Quality Review Report

2018-2019

The High School for Global Citizenship

High school 17K528

883 Classon Avenue
Brooklyn
NY 11225

Principal: Michelle Rochon

Dates of Review:
May 1, 2019 - May 2, 2019

Lead Reviewer: Jennifer Eusanio
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

The High School for Global Citizenship serves students in grade 9 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>To what extent does the school...</td>
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<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
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<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
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### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Well Developed</td>
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<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
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### Systems for Improvement

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<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
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<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
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<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
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**Findings**

School leaders consistently communicate high expectations for planning to the entire staff. Teachers and other staff members establish a culture for learning that systematically communicates a unified set of high expectations for all students through school-based partnerships and college-bound programming.

**Impact**

Training for staff promotes a culture of mutual accountability for schoolwide expectations. Clear and focused guidance and program supports ensure that all students take ownership of their learning in preparation for the next level.

**Supporting Evidence**

- A variety of structures are in place to communicate school leaders’ expectations on high-quality lesson plans. These structures include the staff handbook, which was reviewed, revised, and collectively adopted by all staff this year. A school website is used to post the handbook and other accompanying guidance documents to support teachers and other staff in enhancing the school’s instructional focus. Staff-led professional development (PD) during vertically organized meetings reinforces the school’s instructional focus on high-quality lesson plans and building instructional capacity, the revision of lesson plans, and building coherence in planning documents. A review of schoolwide lesson plans reflects the use by all teachers of a common planning template, which was revised by staff this year to include standards, vocabulary, student modifications or accommodations, formative assessments, and a step-by-step procedure.

- To promote and support college and career readiness, a portion of the school’s program for juniors and seniors integrates a Science, Technology, Engineering, Art, and Math (STEAM) program at the Brooklyn Navy Yard. Students are given the option to select from among four program tracks: culinary arts, computer science, design engineering, and construction. In an interview, students reported how these programs have supported their future college and career trajectories. In computer science, one student stated that he is learning how to build and configure computers and how the certifications he is working toward now are preparing him for a career in this field. Another student shared that he is aspiring to open his own bakery and will be using the skills in the culinary arts, which also includes classes in hospitality management, to produce a business plan and assess his product to ensure that what he makes is of high-quality. Each student interviewed shared ways they are working to ensure that they become certified in their track and how this opportunity is helping them choose their careers more carefully.

- The school offers multiple opportunities for students to be exposed and supported in building college and career readiness skills through grade-level advisories, one-to-one transcript reviews, and consultations with the guidance counselor. Students reported that class selections, such as economics, a variety of internships, trips to colleges, and courses through College Now and at different colleges, help them to meet and exceed the schoolwide expectations. Students shared that through these structures, they have learned about a variety of college course options, scholarship opportunities, and the importance of early college acceptance and passing their courses and tests. All of the interviewed students reported ways in which they are working toward being college and career ready.
Area of Focus

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
Teaching strategies consistently provide multiple entry points into the curricula, but do not fully integrate high-quality supports and extension within a few classes. Class-level discussions, Socratic seminars, and meaningful work products are prevalent across classrooms.

Impact
Although students are engaged in appropriately challenging tasks and responses reflect high levels of participation, in some classes, strategies are not currently implemented to ensure higher-order questioning, thinking, and ownership within all student responses.

Supporting Evidence

- Teachers provide scaffolds to students across classes in the form of sentence stems and graphic organizers to help them engage in higher-order thinking. Students with disabilities used diagrams and reference materials. English Language Learners (ELLs) used translated texts and visuals. In an Integrated Co-Teaching (ICT) United States (U.S.) History class with a push-in English as a New Language (ENL) teacher, the ENL teacher provided students with translated versions of the text and graphic organizers. In an Algebra I class, the ENL teacher provided students with sentence stems to assist them in math discourse with peers while engaged in a task. However, the use of extensions to further challenge students to engage in conceptual thinking or deepen the level of critical thinking and questioning within their work products was varied in a few classes. In a social studies class, although students were provided with graphic organizers and questions for deeper thought, students' responses demonstrated that more challenging extensions were not in place to allow for increased synthesis across the entire class by all students.

- Across classes, students engaged in peer discussion or used a fishbowl structure of Socratic seminar to engage in critical thinking and questioning. In an English class, students responded verbally to several questions that asked them to develop an argument, use text evidence to support their thinking, and elaborate. Although some students fully engaged in responding to the guiding questions on the topic of racism and how they could make a change, others did not participate as fully as their peers. This was also observed in an art class, where some students actively took a strategic approach to create a model on a computer, yet due to the pacing of the class, others were less engaged in the topic.

