

Quality Review Report 2010-2011

Global Neighborhood Secondary School

Middle School 381

**240 East 109th Street
Manhattan
NY 10029**

Principal: Luis Genao

Dates of review: May 25 - 26, 2011

Lead Reviewer: Luz T. Cortazzo

Part 1: The school context

Information about the school

The Global Secondary School is a middle school with 152 students from grades 6 through grade 8. The school population comprises 40% Black, 55% Hispanic, 0% White, and 3% Asian students. The student body includes 0% English language learners and 34% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2009 - 2010 was 91.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal makes informed and effective organizational decisions across all aspects of the school to support improvements in learning.

The principal uses the budget strategically to channel resources to the classrooms through additional staff. Teacher and student time is structured to respond to the learning needs of all students observed during literacy and math block. The small number of students on register in each class facilitates movement of students and adults during group time. Consequently students receive one-on-one interventions and the adults share responsibility for cohorts of students, which has resulted in reduction of students who are at risk for promotion in doubt from the beginning of the year to the end of the year.
- Administration and teachers use a wide range of assessment data to monitor student progress, and create intervention strategies when needed.
 - After an extensive review of running records, the school has adopted the Fountas/Pinnell system to establish interim goals for students to better monitor the development of students' reading levels. Preliminary results show an increase in students' reading skills.
 - Teachers are learning to deliver lessons with multiple entry points and make adjustments based on students' needs. For example, a lesson on mystery began with a 'practice run' followed by direct instruction, guided practice, and a 'pair share' activity which was based on the teacher's assessment on how students were progressing in their tasks. As a result, teachers are able to provide students with guided reading questions at their reading level helping them achieve their goal.
- Skilled specialized support personnel and external partnerships ensure meeting the personal, social, physical and emotional needs of students.
 - The school wellness team has launched a series of reactive and proactive youth development strategies to staff thus ensuring that they are better prepared to provide requisite supports for "challenging students". Partnerships such as focused collaborations with Princeton-Blairstown Center, Hunter College, Columbia, New York University, City University and Mount Sinai, integrate well with school-based supports throughout the day to meet students' social-emotional needs. These supports are embedded in school culture and directly help students' value individual differences, increase their motivational levels leading to college preparatory work and improved student outcomes in dealing with difficult situations. This is evidenced by a reduction in weekly and monthly incidents.
- The school works closely and share relevant information with parents and students to encourage academic achievement with a focus on future college readiness.
 - Parents speak well of the myriad ways the school personnel communicate progress to families, provide automated mass calls to parents, and guidance into the high school admission process. Parents convey their appreciation for the

quarterly reports they receive as well as the progress reports. Students and their parents use these written reports to guide conferences with school faculty that identify strategies and supports to push student progress.

- To engage parents in an open exchange of information, and access information on their children's progress the school has created two websites and provided opportunities for families to engage in teacher-parent-student conversation to understand student performance. As a result, more parents call to discuss progress reports, can log on to ask questions, or get homework. This results in students and families being informed at all times.
- Parents are key partners in their child's education and are kept informed of school programs and their child's needs.
 - The school shares relevant information with parents and students to encourage good attendance and academic achievement with a focus on future college readiness. Parents are provided with workshop opportunities at the site to access information of their children's progress on ARIS. The school also gathers information about student performance and progress and communicates results and next steps to parents. The school messenger and individual conferences with parents and students support the mutual exchange of information. These resources provide parents with a steady stream of information, resulting in clear expectations and impacting on increased academic growth. Interactive parents workshops help parents better understand students' performance.

What the school needs to improve

- Design a uniform protocol tool to standardize feedback to teachers based on classroom observation to promote personal growth and elevate instructional practices.
 - Only three of twenty five teachers have received some form of written observation to date. The new teacher has received no written observation feedback to date. The observation tool in place does not describe nor target required outcomes for students and teachers limiting opportunities for capacity building. While teachers have received professional development on the common core standards, and have been given opportunities to attend other conferences, the observation tool is not utilized to determine the impact of these professional developments on teacher performance. As a result, the quality of instruction is highly uneven across classrooms.
- Refine the curriculum, emphasizing rigorous habits and higher order skills for a variety of learners with different needs.
 - Although the staff is currently incorporating the Common Core Learning Standards (CCLS) into the math curriculum and has developed curriculum maps and unit calendars designed to engage students in their learning, many teachers do not demonstrate the necessary skill level to adapt the curricula so that it challenges students performing at varied ability levels, especially higher achieving students. Although the curriculum is designed to reflect key standards, academic tasks that probe for deep understanding, application of learning, and promote rigorous habits do not coherently extend across all classes or grade levels so that every student is suitably challenged.

- Increase consistency of teacher practice across all classrooms creating opportunity for differentiation that promotes student centered learning.
 - While some teachers differentiate instructional methods, the practice of differentiation through content and product is not consistent across the school. This limits the school's ability to provide for the diverse learning needs of all students.
 - Time is budgeted for team collaboration around student work to identify strengths and weaknesses. With the exception of a few classes observed, the tasks and required outcome were the same for all of the students in the class. The school does not currently have in place a clear definition or expectations around differentiation or a tool to measure the quality of differentiation in classrooms. All of this hinders the ability for teachers to plan effectively for the diverse students in their classrooms.
- Develop a cohesive system to ensure that all teachers engage in data analysis to support targeted instruction, foster task engagement and provide a complete picture of students' needs.
 - Individual teachers and teacher teams gather data from running records, performance-based assessments in math, writing DYOs, and unit tests to determine student performance trends. However, the practice of analyzing student performance is inconsistent across teams and teachers. As a result, not all teachers are able to differentiate their instruction to meet the specific needs of the student sub-groups, resulting in not all students being able to accelerate their learning.
 - While teacher teams routinely analyze both summative and formative assessments, there are few examples of teachers designing customized assessments tailored towards capturing specific information about students' understandings. This prevents teachers from exploring a detailed nuance of what students need to learn.
- Ensure tracking of learning goals through effective use of a common assessment allowing for an understanding of patterns and trends of all relevant sub-groups in order to identify appropriate goals and take timely action.
 - The school has assessment tools that it utilizes to analyze student performance trends overtime. Data from the school's math diagnostic and constructed responses inform instructional planning thus allowing staff to target specific strands and provide interventions. However, the school has not identified a common assessment that they use to set goals and evaluate progress for relevant sub-groups.
 - The school uses a range of data to evaluate student progress, and individual teachers use data at the classroom level to ensure students make progress. However, the school has not yet standardized a common assessment to set and track ambitious goals; this leads to some inconsistency in the adjustment of goals and plans from common assessment data.

Part 3: School Quality Criteria 2010-2011

School name: Global Neighborhood Secondary School	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