



**Department of
Education**

Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

Patrick Henry School

M171

**19 East 103 Street
Manhattan
NY 10029**

Principal: Dimitres Pantelidis

**Dates of review: March 17, 2014
Lead Reviewer: Alexandra Estrella**

Part 1: The school context

Information about the school

Patrick Henry School is an elementary-middle school with 604 students from Pre-Kindergarten through grade 8. The school population comprises 27% Black, 65% Hispanic, 3% White, American Indian/Alaskan Native 1% and 4% Asian students. The student body includes 2% English language learners and 15% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2012 - 2013 was 94.0%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- School leaders and teachers aligned curricula to Common Core Learning Standards using student work and data to plan and refine curricula and academic tasks, in order to cognitively engage lowest and highest achieving students. (1.1)
 - The school has piloted a rigorous balanced literacy program aligned to Common Core in the lower and upper grades since 2011, and this year has made the purposeful decision to incorporate elements of ReadyGen in grades K-5 and Code-X in grades 6-8 in order to meet all students' needs. Based on research, expertise of teachers, and learner needs, a decision was made to adopt Go Math and Connected Mathematics Project 3 (CMP3) in grades K-8 in order to close the achievement gap and promote college and career readiness. Additionally, building on their benchmark-testing program, the new literacy and math curriculum has been supplemented by Achieve 3000, Accelerated Reader, Engage NY Rubric Resources and Ready New York. This past spring with the introduction of Common Core testing, school leaders and key staff engaged in a process to establish a common set of expectations for how curriculum should be adapted to provide access for all learners, and reflect the integration of the Common Core and instructional shifts in alignment with Citywide Instructional Expectations (CIE). Curricular documents contain learning tasks using on-demand, and show your work strategies. As a result, students are beginning to show fluency, application and conceptual understanding in math, as evident in a fifth grade math lesson plan. Moreover, most students are experiencing Common Core aligned curricula as evident in the seventh grade social studies lesson plan, and a second grade English language arts plan where students were asked to cite text-based evidence to support their verbal and written work. Using close reading techniques and providing text-based evidence to support arguments was noted in all curriculum maps across grade and subject area. The social studies and literacy departments collaborated to develop interdisciplinary units where students read and annotated primary and secondary documents and wrote responses utilizing textual evidence. As a result, curricula are challenging and engaging to all learners and are aligned to Common Core Learning Standards.
 - School leaders and faculty continuously refine instruction and learning tasks using student work and data to ensure all students have access. In response to results from the performance assessment in English language arts, and the Measures of Student Learning (MOSL) baseline, grade level teams determine students' strengths, challenges and implications for instruction, as evident during the middle school humanities grade team meeting where the team found that students struggled with identifying the main idea in a text; therefore, they decided to modify subsequent lesson plans to have students chunk the text to identify the main idea or gist of a paragraph. Also, they were going to differentiate the task by having some students chunk more than one paragraph if they were able to based on informal classroom assessments. Teachers also decided to utilize TeenBiz3000 documents to support children with identifying the main idea of a piece of text and to differentiate the text given the diverse learning community. Consequently, teachers adjust strategies and instructional plans for a variety of learners, including special education students and English language learners

(ELLs). Furthermore, evidence of structures to support student work related behaviors have prompted the school to prioritize the introduction of ‘on demand’ training and ‘show your work’ strategies that were missing. As a result, the introduction of vertical learning in all upper grade classrooms, includes a strategy where students work in groups analyzing text closely and responding to the text in writing and in the form of a poster visual display, as observed in a seventh grade social studies curriculum map. This unit modification has resulted in the strong visual support for students as they work through a lesson, as well as the teacher’s immediate access to students’ current skill levels which leads to increased student engagement for low and high achieving students, English language learners and students with disabilities as they show their work and explain their thinking.