- Some level of student ownership of their own learning was apparent in a few classes. In an Advanced Placement (AP) English Literature class, students were proactive during a Socratic seminar in using post-its to pose questions in the inner circle conversations, respond to a question, or support their partner. One student posed a character change question, while another posed prediction questions. Although this level of ownership was present in this class, in some others, levels of participation varied. In a math class, although students were provided with a choice between two types of congruent triangle problems to solve, some students did not demonstrate the same level of participation as others in the class.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and/or content standards, and strategically integrate deep understanding as an instructional shift. Rigorous planning of tasks is embedded coherently across grades and subject areas.

Impact

Strategic planning promotes coherence across grades and subject areas within curricula that support college and career readiness. Tasks incorporate questions and prompts that expose all students to opportunities where they must demonstrate their thinking.

Supporting Evidence

- An ongoing strategic focus of the vertical team this year is building college readiness within the school’s curricula. The team integrates planned tasks and strategies to prepare students in utilizing college-level writing structures and styles, such as those of the Modern Language Association (MLA) and American Psychological Association, which are commonly used for citing evidence in essay writing. In addition, across the curricula, unit plans include learning objectives that focus on English Language Arts (ELA) instructional shifts, such as providing text-based answers, and writing from sources. In a U.S. History unit plan on responsibility and cooperation, the enduring understandings include the reasons behind World War II, its impact on society, and its connection to the end of the Great Depression. Students will engage in multiple document-based reviews to provide answers to text-based questions. Similarly, in an English unit on values, students will be exposed to the book *Hunger Games*, by Suzanne Collins, and make connections with current events through newspaper articles and other forms of journalism, including social media, to formulate and write arguments and use text evidence in support of their thinking. Overall, curricula planning fosters continuous learning and tasks that support post-college readiness.

- In other content areas, planned tasks integrate the justification of arguments and use of sources or tools in support of rigorous discussion and use of evidence. In a Living Environment lesson plan, students are required to use a Socratic seminar to engage in a conversation on climate change and whether it has contributed to recent natural disasters. Students are asked to answer a series of questions, develop arguments, and use text-based evidence to defend their positions. Similarly, in an Algebra I lesson plan, students are asked to consider multiple tools, strategies, and perspectives when answering a word problem and determine which strategies are most effective while providing a rationale for their thinking.

- The vast majority of lesson plans, including those written for ICT classes, reflect the use of Webb’s *Depth of Knowledge (DOK)* when planning focus questions for students to use for Socratic seminars. The focus questions are planned for a range of DOK levels, from level one (recall) to level four (extended thinking). In an AP seminar class, focus questions include “How do you provide your thesis?”, and “How does the structure of your essay lead to a better understanding for your topic?” In a global studies lesson plan, the focus questions include prompts to help students critically think, such as, “What do the human atrocities of the first half of the 20th century tell us about humanity, nationalism, war, and power?” Overall, teachers plan tasks that enable all students to demonstrate critical thinking.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Teachers use common interim assessments to determine student progress toward goals across subject areas and grades. Across classes, in-class assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Teachers use assessment data to make curricular and instructional adjustments within action plans. Effective in-the-moment adjustments across classes aid in meeting all students’ learning needs.

Supporting Evidence

- Every six weeks, teachers administer common Regents- and Common Core-aligned interim assessments. The staff engages in a review and analyzes the performance data to develop an action plan that includes adjustments to curricula and instruction to support students’ performance-based needs on specific standards. A review of action plans across core content areas indicated a variety of adjustments that include reteaching topics and/or skills and strategies to specific students, groups, or, if needed, the entire class. An ICT Common Core Algebra I action plan indicated that students struggled during their last interim assessment with understanding and constructing functions. As a means to spiral, or continuously return to, and reteach, a Spiral into Do Now would be implemented, where students will practice the same skills again and create an interactive reference notebook as they proceed forward. They would indicate and define vocabulary words that they find difficult, as well as provide an example of the term and how it is used in different contexts. ELL student progress is also monitored, and action plans to support their content and learning needs are developed by ENL teachers. After teachers reviewed ELA interim assessment results, it was noted that students in one class demonstrated difficulty making inferences, making connections with the text, and understanding unfamiliar language.

- Some of the reteach techniques to be used in whole- and small-group instruction will be to practice using close reading strategies for reading comprehension, integrate more “why” questions to assist with analytical thinking using different leveled texts, and build vocabulary comprehension of more complex words. In another ELL action plan, students struggled with summarizing information and determining opposite meanings, but most were able to utilize basic or repetitive vocabulary in their writing. Reteaching to focus on the author’s purpose, annotation of questions, and focused student self-analysis, which would have students revise at least three sentences from upcoming assignments using more academic language for clarity, are components of the instructional plan to address students’ needs.

