its importance for students and families, has resulted in an increase in attendance from 77.5% to 82%.
 - The creation of the Student Responsibility Center (SRC) gives students time in a safe space to contemplate their actions that resulted in their removal from class. They are required, with the assistance of an adult in the SRC, to use a protocol including writing a plan for re-entry, to negotiate their way back into class by the end of the day. At this time, the school's noting that 80% of all incidents are by the same 5% of students, has led to an increase in peer mediation and in activities such as the Ready for Life Group that targets at-risk behavior from boys. The school has seen an almost 20% reduction in suspensions since last year.
- The school communicates its high expectations with students and caregivers and engages both in school decision making and in leadership opportunities.
 - Parents and school staff worked together to design graduation for the first graduating class in June 2010. They had an active role in selecting the venue, the music, and the structure of the ceremony. Parents help decide on how the school spends its Title 1 monies and some parents who are on the police force work with students and staff to design shirts and slogans to promote anti-fighting in school. This collaboration with families ensures that they are an integral part of the community.
 - Through the use of TeacherEase.com, e-mails, phone master system, newsletters, and the parent and student conference (PASC) that culminates in student reflection and goal setting, the school maintains regular communication with students and families regarding behavioral and academic progress, resulting in high parent satisfaction according to the schools Learning Environment Survey and to what the parents spoke.

What the school needs to improve

- Enrich the curriculum to embed rigor and higher order thinking to stimulate the intellectual growth of all learners.
 - The school uses Project Based Learning for Culminating Unit Projects (CUPs) and performance-based assessment tasks (PBATs) for 11th and 12th graders, requiring students to complete four to five proficiencies over a two-year period. While these projects are rigorously designed and aligned with State standards and require higher order thinking skills, the same is not evident in daily classroom lessons where students do not regularly engage in accountable talk or inquiry type problem solving that pushes their thinking. Consequently, the needs of all students are not being met as evidenced by the school's most recent Progress Report.
- Promote greater consistency in the delivery of instruction that is differentiated to ensure that all students can access the curriculum.
 - The administration, instructional support specialist, and teachers review multiple data sources that are aligned to curricula and school goals to identify strengths and needs of students. However, differentiation practices are not being utilized on a regular basis across grades and subjects thereby limiting opportunities for all students to be actively engaged in the lessons.
- Further develop the observation and teacher accountability process with benchmarks for instituting best practices aligned with school-wide instructional focus.
 - Teachers meet to discuss practice and are regularly observed. The school also provides a range of support for teachers to improve pedagogy and content knowledge. However, in both observations and teacher team meetings the school does not yet have benchmarking practices to implement suggestions resulting in uneven outcomes across classrooms.
- Adjust the school's professional development plan so that it is linked to accountability processes and teacher best practices.
 - School leaders provide professional learning opportunities that are part of the overall vision and allow for multiple entry points for teachers. The PD plan is not yet aligned to present levels of teacher performance and school accountability measures to ensure that what is delineated in the plan results in increased teacher effectiveness and student achievement with regular checkpoints.
- Further develop structures to ensure that effective teacher practice result in student mastery of current and evolving State standards.
 - The school has provided opportunities for staff to take on leadership roles and to engage in decisions about curricula and instructional practices. However, structures to monitor the quality of instructional and organizational decisions are in the developmental stage, as the impact of these decisions has not been fully measured by any standardized process.

Part 3: School Quality Criteria 2010-2011

School name: Green School – Academy for Environmental Careers	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, 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, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
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.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

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.

<i>To what extent does the school ...</i>	UD	D	P	WD
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	

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.

<i>To what extent does the school...</i>	UD	D	P	WD
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

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.

<i>To what extent does the school...</i>	UD	D	P	WD
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		

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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