- Across the majority of classrooms, student groups are organized thoughtfully and are varied as appropriate; thereby, providing multiple entry points and challenging tasks for all learners. (1.2)
 - The school community at large believes that distinguished teaching is meeting the needs of our diverse learners, providing resources and technology to prepare them for college and our competitive world. All classes apply the workshop model for every lesson, focusing the students on the learning objective but giving them a substantial amount of time to practice what they have learned. Teachers are aware of and apply the expectations of the school’s framework for teacher practice and the need to embed high order questions to promote classroom discussion; hence, the level of questioning across classrooms was on the upper to middle spectrum of Bloom’s Taxonomy and Webb’s Depth of Knowledge. For examples, teachers asked students questions that required them to compare, critique, and analyze different pieces of text. In one class the students separated into four small groups and engaged in small group discussions about the causes of the American Revolution. Students utilized evidence from the text to respond to questions and one of the teachers provided more scaffold questions for her group since the data showed that students in her group needed to develop their ability to find details from the text. This allowed students to build their capacity to engage in student-to-student conversation about the text and use the text to support their ideas during peer discussion. Also, teachers strategically grouped the students and provided small group lessons to support English language learners, special education students and struggling students and broke down tasks to help students understand the process for answering a mathematical problem or highlighting details from a text as seen in the 8th grade English and math class. For example, students in the 8th grade math class performed a dilation on the coordinate grid by reorienting the pre-image, compared the properties of dilation to other transformations, read and used reflection notation in their work. High performing students were able to complete the dilation without any support, while English language learners and students with disabilities were given vocabulary reference sheets and a rule reference sheet for additional scaffolded support. Thus, the clearly planned lessons that support all learners and scaffolds consistently offer all students the opportunity to demonstrate their learning and exhibit their thinking through deep discussions and high quality work products.
- Administrators and teachers collaborate on designing and modifying curricula-aligned assessments and grading policies to address data-defined student and sub-group needs. (2.2)

- Teachers use student work, conference notes, running records, benchmark assessments, and performance tasks in English language arts and math, aligned to Common Core in order to gauge students' strengths, needs, and effectiveness of the taught curricula. In one second grade class, during independent writing, some students were able to complete a four square writing graphic organizer to organize their writing, while others wrote a paragraph describing the cause-and-effect relationships behind some of the scientific concepts described in the books they read. Then they read their pieces aloud to the class and their classmates had the opportunity to ask them questions about their work. Additionally, in a kindergarten class, students listen to realistic fiction story, and then engage in a range of collaborative discussions, building on each other's ideas, and sharing specific character traits of the main character. As such, students are becoming cognizant of the connections between the tasks and the expectations espoused by the Common Core. Furthermore, all teachers utilize rubrics and align written feedback on students' work with the specific rubric being utilized to note students' strengths and needs. Consequently, teachers have an understanding of students' assessment results relative to selected standards. Grade level teams were observed reviewing assessment results, including student work products, during the 6th grade team meeting. Teachers administer common assessments in all content areas and use the results to measure students' progress toward specific goals in order to evaluate and revise units of study and individual lessons. For instance, teachers establish a chalk talk activity that allowed students to engage in a written dialogue. When reviewing the student work samples teachers found that the questions used during the activity were not creating reach scaffold discussion. As a result, teachers modified the activity/lesson to infuse richer discussion provoking questions. As a result, teachers use common measurements to inform decisions and implement strategies to support student progress in identified skills.
- School leaders make strategic organizational decisions, including the use of staff time, to achieve school goals; results in high quality tasks and student work products. (1.3)
 - The principal, with staff input, strategically uses resources that are well aligned to the Comprehensive Education Plan (CEP), and school-wide instructional goals. Funds were allocated for the hiring of English language arts and Math Common Core specialists per grade in grades K-8 and a technology support specialist for grades K-8, who collaborate and coach individual teachers and teacher teams, as well as support students in small group instruction in English language arts, and math, sharing responsibility for targeted groups of students. This work directly aligned with the school's goals around technology, because the funds utilized provide the personnel required to support the new state of the art computer lab room with all of the supplemental programs (Achieve 3000, ARIS, E-chalk, Newsletter, Engrade, ReadyGen, Go Math Scholastic Code X, and CMP3). The school had established a goal around Common Core Standard curriculum development and the additional Common Core Specialist supports the further development and implementation of the new Common Core aligned curriculum. Moreover, other initiatives, such as technology integration, support students as evidenced in the use of SMART Boards, laptops, computer lab, modern science labs, and ELMO document readers in all classrooms that align to the school's goal of infusing more computer/digital learning opportunities for students. Furthermore, strategic partnerships that promote student engagement, as well as the nurturing of students' interests are strategically embedded into the schools program to complement other content area offerings throughout the school year. Grade specific activities such as; music, art, Chess in the Schools, and theater drama are aligned to curricula by infusing literacy and mathematic

