

Quality Review Report 2010-2011

Patrick Henry School

Elementary-Middle School 171

**19 East 103 Street
New York
NY 10029**

Principal: Dimitres Pantelidis

Dates of review: April 11 - 12, 2011

Lead Reviewer: Luz T. Cortazzo

Part 1: The school context

Information about the school

Patrick Henry is an elementary-middle school with 648 students from pre-kindergarten through grade 8. The school population comprises 34% Black, 61% Hispanic, 1% White, and 4% Asian students. The student body includes 6% English language learners and 5% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009 -2010 was 92.0%.

Overall Evaluation

This school is well-developed.

Part 2: Overview

What the school does well

- The principal makes informed and highly effective organizational decisions across all aspects of the school to support improvements in adult and student learning.
 - The principal's clearly defined instructional priorities drive the use of resources that are well aligned to the principal's performance goals and the Comprehensive Education Plan. Every teacher's staffing assignment includes instruction in a daily literacy block, additional content class, and extended school day so that academic intervention services are embedded in the regular school day three times per week, with a fourth day reserved for collaborative teacher planning. As a result of these strategic decisions, time on task is optimized for the entire school community who share a clear focus leading to increased student achievement.
- The curriculum offers a wide range of rigorous learning experiences and choice including the arts that facilitate students' ownership of learning.
 - The curricular maps are designed with serious emphasis placed on students' ability to engage in higher order thinking and project-based learning. Reading and writing assignments in all core subjects require students to consistently evaluate the significance of their evidence and argue their positions using this knowledge. As a result, students are gaining competency in these college readiness skills.
 - Teachers use effective questioning strategies, print and technology resources to engage all students in science experiments, extend their mathematical thinking and engage them in problem solving to accelerate their learning process. These are embedded practices across grades and disciplines. As a result, the vast majority of students have improved their scores on formative and summative assessments.
- The principal has established a clear and coherent instructional philosophy which is sustained by differentiated support for teachers that results in reflective and effective pedagogy.
 - The principal maintains a complex web of support for all teachers and for new teachers in particular. A research-based differentiation instruction rubric is the premier means by which the principal and staff ensure consistency with implementation of differentiation strategies within and across grade levels. Teachers are periodically videotaped as they deliver instruction; the review and analysis of teaching shifts and elevates instructional practice throughout the school, improving student performance.
 - The principal's perceptive assessment of his staff professional development needs drives a rich gamut of learning opportunities for teachers. These include video case study, attending professional conferences, engaging in study groups, and the priorities of the new

common core standards resulting in a rich level of discourse between faculty and students that has unified and elevated instructional practice.

- The implementation of well-differentiated, project-based learning gives students the opportunity to undertake research, solve problems and be highly active learners.
 - Across classrooms, teaching strategies are differentiated to provide multiple entry points for all learners. Mixed-ability student teams, from grades 6 through 8, consistently engage in rich discourse across all classrooms and engage in analyzing the evidence from a text to support the theme of a mystery novel in literature, explore the effects of oil spills on water, or analyze primary source documents to understand the political platform to understand the complex election of 1860. As a result, all students benefit from the combined differentiated instructional support of their texts, manipulatives, classmates and teachers, all of which support their understanding of content, as evidenced in student work products across grades and subject areas.
- The school is a safe place, where students are constantly engaged in learning and appreciate the high level of support they receive for their personal and academic development.
 - Staff, students and parents strongly agree that a healthy, competitive climate underpins the high levels of student performance on school projects and State assessments. The data-driven culture enables teachers and parents to facilitate reflective conversations with students so that the youngsters own the consequences for their learning and collaborate with the adults in setting their next steps for personal and academic success.
- Students and their families greatly benefit from steadily engaging as key partners in an educational experience where high expectations are consistently clear.
 - The principal, in partnership with the guidance counselor, meets personally with 8th grade students and their families to discuss best possible high school choices. The principal welcomes both formal and informal contact with parents; parents are unanimous in expressing their gratitude for how the school keeps them informed of how their children are progressing. These communication systems include monthly parent meetings, the school website, and email exchanges. As a result parents state that “the excellent communication system and high expectations for their children are things that they really value. Parents state that they are always welcome at the site, and volunteers are always encouraged to assume leadership roles in the inclusive atmosphere.
- Teachers work effectively in collaborative teams to examine student work, share promising practices, and plan curriculum and instruction that best meet their students’ needs.
 - All teachers at the school consistently exhibit a comprehensive understanding of each student’s changing needs, as demonstrated by their ongoing analysis of a wide range of data, including Acuity,

conference notes, unit tests, and longitudinal portfolios. As a result of supplementing summative data with these pieces, teachers are able to adjust their teaching resources and strategies to challenge students appropriately. Additionally, teacher teams across the school meet weekly to analyze common pieces of student work. Using a specific protocol to facilitate instructional discussion allows them to identify next steps and set instructional priorities for their individual classrooms. As a result of this collaborative work, teachers noted that student proficiency in writing is improving as evaluated using rubrics developed by teacher-teams and used to inform next steps.

What the school needs to improve

- Create a database to enable teachers, administrators, parents and students to analyze the impact of interventions and effectively track students' progress towards their achievement goals, across all core subjects.
 - The principal, teacher teams, and individual teachers all analyze data to match groups of students for placement in enrichment or at risk groups. Similarly, every teacher in the school uses a balance of quantifiable interim data, from Acuity or unit tests, or conference notes, or observations in order to address the changing academic and social needs of individual students. However, at this time, the school does not yet use one uniform tool that enables all members of the school community to access performance and progress data through a common lens for gender subgroups. This hinders efficiency of analysis and availability of information across school constituents.
- Increase opportunities for staff to reflect on the present data systems so that teacher teams evaluate and adjust their formats for appraising, organizing, and analyzing data, which depicts students' strengths and areas of need.
 - Staff members meet once a week to engage in reflective conversations about the trends identified in student interim assessment data, student work, and conference notes. Additionally, teachers periodically discuss how students are assessed and make adjustments so that increased alignment between the taught curriculum and performance tasks occur. However, at this time, the school has not yet evaluated the efficacy by which assorted student data is collected, organized and communicated with students and their families. Consequently, the staff does not own a shared depository that drives one common voice regarding student progress.
- Develop customized formative assessments that will enable teachers to capture student data on a daily basis revealing a constantly evolving picture of students' strengths and needs that will determine next teaching steps.
 - Although classroom teachers and teacher teams routinely analyze both formative and summative assessments and confer frequently with individual students and record their findings, there are presently few examples of useful assessments systems for collecting data on a daily basis. As a result, of not having an up to the minute state of the class,

some teachers are unable to effectively target specific sub-groups for daily intervention and enrichment.

Part 3: School Quality Criteria 2010-2011

School name: Patrick Henry	UD	D	P	WD
Overall QR Score				X
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				X
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				X
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				X
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?				X
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				X

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed