



**Department of
Education**

Carmen Fariña, Chancellor

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

Quality Review Report

2014-2015

Henry H Garnett

Elementary School M175

**175 West 134 Street
Manhattan
NY 10030**

Principal: Kavita Jagarnath-Pereira

**Date of review: March 26, 2015
Lead Reviewer: Mark Ossenheimer**

The School Context

Henry H Garnett is an elementary school with 374 students from grade kindergarten through grade 5. The school population comprises 61% Black, 33% Hispanic, 2% White, 1% Asian, 1% Multi-Racial, and 2% other students. The student body includes 11% English language learners and 23% special education students. Boys account for 47% of the students enrolled and girls account for 53%. 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	Developing
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	Celebration	Proficient
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	Additional Findings	Proficient

Area of Celebration

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Across classrooms, teachers create and use assessments, rubrics, and checklists aligned to the school's curricula. The school uses common assessments to determine student progress toward goals.

Impact

The school's assessment practices result in actionable feedback to students and teachers, as well as shifts in the curricula to meet student needs.

Supporting Evidence

- The school uses baseline and end of unit assessments from Go Math, Ready Gen, social studies performance based assessments (PBA), and science PBA to measure ongoing progress across all core subjects. In addition, the school has implemented two new assessment tools this year that provide a deep analysis of reading and writing levels. Fountas and Pinnel is used at every grade level and administered four times a year measuring reading progress. On demand writing assessments were developed from *Writing Pathways* by Lucy Calkins and were chosen based on a needs analysis indicating effective writing was a school-wide need.
- Writing data resulted in a school focus on opinion writing centered on the skills of lead, elaboration, and transitions across all subject and grade levels. For example, rubrics from current tasks in social studies, science and ELA were applied to opinion writing pieces measuring these three skill areas.
- Common Core aligned rubrics were evident across subjects and grades. A review of student work in work folders, posted in classrooms, and in student binders demonstrated students receive clear feedback aligned to the rubric with at least one next learning step. Teachers and students engage in feedback conferences with students and document on Feedback Conference Sheets what they performed well on and what they need to improve. Students also engage in a feedback "Meta-Cognition" reflection after each rubric-based assessment that is attached to the work and asks students to explain the task, their process in completing the task, and their learning in relation to the "essential outcome" of the task.
- During the student meeting, every student could articulate their reading progress by citing the Fountas and Pinnel level from the first administration and the third more recent administration. For example, a fourth grade student stated that her reading group changed because she has moved from a Level M to a Level S and a fifth grade student with a learning disability moved from a Level U to a Level Z, placing her on grade level.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Across classrooms, teaching practices are becoming aligned to the curricula and instructional focus informed by the Danielson Framework for Teaching. Teaching strategies inconsistently provide multiple entry points into the curricula.

Impact

As teachers work to adopt and use appropriate strategies, students are engaged unevenly across classrooms in challenging tasks and demonstrations of higher order thinking.

Supporting Evidence

- The school states the belief that students learn best through authentic and rigorous experiences that are structured so students productively struggle independently and collaboratively in the task. These practices were observed unevenly across classrooms. For example in an observed kindergarten class lesson, students engaged in completing a Venn diagram comparing and contrasting a police officer with a fire fighter. Students then moved into leveled writing groups to complete an opinion-writing piece. However in a different observed kindergarten class math lesson, students were not engaged in the learning task or content as they engaged in off task behavior while the two teachers gave whole class instruction.
- The lack of appropriate extensions for higher performance level students across subjects resulted in uneven student engagement across classrooms. For example, a math lesson on measurement had an extension group; however, the students were observed using a ruler and taking measurements using whole numbers that was the same task as other groups and were not appropriately challenged. A first grade class was engaged in a writing assignment, with different groups engaged in either completing a graphic organizer or writing a paragraph. However, without an extension, several students who completed the task did not have the next steps to take their writing to a higher level. The teacher eventually redirected the students to read their independent reading book, instead of continuing to engage in opinion writing.
- A fifth grade English lesson transitioned from reading into writing with the teacher asking students to choose the appropriate entry point into the ongoing work. One group continued to work on a graphic organizer, another group started writing a paragraph based on their organizer, and another group sat with the teacher for more direct support in starting their writing. This level of student ownership was an emerging practice not yet evident across the majority of classrooms.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and the instructional shifts. Planned academic tasks are regularly refined and emphasize rigorous habits.

Impact

The school's purposeful curricular decisions result in coherency and alignment across grades, as well as accessibility to rigorous tasks for a diversity of learners.

