



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2014-2015

Global Neighborhood Secondary School

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

**Principal:
Luis M. Genao**

**Date of review: February 11, 2015
Lead Reviewer:
Hongying Shen**

The School Context

Global Neighborhood Secondary School is a middle school with 147 students from grade six through grade eight. The school population comprises 27% Black, 63% Hispanic, 5% White, and 5% Asian students. The student body includes 20% English language learners and 28% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2013-2014 was 91%.

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	Proficient
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	Proficient
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

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of the Common Core Learning Standards. Distributed leadership structures are embedded so that there is effective teacher leadership.

Impact

The structured teacher team work strengthens teachers' instructional capacity and ensures coherence in the school's instructional focus. Teachers take leadership in all professional collaborations and in learning.

Supporting Evidence

- All the teacher teams, including the Global Cabinet Team, the Grade level teams, and the Special Education team meet once a week. The team work and team learning reflects the Danielson Framework for Teaching and the Citywide Instructional Expectations (CIE), and promotes the implementation of the CCLS. All the professional learning focuses on the three essential questions of what teachers expect their students to learn, how teachers know what students have learned and how teachers respond to students who aren't learning, thus resulting in a school-wide instructional coherence that affects student achievement for all learners.
- The vast majority of teachers on the teacher teams follow the five-step inquiry cycle, including 1. Collecting and analyzing data, 2. Team members co-constructing the instructional focus based on data analysis, 3. Co-constructing or adapting lessons and/or formative assessments to incorporate instructional focus, 4. Teaching and 5. Peer observations. Teachers shared that the English language arts teacher team has completed the first round of peer visitations, which involved five pairs of teachers visiting one another.
- Five teachers from the school were accepted into the Teacher Leadership Program (TLP) and have been trained in facilitating group learning. They have been put in lead facilitator positions at the school of the teacher teams to establish a professional learning community, to set group norms, to utilize protocols to analyze and reflect on lessons and student work, and to facilitate peer visitations. The lead facilitators use the "Interesting Moments Protocol" to facilitate the peer visitations, and teachers learn from each other through the pre-observation conference, observation, debriefing and reflection process.
- In an English language arts team meeting, facilitated by one of the lead facilitators trained by the Teacher Leadership Program, teachers used the ATLAS Protocol to look at two six grade English language learners' writing samples of text-based responses for a debate. The team members first annotated what they saw in the work individually, followed by sharing their interpretations of the students' work, and then discussed the implications for classroom practice. The team suggested that the English as a Second Language teacher needed to decrease the scaffolding for one of the two students and simplify the writing web for the other. The team also concluded that their next step was to focus more on the vertical alignment of skills development on claims and counter claims according to the CCLS bench marks.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices are aligned to the curricula and informed by Danielson Framework for Teaching. Teaching strategies consistently provide multiple entry points into the curricula for all learners.

Impact

Teaching practices aligned to the Common Core instructional shifts support student learning, and differentiated instruction enables all students to participate in engaging tasks, yet there are missed opportunities for planning challenging tasks in every classroom.

Supporting Evidence

- Across classrooms, lessons are planned to include differentiated instruction, which provide multiple entry points for all learners to be engaged. Students are paired or grouped according to their needs and readiness for the designed learning, receiving targeted support from teachers. In a seventh grade English language arts co-teaching class, students worked in split groups, with the teachers providing group or one-on-one coaching on reading poems about democracy. One group of students with learning disabilities followed the scaffolds provided by the co-teacher to learn the vocabulary, to take notes while doing the first reading, to reread and to answer questions about the reading; while in the other group, students worked on the reading task with a rubric for self-regulation; the teacher observed and assisted whenever necessary.
- Across classrooms, there are practices designed to provide students with opportunities to engage in appropriately challenging tasks, which allow them to demonstrate higher-order thinking skills. In an eighth grade English language arts class, students participated in a Socratic seminar to explore how the character traits aided or hindered survival in the protagonists' extreme environments. However, in another class observed, the lesson was more teacher-directed and there were missed opportunities to engage students in meaningful student to student interactions, and in-depth discussions.
- Across classrooms, teaching practices reflect the learning of Danielson Framework for Teaching, in the areas of planning and preparation, assessment, student engagement and discussion. Lesson objectives are being aligned to instructional tasks. In many classes observed, including the seventh and eighth grade English language arts classes and the sixth grade math class, there were pre-planned instructional groups around student needs, readiness, learning profiles, or interests.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

Curricula are aligned to CCLS and content standards and academic tasks are planned using student work and data.

Impact

The school curricula are planned based on Universal Design for Learning (UDL) and adjusted to meet the needs of a diversity of learners.

Supporting Evidence

- A review of current curricula units and tasks shows that the units are aligned to CCLS and promote the instructional shifts. The units and lessons are designed with objectives and differentiated instructions for grouping, formative assessments, and extended learning to reach all students, especially the large percentage of the total population of students with learning disabilities and English language learners.
- The English language arts curriculum shows a variety of informational and literary texts, and unit performance tasks reflect the staircase of complexity, from the sixth grade writing a short story about characters facing challenging experiences to the eighth grade analyzing three college applicants to determine the best candidate; thus preparing students with academic skills and promoting college and career readiness.
- The school uses the Scholastic CodeX curriculum and Teaching Matters, Inc. (TMI) Writing Matters curriculum for English language arts. Social Studies uses TMI Voices ad Choices. The mathematics team uses Connected Mathematics Project 3 (CNP3) as its core curriculum. All the teacher teams meet weekly to determine the effectiveness of instruction and make adjustments based on student needs as identified by classroom, state, or other standards aligned assessments.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teachers use assessments, rubrics, and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery. Teachers adjust curricula so that all students demonstrate increased mastery.

Impact

The structured assessments of student learning, including the daily assessments and other formative and summative assessments, enable the teachers to know where every student is on their path to mastery and inform the teachers to adjust teaching to meet the student needs.

Supporting Evidence

- Teachers employ the daily assessments, such as the instructional routines of Think (Write)-Pair-Share, Idea Wave, On Demand Writing, or Socratic Seminar as the basis for formative assessments for all the English language arts and social studies instruction. All the English language arts and social studies classes have end-of-unit assessments and CCLS aligned independent tasks. Teachers plan with daily learning objectives and measure student learning with exit slips, quizzes, or discussions. Teachers also make instructional adjustments to the mini lessons based on the formative and summative assessments while preserving the intended instructional outcomes that are aligned with the CCLS benchmarks.
- Teachers have been trained to use the Mastery Connect Online system for tracking individual student's performance by CCLS. For example, one eighth grade English language arts teacher uses the data set from the Mastery Connect Online system to track the progress of every student in reading proficiency from remediation to mastery. The teacher teams review the assessment data and if learning gaps appear, the teams will begin a cycle of inquiry, to determine the possible reasons for poor performance, identify new strategies and tasks, reteach and re-assess to ensure that all students meet the learning objectives.
- The school conducts a mid-year English language arts and mathematics assessment and then tabulates, disaggregates and analyzes the data by each grade to inform any adjustments to curricula and to plan interventions. At the classroom level, teachers use rubrics, such as New York State Grade 6-8 Expository Writing Evaluation Rubric and Special Projects Rubric, to guide student working toward mastery and provide feedback to students on their work, with specific next steps. Teachers also give students digital feedback on their work, which can be accessed by all of their teachers, counselors and their families. Students do peer evaluation of each other's work to self-assess; one example is the peer evaluation on their presentations using the presentation rubric.
- During the student conversation, one eighth grade student talked about how group work helped him learn in English language arts class. When asked, every student knew exactly what they needed to work on more; for example, paying attention to what the task is asking, or citing evidence. Students also shared their experience of doing peer assessment on the first draft of a compare and contrast essay. The sixth grade English language arts baseline data collected in September 2014 showed that 52.63% students performed at level 1, 36.84% at level 2, and 7.89% at level 3; and the sixth grade English language arts benchmark assessment data of November 2014 revealed that 50% students performed at level 1, 30.26% at level 2 and 14.47% at level 3.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders and staff consistently communicate high expectations and establish a culture for learning through ongoing feedback to students and families.

Impact

All students are supported in academics and in social emotional development. Students and families are kept abreast of student progress towards the high expectations.

Supporting Evidence

- The school leaders and staff articulate a set of beliefs about how students learn best to acquire skills and knowledge, and through collaboration with Global Kids (GK) and Princeton-Blairstown Center (PBC), all students are involved in activities and classes that teach the school norms and support a culture for learning. Students and families have participated in activities with the GK and PBC programs that are grounded in youth development principles, support team building, self-awareness, stewardship, social-emotional literacy, and the rigor of character necessary to succeed in college and in life. Led by GK and PBC staff, teacher-advisors conduct weekly classes accentuated by aligned community-action projects and peer mentoring. The message of high expectations for learning has resulted in an increase in attendance and decrease in chronic absence and lateness, comparing the years 2013-14 to 2014-15.
- Parents indicated that they receive information regarding their student homework, behavior, and attendance every day and they use the school Jupiter Gradebook system to follow student academic progress. One parent shared that her son had difficulties in mathematics last year. This year the mathematics teacher put him on an online mathematics program for him to work at his own pace, at home and in the class to catch up, and now he is on track of the learning, which the parent can monitor through the school Jupiter system.
- The school follows a High School Articulation Outline to prepare students for the next step of learning. Teacher-advisors prepare students with the helpful questions for the high school fair, and high school interviews. Teacher-advisors hold a High School Preparation breakfast for students and take students to visit the high schools in the neighborhood, including Manhattan Center, Central Park East and Young Woman’s Leadership.