



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

High School for Global Citizenship

17K528

**883 Classon Avenue
Brooklyn
NY 11225**

Principal: Michelle Rochon

**Date of review: March 18, 2015
Lead Reviewer: David Raubvogel**

The School Context

High School for Global Citizenship is a high school with 242 students from grade 9 through grade 12. The school population comprises 80% Black, 15% Hispanic, 2% White, and 1% Asian and 2% other students. The student body includes 16% English language learners and 11% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 87.1%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Findings	Well Developed
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Additional Findings	Well Developed
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Celebration	Well Developed

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

Teacher teams are systematically engaged in examining teacher practice and student data within inquiry-based structured professional collaborations. Distributed teacher leadership is embedded across all areas of the school.

Impact

School-wide instructional coherence is seen throughout all classrooms and teachers play an integral role in key decisions that affect teaching and learning across the school resulting in increased student achievement.

Supporting Evidence

- Instructional strategies associated with the school-wide belief that teachers must meet students where they are and that student collaboration is essential to increasing student achievement were discussed at department team meetings and observed in all classrooms. For example, in all English and social studies classrooms students were citing evidence to defend their arguments during whole class and small group discussions. In a teacher team meeting, teachers were analyzing student work; using a protocol that identified strengths and weaknesses, next steps for the teacher and suggested teaching strategies.
- All teachers meet daily (three days a week in content area teams and twice per week in grade level teams) to analyze student data, review student work products, and share student academic, as well as social emotional progress. In addition to these regularly scheduled meetings, teachers conduct monthly instructional rounds (intervisitations), participate in lesson studies and conduct monthly learning walks with the Principal.
- Department and grade team leaders meet once a week with the administration to review teacher and student scholarship data, as well as discuss all other aspects of the school. Professional development, school learning walks, articulation events, parent-teachers workshops and all other school-wide events are collaboratively planned and facilitated. During a teacher team meeting observed, teachers spoke about how they have a strong voice in school-wide instructional decisions and their leadership is valued. For example, teachers collaboratively worked with the administration to identify and develop rubrics for a variety of purposes, as well as a schoolwide grading policy. Teacher leaders regularly identify best practices across classrooms and collaboratively work with the administration to dedicate time during professional development to share these practices.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Teachers' pedagogy provides consistent instructional supports, including questioning and discussion techniques and the use of strategic entry points and extensions that foster deep reasoning in student work products that vary across the school.

Impact

Across classrooms students are motivated and actively engaged in classroom activities and discussions. Curricula extensions support students to produce meaningful work products.

Supporting Evidence

- In the classrooms observed there was a focus on the instructional shifts such as classroom talk and citing text evidence. Students used academic vocabulary and evidenced based accountable talk while working within their groups. In all English and social studies classes visited, students cited specific evidence from the texts they were reading when answering questions or defending their arguments.
- Across classrooms students were given the opportunity to work in peer groups and engage in peer-to-peer discussions. In these peer-groups, high levels of participation were noted and there were opportunities for student to self-assess.
- Across classrooms visited, students participated in class discussions by responding to teacher-generated questions. It is the principal's expectation for all staff members to create higher level thinking and questioning into their lessons. Teachers are required to scaffold questions in their lesson plans to include group productive struggles and fluency practice. In reviewing lesson plans it was noted that teachers used a variety of strategies to develop questions that generate student discussions
- Purposeful grouping of students was seen across classrooms. In an English class, students were grouped based on their ability to offer targeted feedback using a rubric. Teachers used a variety of strategies to ensure all students could access the material.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

Curricula are aligned to the Common Core Learning Standards and/or content standards and strategically integrate the instructional shifts. Curricula and tasks are planned and refined using student work that all students, including lowest and highest achieving learners, have access and are cognitively engaged.

Impact

The school's curricular decisions are coherent across grades and promote college and career readiness and cognitive engagement for all students including English language learners (ELLs), students with disabilities and highest achieving learners.

