

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	11X272
District Name:	District 11
School Name:	The Globe School for Environmental Research
School Address:	3710 Barnes Avenue, Bronx, New York 10467
Principal:	Matthew Angell
Accountability Phase/Category:	Improvement (year -1) - Comprehensive
Areas of Identification:	English Language Arts - All Students; African American Students; Hispanic Students; Students with Disabilities; English language Learners; and Economically Disadvantaged Students
	Mathematics - Students with Disabilities, English Language Learners; and Economically Disadvantaged Students
Dates of On-site Review:	February 7-8, 2012

PART 1: MISSION STATEMENT

“The ability for young people to succeed in tomorrow’s society emerges not from a set of skills alone, but also from the ability to acquire knowledge, reflect, and react. At the GLOBE School for Environmental Research, students experience an interactive curriculum that prepares them for success in this rapidly changing world. Students are held to the highest academic, social and personal standards. The primary purpose of this school is to provide a quality education in a safe environment.

The GLOBE School for Environmental Research recognizes the need to build strong family-school collaborations. We encourage families to participate and be part of the school community through volunteering, participating in goal-setting conferences with their children, family conferences and other events. We believe that these events and practices support families and their children in developing a sense of pride and teamwork and making appropriate choices.

The GLOBE School for Environmental Research encourages students to continually take initiative and meet personal challenges which will lead to academic as well as emotional growth. The curriculum, in conjunction with the youth development team, helps to strengthen and support the academic connection formed between children, parents, faculty and the community.

The GLOBE School is divided into six learning communities each with a team leader. Teachers work collaboratively meeting on a regular basis to review data, set goals and plan for instruction in order to improve student outcomes. We as a school community hold the following core values and beliefs:

- Use of data to individualize instruction, set individual student goals and set high expectations for student success.
- Students' success is reflective of social, emotional and academic growth.
- We believe that parents and Community Based Organizations are valued partners in the educational process.

Queens College collaborates with us offering on-going professional development based on our school theme and needs."

PART 2: SCHOOL STRENGTHS

- There is a caring atmosphere within the school.
- Teachers enjoy the team structure established by the Principal. Teachers share information and state that the teams feel "like a family."
- The school leader has an extensive understanding of the school's data, including data disaggregated by subgroup.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Although there is extensive understanding of the school's data, there was limited evidence that teachers use student data to differentiate instruction in English language arts (ELA) for all students, including the identified subgroups.
- The school collects data on behavioral incidents in the school and has shown some evidence of developing a plan to address behavioral issues in the school.

RECOMMENDATIONS:

- Professional development (PD) should be provided for teachers on how to differentiate instruction for all students, as well as for special populations. Additionally, the school should seek Network support to conduct inter-visitations within schools that have similar populations that are successfully using data to differentiate instruction.
- School leaders should monitor the Positive Behavioral Intervention Support (PBIS) program regularly to ensure that student needs are effectively addressed.

II. TEACHING AND LEARNING

FINDINGS:

- In classes visited by the review team in both ELA and mathematics there was little differentiation in instruction for students with disabilities and English language learners (ELLs). Direct instruction was the primary pedagogical practice observed in most classes.
- Teacher feedback on observed student work was not specific and did not provide clear next steps for students to improve. Students are provided with individual goals in each class; however, specific strategies to achieve those goals were not specified. In both ELA and mathematics, school rubrics are generic and not specific to the assigned tasks. Rubrics are posted in some classrooms but are difficult to read.
- In most of the classes visited by the review team, teacher questioning was not rigorous and did not engage students in higher order thinking. There was limited evidence of the development of higher order thinking skills. Most questioning in classrooms was teacher-to-student and focused on basic factual recall skills.

RECOMMENDATIONS:

- PD should be provided for Integrated Co-Teaching (ICT) teachers and general education teachers that focus on different methods of instructional delivery. Additionally, teachers should provide regular opportunities for students to work cooperatively and discuss issues so that they become more proactive learners and engage in higher level thinking. Supervisors should monitor the implementation of these different methods of instructional delivery through regular observations. The school leadership should seek support from the Network to have PD that supports teachers in effectively differentiating instruction to allow access to the curriculum for all students, including special populations. The school leadership should seek Network support to conduct inter-visitations to schools that are successfully differentiating instruction to meet the needs of all students.
- The school leadership should seek PD from the Network to improve the quality of teacher feedback to increase student learning. Rubrics that are currently used to provide feedback should be revised to meet the changing needs of the students, while allowing for clear and high expectations for student success. Models of leveled work should be provided to students. School leadership should regularly monitor the quality of teacher feedback, the development of rubrics, and the engagement of teacher teams in the process.
- The school leadership should identify team members within the school who have mastered higher order questioning techniques and, within the established teacher teams, work to improve the quality of questioning within each classroom. Teacher teams should utilize peer inter-visitations to observe the use of questioning techniques that elicit students' higher order thinking skills.

III. SCHOOL LEADERSHIP

FINDINGS:

- The school leadership has articulated multiple goals and objectives, as noted in the Comprehensive Educational Plan (CEP); however, there is limited evidence of systematic monitoring of progress towards those goals.
- The school leadership has provided distributed leadership through the teacher team structure and flexibility to provide instructional and socio-emotional supports for students as needed. Within the teacher team structure, teachers are provided with time to push into classrooms. However, there is no defined role or system of accountability for the push-in support.

RECOMMENDATIONS:

- The school leadership should develop a systematic process to monitor the progress of the school towards meeting the goals within the CEP. This system should include interim benchmarks and achievable goals that should be met before establishing new priorities.
- The school leadership should re-evaluate the system for push-in support and develop a structure to regular monitor the effectiveness of the program.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Based on interviews and reviews of documentation, the team concludes that there are limited partnerships with community based organizations, including mental health facilities and services, although a large percentage of the population requires counseling.
- There is insufficient counseling to provide support through the transition from middle school to high school for all students. Interviews with staff and students indicate that students are expected to research school choices independently, after an initial presentation on the high school selection process.
- There is inconsistent use of the PBIS program in the school.

RECOMMENDATIONS:

- The school leadership should identify community based partnerships to support the needs of the students and their families.
- The school leadership should work with the guidance counselor to develop a more in-depth plan to support all students to research high school choices and to better assist them to navigate through the high school selection process.

- The school leadership should work with the teacher teams to prioritize the implementation and monitoring of the PBIS program. The school, with the assistance of the Network student support staff, should ensure that the development and implementation of the program is consistent, including tiers of support for special populations.

V. PROFESSIONAL DEVELOPMENT

FINDING:

There is little evidence that PD is differentiated to meet the needs of individual teachers.

RECOMMENDATION:

The school leadership should evaluate the individual needs of all the teachers in the school and set individual goals in conjunction with the teacher. Together, the school leadership and individual teachers should develop a plan with interim benchmarks to monitor the progress of the teacher in meeting the goal. Monitoring of the teachers' progress should be embedded within the observations.

VI. FACILITIES AND RESOURCES

FINDINGS:

- There is a newly constructed campus library that has a functioning media center, but no books are present.
- Classroom libraries are inadequate to meet the needs of diverse students. Libraries are organized by genre.

RECOMMENDATIONS:

- The school leadership should review the school budget and seek the support of the District/Network in securing resources and supplemental funding to purchase library books to better support the learning needs of all students. Grade level literature, reference books, periodicals, paperback books, etc., should be available to meet the needs for all students. Inventories should be kept and school leaders should oversee and monitor library resources through observations and walkthroughs.
- The school leadership should ensure that students have access to appropriate level and high interest texts that support the needs of students in all classes.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.