- Across classrooms, teachers engaged in ongoing checks for understanding using question prompts and providing strategies or tools to adjust, reteach, and support struggling students. In an ICT math class, while students worked independently on the first half of a problem, two teachers and a paraprofessional assisted the students by providing sentence stems or questioning to clarify student thinking about the presented problem. Student self-assessment was observed in several classes, where students engaged in Socratic seminars and gauged their level of understanding and participation using a rubric. For example, in an AP English class, the teacher provided students with an opportunity to self-reflect and verbally share strategies on ways they could improve their score before attempting again.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders support the development of all teachers through frequent cycles of observations, where student work, data, and the quality of discussions are used to provide feedback and next steps. An observation system is used to effectively design professional learning, inform decisions, and develop succession plans.

Impact

Observation and targeted professional learning are supporting teachers’ instructional practices and promoting reflection and growth in the quality of their planning and pedagogy.

Supporting Evidence

- Feedback is provided to all teachers using student work and/or data that emphasize components of the Danielson Framework for Teaching. School leaders use their observations, especially in the area of student engagement, and feedback includes timeframes for teachers to integrate the next steps suggested during post-observation debriefs. Teachers reported and agreed that feedback is provided in a timely manner and that suggestions inform their next steps in support of their professional growth. One teacher reported that questioning was an area of improvement for her, based on how students performed during a task as per the school leader’s prioritized feedback. The teacher was provided with support during the debrief on how to use the DOK wheel for planning critical thinking, which helped the teacher reflect on the level of questioning used and how to elicit higher-order responses from students. Other teachers shared similar feedback about the observation process, and how it assists them with improving their instructional practices.

- School leaders reviewed observation reports, and determined that a focus on planning for student engagement was needed across the school to improve the quality of student work. Thus, professional learning via the school’s weekly vertical team structure incorporates agenda topics and activities on the use of scaffolds, including skill-based graphic organizers, to enhance student writing. Additionally, when planning rigorous tasks, teachers receive training on how to develop lesson criteria and learning objectives, and design rubrics to assist students in self-evaluation so that they can develop goals for themselves. A review of lesson plans reflected the incorporation of scaffolds and in-class formative assessment practices as an outgrowth of the professional learning and reflection of teachers.

- Observations are used to make informed decisions on teacher tenure and teacher leadership opportunities. Professional coaches train teacher-leaders and support other teachers in planning coherent lessons and using scaffolds and other supports to increase levels of student engagement. As a next step for one teacher, the professional learning and additional written recommendations included referring to different websites as resources to introduce Socratic seminar protocols. Instructional rounds are arranged where teachers who have shown increased performance in specific instructional areas and approaches are selected to model for others in need of support. One teacher observed another teacher and learned how to incorporate more thorough forms of feedback into her assessment practices. Another teacher learned from a teacher-leader how to incorporate activities to foster higher levels of student engagement through gallery walks.
Findings
The majority of teachers use structured step-by-step protocols to engage in inquiry and professional collaborations. Distributed leadership structures are in place.

Impact
Teachers strengthen their instructional capacity, which promotes the achievement of school goals and implementation of the Common Core. Leadership capacity empowers teachers to have a voice in key instructional decisions that affect student learning in the school.

Supporting Evidence

- Through the vertical and department team planning, teachers use a data analysis protocol to review student performance data and work, discuss strategies for support and improvement, and develop action plans. In ELA, students struggled to create central claims in their essays, which, according to teachers, is the “centerpiece” of any essay and required for a strong piece of writing on the Regents examination. Additionally, counter claims also surfaced as an issue based on a review of teachers’ data and student work. As a result, teachers use student peer editing and activities to improve the quality of short summaries and claims to support those who struggle with this concept. Teachers shared that they have learned and built their capacity in using these skills, as well as incorporating purposeful sentence stems for improved essay writing and the use of different types of graphic organizers based on student needs. Furthermore, teachers shared that these strategies are best taught during small group instruction, which is part of their action plan next steps, thus furthering school goals and student progress toward meeting the standards.

- During a vertical team meeting, after discussing a method for reviewing data on a spreadsheet, teachers split into department teams to review their data and develop action plans. A group of English teachers reviewed their data and determined that students were having difficulty with grammar, including MLA style usage. Teachers discussed reinforcing the use of an MLA online tool to support students with revising and editing their work. Additionally, teachers shared how the use of some sentence frames for developing stronger leads and the use of outlines to help with structure are some ways they have learned strategies from one another as a result of data and student work review. Other departments have shared that as a result of their data and student work reviews, as well as shared discourse from colleagues, their capacity has been built in their use of do-nows as a means for readdressing standards and organizing differentiated groupings. Thus, teachers are working as a shared vertical team to build their instructional capacity.

- Teachers have input to assist with decision making that fosters instructional improvements. This year, teachers decided to use a pineapple chart, where teachers invite one another to a specific class and hone-in on skills based on student and teacher need to support one another’s instructional capacity. One teacher shared how helpful this strategy was to obtain support in the integration of student questioning during a Socratic seminar to foster student engagement. Additionally, teachers revisited and had input on the redesign of the lesson plan template to include a section on differentiation and support for students with disabilities.