

Quality Review Report 2011-2012

The High School for Global Citizenship

High School K528

**853 Classon Avenue
Brooklyn
NY 11225**

Principal: Michele Rochon

Dates of review: March 6 – 7, 2012

Lead Reviewer: Melissa H. Silberman

Part 1: The school context

Information about the school

The High school for Global Citizenship is a high school with 304 students from grade 9 through grade 12. The school population comprises 90% Black, 6% Hispanic, 1% White, 1% Asian students. The student body includes 17% English language learners and 6% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2010 - 2011 was 85.8%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- School leaders gather and analyze information on student learning to identify trends and determine areas of need at the school. (2.1)
 - To support analysis of student trends in English language arts and math staff are asked to grade assessments every 48 hours and adjust instructional plans accordingly. This data is then shared both at teacher team and cabinet levels allowing staff to adjust strategies with an eye towards tailoring instruction more effectively.
 - School leaders and staff use performance series in English language arts and math, teachers use Grade Master, Apperson, and Scantron all technology assessment tools, in order to create skills analysis breakdowns for all students with a special emphasis on special education students. This data is used at three-week intervals to develop shared assessments that meet students at differentiated levels.
- The school leader has a coherent vision for the future development of the school and clearly articulated goals and data-based next steps that are consistently communicated to the staff. (1.3)
 - The principal identified via the data students with disabilities as the lowest one third of credit earners. Consequently, the principal set as a goal and redirected special education supports to subject area teams to ensure targeted intervention for these students across all content areas.
 - The principal has augmented the cabinet by adding staff members in an effort to involve the school community in school level planning. As a result teachers are able to communicate across the school community plans to improve instruction, and staff took on additional roles such as grade level coordinator, inquiry group leader, and staff developer. Thus, staff are empowered to enact school level plans that support the school wide goals.
- School leadership is utilizing the observation process to elevate school wide practices and implement strategies to support teacher growth. (4.1)
 - The principal utilizes the pre-observation conference to incorporate data analysis into analyzing the effectiveness of teacher practices and the post observation process to set goals for future lessons. As a result the observation process is based upon student work and data and there is evidence of improved teacher practice in the realm of deepening student engagement via questioning techniques.
 - In partnership with leaders, staff attended professional development in the Danielson Framework and turn-keyed the information to colleagues to create an awareness and adherence to Danielson practices. Staff are working on improving student engagement and this was observable in classroom visits as teachers emphasized deepening questioning techniques.

- The principal and her cabinet provide staff with professional development opportunities that promote leadership and enable staff to evaluate and revise their classroom practices. (4.3)
 - Extensive professional development has been provided to staff on the workshop model, and teachers inter-visit looking for common features of the workshop model with a focus on student engagement. As a result the majority of staff have adopted the practice of “cold-calling” to elicit a higher level of student responses.
 - To encourage and promote teacher leadership the principal has developed the position of grade team leaders. Additionally, in observation feedback staff are encouraged to visit colleagues for best practices with the intention of spreading effective pedagogy across the school and elevating strong teaching.
- The school has a collaborative transparent system for monitoring progress towards goals and making adjustments during the year to maximize outcomes. (5.3)
 - The principal and cabinet utilize a variety of assessment documents to look at yearlong information, plan for the school year, and adjust accordingly. As a result of On-line Occurrence Report data a Positive Behavior System was instituted, leading to a decrease in Principal’s suspension.
 - The principal utilizes a calendar system to evaluate and monitor data in a systemic way leading to clear check points at key points in the school year, and yearlong in order to evaluate plans regarding meeting identified goals. As a result, the school has already met two out of three school wide goals for the year.

What the school needs to improve

- Refine the curriculum so that academic tasks are engaging, rigorous, and offer differentiated learning opportunities for a diverse range of learners. (1.2)
 - While classrooms shared some common teaching practices such as an aim and agenda, consistency of rigorous tasks was not observable across all classrooms. Currently, deep and consistent differentiation practices are not yet embedded, thus minimizing students’ producing meaningful, high quality work products.
 - Staff schedules support teachers’ meeting to align teaching practices. However, currently there are still levels of inconsistency across classes and grades in the delivery of the curriculum, thus hindering individuals and groups of students from reaching their potential.
- Enhance curriculum, in order to emphasis key State standards to close the achievement gap and promote post secondary readiness. (1.1)
 - While staff are beginning to plan together and produce pacing calendars, unit plans, and curriculum maps, and instruction is becoming aligned,

differentiated instruction is not consistent or sufficiently challenging across a majority of classrooms, Thus many students miss out on experiencing rigorous learning.

- Although teachers are beginning to make purposeful choices regarding adopting questioning strategies such as “cold calling” in classrooms, the practices are not leading to observable levels of student participation across all classrooms.
- Deepen newly implemented school structures to maximize opportunities for teachers to meet regularly and effectively with the emphasis on improving instruction and engaging students in challenging tasks. (1.3)
 - The principal has made purposeful decisions about teacher schedules such as altering the scheduled of special educators to provide push in services, and the addition of technology in classrooms. However, the impact of these efforts is not yet evidenced in high quality student work and rigorous student work products.
 - As a result of enrollment issues, the school eliminated advanced senior classes and altered student programs, reorganized senior class offerings, and student groupings. Thus the school is providing limited, options and experiences for graduating seniors hindering higher levels of post secondary readiness.
- Closely align assessments and rubrics to key standards within curriculum to provide information on the effectiveness of classroom curriculum and instructional decisions. (2.2)
 - Staff are beginning to utilize on-going checks for understanding. However, as this practice is not yet sufficiently consistent teachers are not able to check for student understanding, nor plan next steps to support learning and meet students’ needs.
 - Some groups of teachers are beginning to effectively use and develop common assessments, resulting in deeper alignment of key standards across classrooms. However, currently all staff do not yet work together to build full implementation of shared assessments, thus precluding the deepening of effective classroom and department level instructional decisions.
- Convey high expectations by partnering with families and students to support the path to post secondary readiness for all students. (3.4)
 - The principal has begun to formalize feedback to families by having progress reports sent home every two months to support the parents in holding their children to high expectations. However, currently, the lack of formalized systems does not allow sufficient opportunities to ensure that the community buys in to identified academics. While the school is starting to develop post secondary readiness strategies for young people by organizing college trips and a college newsletter, there are not yet guidance and advisement systems that track individual student plans, thus hindering students’ achieving their goals.

Part 3: School Quality Criteria 2011-2012

School name: The High School for Global Citizenship	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 as evidenced by meaningful student work products?		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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?		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 staff, students and families, and support students and families to achieve them?		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, guidance/advisement 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, with particular attention to the CCLS?		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