



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

The William Lloyd Garrison

Elementary - Middle School X031

**250 East 156th Street
Bronx
NY 10451**

Principal: Jayne Hunnewell

**Date of review: February 11, 2015
Lead Reviewer: Sandra Litrico**

The School Context

The William Lloyd Garrison is an elementary - middle school with 729 students from kindergarten through grade eight. The school population comprises 25% Black, 70% Hispanic, 2% White, and 2% Asian students. The student body includes 16% English language learners and 23% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 90.0%.

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	Additional Findings	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	Focus	Developing
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	Proficient

Area of Celebration

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 and support. There is purposeful and collaborative planning time with well-established routines for agenda setting, facilitation and protocols to consistently analyze data and student work.

Impact

The work of teacher teams has resulted in improved pedagogy and student progress on assessments. Shared leadership structures build capacity to improve student learning.

Supporting Evidence

- Teachers are engaging in the inquiry process by analyzing student work and sharing successful strategies in order to create a “strategy bank” for all teachers, based on the inquiry cycle promoted by the National School Reform. In addition, professional learning communities based on teachers’ interests explore topics related to pedagogy and curriculum across grades and content areas.
- Teacher teams update curricula, design performance tasks and norm their understanding and evaluation of student work. After analyzing the New York State testing data in English language arts (ELA) and math and identifying one priority standard to focus on across all content areas, each teacher chose four students to target. They continue to analyze their students’ work and monitor their progress. Teachers use student analysis worksheets that summarize student strengths as well as areas for improvement and develop next steps for growth. Teacher team members also use discussion protocols in their classrooms as well as develop checklists and rubrics to monitor the efficacy of the discussion protocol initiative.
- The grade 2 planning session focused on revising the task and rubric for their upcoming assessment. The agenda included determining what the task is asking students to do, if the task needs revision to include information that is more specific and if the rubric accurately assesses student understanding. Teachers review assessment data, student work products and continually discuss how their teaching can impact student achievement.

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Developing
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Findings

Teachers' use of a broad range of assessment data does not consistently lead to meaningful instructional planning, adjustments and interventions for students. There is little actionable feedback provided to students in terms of next academic steps.

Impact

The inconsistent use of assessment results to adjust curricula and instruction hinders the ability to meet all students' learning needs. As a result, teachers' assessment of student learning does not always lead to targeted interventions, varied scaffolds and shared instructional planning to meet all students learning needs.

Supporting Evidence

- Across grades, teachers use common assessments aligned with the school's curricula. The I-Ready analysis growth reports also provide teachers with a needs analysis. Teachers working in grade teams determine which formative and summative assessments they use throughout a unit of instruction and collectively analyze the results of the assessments and plan for student learning. While this productive linking of assessments and instruction occurs routinely, it is not uniformly pushing students to greater content or skill mastery.
- There are some missed opportunities to attend to students' skill gaps and students demonstrate only modest levels of progress. Although teachers repeatedly ask questions, many do not analyze student responses as a check for understanding. This hinders teachers' ability to make timely decisions and effective adjustments so that students receive daily feedback and are able to master concepts and further their own learning.
- Some teachers use rubrics and/or "glow & grow" comments to provide written feedback to students but the quality varies. Some teachers give meaningful advice that includes next steps for improvement, while others write general comments.
- While administrators and teachers review student test data and track results, their approach is limited to identifying the needs of individual students. All teachers are not consistently using the data to make needed changes to the curriculum across content areas, student groupings and their instructional practices.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and faculty align curricula to Common Core Learning Standards, integrate the instructional shifts and make purposeful decisions. Curricula are refined using student work and data so that diverse learners have access and are cognitively engaged.

Impact

The school's curricular decisions build coherence that promotes college and career readiness for all learners. The curriculum units incorporate lessons that result in high levels of student thinking and engagement.

Supporting Evidence

- The school utilizes Common Core aligned programs such as ReadyGen for kindergarten to grade 4, Expeditionary Learning in grades 3 through 8, Go Math! in kindergarten through grade 5 and Connected Math Program (CMP3) for grades 6 through 8 as well as Exemplars in math. In addition to the suggested modifications made by the curriculum resources, teachers use informal and formal assessments to provide multiple entry points for their English language learners (ELLs) and special education populations. For example, some classrooms have developed learning centers and teaching stations in ELA and math in order to provide multiple entry points for assessing skills and strategies.
- The school embraces curricular adjustments that reflect the citywide instructional shifts to improve the balance between nonfiction and fiction reading and writing and inclusion of text based evidence. Special education teachers are piloting their use of news articles that offer students high interest topics aligned with their reading levels. Some teachers are using Webb's Depth of Knowledge levels of questioning while planning their lessons.
- Unit plans in math include lesson objectives, essential questions, assessments, connections, a 'teach and talk' where students model and explain their thinking, independent practice, a share, reflection and extension. A grade 5 lesson plan on place value included varied tasks for small group instruction, a re-teaching and enrichment activities. The problem solving discussion rubric criteria includes ability to restate the question/task, explain thinking using evidence and accountable talk and actively listens to group members.
- The learning target in the ELA lesson was "I can identify key details and vocabulary to analyze the author's purpose in an informational text". The article, entitled "To Walk a Tightrope between two Buildings, the Math can be Tricky", immersed students in discussion and problem solving. The integration of content areas further pushed student thinking. The students used context clues to determine the meaning of key phrases. Modifications included copies of the speech for ELLs and presenting questions in advance.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

While pedagogy provides consistent instructional supports, including questioning and discussion techniques, the use of strategic entry points and extensions that foster deep reasoning in student work products was not evident in some classrooms.

Impact

The consistent use of instructional strategies and scaffolds for students enables them to access learning in a meaningful way. However, in some classrooms, high quality supports and extensions into the curricula do not consistently challenge high achieving students.

Supporting Evidence

- Teachers use scaffolding techniques such as modeling, activating prior knowledge, providing visuals, anchor papers and technology to support ELLs and students with disabilities. Teachers group students and differentiate tasks based on students' needs. In the special education self-contained class, one student group worked independently on a computer math program while other groups worked with a teacher or paraprofessional. One group used dry erase boards to draw pictures as a problem solving strategy, while another group had a choice of manipulatives, including cubes or toothpicks, to depict the problem. The teacher uses the I-Ready math data to target which skills and strategies each student needs.
- Across grade levels, a focus for the school is to promote student discussion. Teachers have accountable talk stems/protocols displayed in classrooms to promote discussions. This was evident in the grade 8 integrated co-teaching class. Students discussed what it means to be compassionate and follow the golden rule as it related to the story *To Kill a Mockingbird*. The teacher posed questions to deepen the conversations and students expanded on each other's ideas with evidence from the story as they agreed or disagreed.
- Students engaged and focused on a grade 7 social studies lesson on the changing role of women. Students did research on the women's rights movement and the abolitionist period. They compared and contrasted the two movements. They watched a video on Woodrow Wilson. The teacher asked students "Why did women ask for voting rights first instead of freedom of speech?" and "Would you have asked for that right first or something else?" Students debated this and other pertinent questions and then formulated their own interview questions for an upcoming mock trial. However, this level of student ownership and independent on-task work was only evident in some classrooms.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently message high expectations to the entire staff via the use of the Danielson Framework for Teaching, in trainings and in other modes of communication. Staff and school leaders consistently communicate expectations that are connected to college and career readiness.

Impact

Structures that support the school's high expectations build buy-in and accountability amongst staff, students, and their families, providing a clear path towards increased student achievement and college and career readiness.

Supporting Evidence

- The school community embraces the Positive Behavior Intervention System (PBIS), an initiative to promote a culture of high expectations for all students. As a result, there is a positive social and emotional learning environment. The system fosters the celebration of student successes, acceptable behaviors and student accomplishments with school wide rewards and recognitions. Selected students are also involved in peer mediation training.
- The after-school student leadership team is undergoing training to develop leadership skills. The students are involved in various aspects of the school's life. Students are negotiating vendor services and contracts for the grade 8 prom. In collaboration with school staff, the after-school program has also arranged for student tours of college campuses. During one tour, the students sat in a simulated class with the professor to experience a college class and expectations from the perspective of a college student.
- The school utilizes EngradePro, an online communications and grade book system, which creates transparency for students, teachers and parents regarding student progress. It provides a means for communicating high expectations and it empowers parents to play an active role in their child's education. The school also sends progress reports in addition to report cards to ensure parents have a clear understanding of how their child is doing in school. Some teachers also send newsletters containing information on what students are learning for the week in each subject.
- The principal and administrators communicate their high expectations in writing using bulletins, the staff handbook and observations. They hold the staff accountable for clear expectations using the Danielson Framework for Teaching as a tool for feedback based on classroom visits, walkthroughs and student data results. For example, teachers are expected to monitor student progress and provide all students with feedback that includes next steps, self-assessment and peer evaluation. Teacher-leaders attend professional development to improve their pedagogy and to turnkey the information and provide support to their colleagues.