Supporting Evidence

- The school uses Ready Gen, Go Math, the New York City social studies scope and sequence, and FOSS science with a dedicated plan ensuring implementation of the Common Core aligned curricula weekly. This year the decision was made to move from 60 minute periods to 90 minute blocks that has resulted in the addition of a specific daily writing period in addition to dedicated reading instruction.
- Writing across the content areas was evident in planning documents and academic tasks. For example, opinion writing tasks that utilized the same structures and standards were evident in English language arts regarding a piece of fiction, in social studies regarding civil rights, and music regarding comparing musicians from different periods. There are also math writing assignments that incorporated math and writing standards. For example, one planned task asked student to determine "Who made the error?" This required students to solve mixed number equations, and write their mathematical process in explaining which person in the problem was correct and why, and which was wrong and why.
- Planning documents demonstrate that teachers anticipate possible misunderstandings and errors within tasks, developing potential questions or scaffolds to be used if needed. For example, a fourth grade ELA task had an anticipated confusing sentence within the close reading. The plan identified for the teacher, which sentence in the following paragraph would possibly address the confusion. A math lesson on measurement anticipated a common error made by students in the task, and a possible demonstration using a manipulative that would clear up the misunderstanding.
- Lesson plans across classrooms demonstrate planning across subjects for purposeful grouping based on academic need or level. For example, a kindergarten lesson plan on counting had one group counting with marbles, one with color-coded cubes, one with a number line, and a reteach group. An ELA class plan listed which students were seated into language analysis, close reading, or extended concepts groupings. Students in classrooms discussed how their groups changed regularly and were based on their levels.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

The principal consistently communicates expectations for professionalism and learning to all staff connected to the Danielson Framework for Teaching, provides training, and has a system of accountability for those expectations. The school communicates consistently with feedback on student progress to families.

Impact

The school community has built a culture of learning that communicates high expectations and provides supports to staff and families to help students achieve academically.

Supporting Evidence

- The principal provided a document of non-negotiables for teachers and administrators at the beginning of the school year. The document for teachers describes clear school-wide expectations for each of the four domains of the Danielson Framework: planning and preparation, classroom environment, instruction, and professionalism. The document for the assistant principals included goals for the year and performance criteria for each respective area of supervision, observation cycles, and professionalism.
- In order to provide a model to staff regarding expectations, the principal took teachers to a nearby school with a similar student body that exemplified many of the key parts of the non-negotiables such as print-rich environments with leveled classroom libraries. In addition, the principal sends the Weekly Gazette that provides feedback and celebrates teacher success by sharing best practices observed the previous week across classrooms, thus reinforcing the expectations throughout the year.
- Parents stated the school communicates with them regarding their child's progress, overall school expectations, and opportunities to participate in the school community. Parents cited regular emails and texts from classroom teachers and the school's automated system. Many parents stated they take advantage of the Tuesday parent engagement time to meet directly with the child's teacher. The school has started workshops on content specific topics and the upcoming state exam to inform parents of strategies that can be implemented at home to support their child's learning.
- The school uses parent volunteers from the Learning Leaders program directly in classrooms to support teachers, instruction, and students. The school recently organized a community service day on Martin Luther King Jr Day. Over 100 parents attended committing time and resources to support the school community in an effort to raise the achievement of all students. Parents consistently referred to Henry Garnett as a "village."

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teachers are engaged in structured inquiry-based professional collaborations that promote the achievement of school goals and implementation of the Common Core. Distributed leadership structures are in place.

Impact

Professional collaborations strengthen the instructional capacity of teachers and promote shared leadership providing staff with a voice in key decisions that affect student learning.

Supporting Evidence

- An observed grade level team engaged in inquiry regarding a student's writing in a common math task. Student work was presented with a teacher generated question regarding moving the student to fuller explanations of process in extended response prompts. The team brainstormed ideas, developed a concrete strategy for the teacher to use, and planned on examining a new piece of work from the same student in a future meeting to measure progress. This was the fifth inquiry cycle of student work since December for this team.
- The music teacher presented an opinion writing task in a different teacher meeting that incorporated the school's instructional focus on opinion writing across subjects. The teacher discussed how observing other teachers teach writing, and share resources with him built his capacity to incorporate this into the arts.
- The Professional Learning Team (PLT) is comprised of teachers and administrators meeting weekly to examine school wide data and develop professional development opportunities for all staff. A key decision the PLT has led was the shift in the fall after the item skills analysis was released of the instructional focus to opinion writing across subjects.
- In addition to teacher participation on the PLT, teachers are leaders at the grade and subject levels, as well as being mentor teachers and leading "lab classrooms" open to inter-visitations from fellow teachers. The Positive Behavior Intervention System (PBIS) team was formed this year in response to school culture data and is led by teachers, who also provide professional development to the rest of the staff. The special education team has become a model for writing individual education plans (IEPs) within the network and hosts visits from other schools. These teacher-led programs build capacity in supporting students socially and emotionally and in enabling them to experience more success in the classroom.