Supporting Evidence

- Unit plans across all content areas revealed that in-class tasks consistently emphasize higher order thinking skills such as citing evidence, developing logical arguments, analyze information from multiple sources, and applying concepts in real world situations. The school uses the Engage NY curriculum for English language arts (ELA) and has modified it across grade levels to include Literacy Groups, one of the instructional foci of the school. The school also uses Engage NY for math and has modified it to include the Atlas curriculum framework. Finally, the school has built coherence by integrating AVID strategies such as inquiry and Cornell notes across grades and content areas.
- Lesson plans are cognitively engaging, requiring students to cite evidence, analyze information and develop claims and counter claims. For example, a review of a lesson plan required students to analyze information from a variety of sources and draw a conclusion based on their findings. In an ELA lesson plan students were asked to work in literacy groups, engage in a gallery walk where they judge the posters of other groups using a critical thinking wheel to create analysis and evaluation questions and then use textual evidence to answer the question, "Why was Dr. King in Birmingham?" A second lesson plan from an 11th grade English class, asked students to develop and present a claim about how Sherman Alexie's poem "How to write the Great American Indian Novel," relates to the central ideas and points of view developed in the last four texts that the class has read. Students had to support their claims with evidence and reasoning. Lastly, in a third lesson plan, students were asked to analyze a speech by Elizabeth Cady Stanton and evaluate the language and its effect on an audience. Differentiated tasks were also provided for ELLs and students with disabilities, such as providing definitions, a dictionary in their native language and a strong learner partner who speaks their native language for support.
- School leaders and teachers explained how curricula and tasks are purposely planned and refined using student work collected from baseline and interim assessments and student class work. Interim assessments are given every six weeks as a check toward mastery goals established at the beginning of the year. A review of the school's interim assessment cycle showed how the results are then used to develop action plans for both teachers and students. Students were able to speak to the process and had evidence of goal setting in their notebooks.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across the school, teachers use common assessments to track student progress and make adjustments to curricula. Teachers regularly check for understanding and with effective adjustments to meet all students learning needs that are varied across the school.

Impact

The monitoring of student progress at the teacher team and classroom level, as well as the regular use of checks for understanding have resulted in increased mastery for all students who are aware of their next learning steps.

Supporting Evidence

- NYC Performance Based Assessments were administered as a baseline assessment and interim assessments are administered every six weeks to develop a clear portrait of student progress. The school follows Santoya’s method of data driven instruction to create interim assessment cycles. Analyses of interim assessments are used to develop action plans for individual and groups of students. The action plans are then used during “clerical week” where teachers re-teach and spiral instruction for targeted students. Teachers and students all spoke to this process and students had goal setting artifacts in their notebooks.
- Teachers provide targeted support such as one on one tutoring before and after school. Targeted supports for all students, including English language learners and students with disabilities have resulted in increased mastery across all content areas.
- In classrooms observed, teachers used exit slips, white boards, and rubrics specific to the task, one on one conferencing with students, and peer and self-assessment to check for understanding. An exit slip from a tenth grade Global class asked “How can we describe the human atrocities that occurred during the holocaust?” and one from an eleventh grade U.S. History class asked students to respond to the following, “Based on the rhetorical devices we identified in the text, what effect could this language choice have on potential audience members?”

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

Teacher teams and staff establish a culture for learning that communicates a unified set of high expectations for all students. Leadership and staff successfully partner with families to support student progress towards high expectations connected to college and career readiness.

Impact

The school has created true partnerships with parents and students that has resulted in strong trusting relationships and increased student achievement.

Supporting Evidence

- Parent workshops are driven by parent needs and designed to partner with parents as they support their children as students and new arrivals to the country. Workshops include topics such as “7 Habits that Work” and how parents can help their children with math, understanding the Common Core Learning Standards, and the college application process. Parents spoke to how the school has been instrumental in creating a community of parents who help each other and see the school as a strong ally for their entire family. The parents spoke to multiple modes of communication from the school including Skedula, a monthly parent newsletter, a revamped website and direct teacher contact. They also spoke highly of Family Night, where students’ work is showcased in themes such as Art Gallery and Night at the Museum.
- School leadership, teachers and students spoke to the comprehensive 9-12-+3 college program beginning with College Launch in grades 9-11 and ending with College Summit in twelfth grade. The school also holds a monthly College Spirit Day. Students and parents also spoke to the many Internship opportunities students have and the extra support for ELLs on Saturdays to help them “meet the challenge” of the college process.
- During a student meeting, students spoke to how teachers challenge them to take advantage of opportunities such as Advanced Placement (AP) classes, as well as additional classes needed to obtain the highest possible diploma option. Teachers and students spoke of the addition of the AVID Program and a Bio-Med class as having an impact on students’ aspirations for college. Many of the AVID strategies such as a specifically organized binder and Cornell notes were found everywhere in the school and were used by students not in the AVID program demonstrating capacity building amongst the students. School leaders and teachers also spoke to the college level professional development teachers partake in, during the summer including AP for All and AVID training.