competencies into their daily practice. As a result of resources being utilized to support school wide goals, students are able to demonstrate their proficiency in different ways; thereby, increasing their performance in the different content areas while connecting them to other disciplines.

- Staff is grouped in a variety of collaborative teams (grade teams, content teams, vertical teams, and leadership team) and hold substantial meetings two to three times per week to look at student work, modify instruction to shift teacher practice, address all special education concerns related to existing individualized education plans (IEPs) and refine performance tasks. As a result of these strategic decisions, time on task is optimized for the entire school community, which has resulted in teachers presenting lessons to students that yield meaningful work products that reflect high levels of student thinking as evidenced in the upper grades. Students were observed working with posters, board, or SMART Board in groups of two or three showing their work as the lesson progresses. One student was observed recording critical language and/or concerns inherent in the lesson, while the other student recorded his work to be displayed at various points in the lesson. These practices have resulted in greater opportunities for students to engage in challenging tasks and be more accountable for the outcome of the lesson.
- School leaders' focused observations and follow-up support lead to teachers' understanding of strengths and challenges, implementation of the articulated next steps, improved classroom practice, and recursive feedback conversations. (4.1)
 - School leaders firmly support the development of teacher practice through the strategic use of frequent cycles of classroom observations and ongoing analysis of student work, in order to promote teachers' instructional capacity. Administrators collect student work samples after an observation to determine alignment to the lesson's objective and identify next steps during teacher debrief. Each teacher can expect a minimum of six written reports aligned with the Danielson Framework for Teaching throughout the year. Several templates have been developed and utilized to validate each teacher's strengths and promote clear next steps based on the Danielson competencies of designing coherent instruction, using assessments in instruction, questioning and discussion techniques, and engaging students in learning. In addition, school leaders utilize the observation process to provide feedback to teachers aligned to their professional goals, resulting in increased instructional capacity and professional growth, particularly in competency 3b and 3c, using questioning and discussion and engaging students in learning, as evidenced by class visits as well as teacher observation reports. For example, teachers were not utilizing level 4 questions during classroom discussions. As a result, the principal provides question exemplars to the teacher to implement into her day to day lesson with feedback that accurately identifies areas of growth and strengths that are directly aligned with the teacher's professional growth; thereby, increasing teacher instructional effectiveness.

Areas for improvement

- Strengthen the inquiry-based collaborations and increase opportunities for teacher leadership resulting in coherence and increased achievement for all students. (4.2)

- Teacher teams lead by a coach or lead teacher engage in collaborative inquiry by looking at student work samples and determining instructional next steps to support students in meeting their goals and strengthen teacher practice. They also use protocols to look at student work and determine what next steps teachers should take to support struggling students. This was evidenced in agendas and the revised unit plans from both the 6 grade and humanities team meetings. Teachers found that ReadyGen and Code X were not meeting the learning needs of all students. As a result, the team decided to build into all the units of study scaffolds that address the diverse learning needs of all students. Consequently, though coaches as well as teachers within the team are given leadership opportunities to make and adjust curriculum and to decide on key instructional adjustments that affect student learning across the school, they have yet to reach school-wide instructional coherence as evidenced by the rubrics which have yet to be vertically aligned.

Part 3: School Quality Criteria 2013-2014

School name: Patrick Henry School	UD	D	P	WD			
Overall QR Score				X			
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
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?				X			
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?				X			
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?				X			
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?				X			
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
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?				X			
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?				X			
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?				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				
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?				X			
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed