



**Office of Innovative School Models**  
 Persistently Lowest Achieving (PLA) Schools  
 School Improvement Grant (SIG)

***Progress Review Report — 2011-2012***

<b>School:</b>	MS 391 – The Angelo Patri School (TAPS)	<b>School District:</b>	Community School District (CSD) 10
<b>Date of Site Visit:</b>	March 3, 2012	<b>Team Member</b>	Dr. Kathryn A. Ahern

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**School Principal:** Graciela Abadia

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**SIM:** Maria-Theresa Pate

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**Grade Configuration:** 6 – 8

**Total Enrollment:** 633

**Area of PLA identification:** English language arts (ELA)

**Identified subgroups** — All subgroups

**School intervention model:** Transformation— the principal is in her fourth year at the school. Her effective appointment date was September 1, 2011.

**The school's community-based organization (CBO) partners, partnership support organizations (PSO) and major vendors:**

1. Children First Network (CFN) 55 – Fordham Partners (PSO)	2. AUSSIE Consulting
3. American Reading Company (ARC)	4. Leadership Project
5. J & J Consulting Association	6. Imagine Learning
7. Achieve 3000	8. 21 <sup>st</sup> Century Community Learning Center
9. Relationship Abuse Prevention Program (RAPP)	

<b>STAFFING</b>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• The school administrative team is comprised of the principal and three assistant principals (AP). This group will hereafter be referred to as the school administrative team or “the team.”</li> <li>• The principal has been at the school since the beginning of the school year (she was appointed 09/01/2011) and has three APs. The principal served the school four years as an AP before being appointed interim acting principal in September 2011. The APs have served the school from five to 10 years.</li> <li>• There are 48 teachers supporting students. There are 10 English language arts (ELA) teachers, one of whom was hired under the school improvement grant (SIG) as a master teacher.</li> <li>• The school has nine math teachers, one of whom was hired as a master teacher with SIG funds. The math master teacher left the school in January and the principal has been unable to refill the position due to the hold placed on funds for NYCDoE by the NYSED commissioner pending the outcome of a teacher evaluation agreement. In the interim, the principal, a former math coach, has been acting as additional math coach.</li> <li>• The school also has a turnaround teacher for social studies employed through the grant.</li> <li>• The school employs 12 special education teachers for integrated co-teaching (ICT) special education and self-contained classrooms for students with disabilities (SWD). Several special education teachers are bilingual.</li> <li>• There are four English as second language (ESL) teachers employed at the school. Each grade has at least one bilingual general or special education teacher.</li> </ul>
<b>Teacher Evaluation</b>	<ul style="list-style-type: none"> <li>• The school administrative team has received the New York City Department of Education (NYCDoE) training to implement the Teacher Effectiveness Model rubric for observations of teachers. The low inference observation model provides a rubric based on the Danielson model.</li> <li>• The team is assisted in implementing the observation rubric by a “talent management coach” provided by the NYCDoE School Transformation Office.</li> <li>• The coaches are supported in part by SIG funding and deployed to all Cohort 1 and Cohort 2 NYC transformation model schools.</li> <li>• The school has a regular talent management coach appointed to visit the school regularly on a weekly basis. The talent coach is expected to visit the school approximately once weekly, to work with the school administrative team and teachers in fine-tuning the use of the rubric. The coaches are to assist in professional development (PD) in order that the teachers fully understand the observation rubric.</li> <li>• A talent coach supervisor observes at the school on a monthly basis.</li> <li>• The teachers have been observed informally at least once since the beginning of the school year. Verbal feedback has been provided to date and low-inference written feedback has been provided within 24 hours of the observations; no formal written evaluation has been provided this year, pending a language approval agreement between the NYCDoE and the United Teachers Federation (UFT).</li> <li>• All teachers were asked by the principal to engage in self-assessment with goal setting using the Teacher Evaluation Model rubric at the beginning of the school year before informal or formal observations began.</li> <li>• The team reports it has a plan to observe each teacher formally, for a full class period, at least once during the fall and once during the spring semesters. The team plans to make four to six informal, or partial period (15-20 minutes), visits to each teacher's classroom during the school year.</li> <li>• Teachers reported they receive prompt and timely verbal and written feedback from observations.</li> </ul>

<b>PLANNING</b>	
<b>Student Enrollment</b>	<ul style="list-style-type: none"> <li>• The daily student attendance rate was 90% at the time of the NYSED team site visit. The average attendance rate since the beginning of the year is very slightly less than 92 percent.</li> <li>• Approximately three students per grade have been identified as long-term absentees. The families have been contacted and home visits were made by school personnel to attempt to increase attendance.</li> <li>• Guidance counselors and social workers work with students who have attendance problems.</li> <li>• The school uses the <i>Wake Up New York</i> celebrity daily home telephone call program to contact students with chronic tardiness.</li> </ul>
<b>Student Performance</b>	<ul style="list-style-type: none"> <li>• The students targeted by the <i>Wake Up New York</i> meet with a school guidance counselor and social workers in small groups and one-on-one to focus on issues interfering with on-time performance. Counselors and social workers report that student responses have been very positive and attendance and on-time performance has improved considerably since the beginning of the year.</li> <li>• Teacher referrals are also used in targeting students with attendance problems for extra academic and social-emotional support.</li> <li>• Common assessments in each grade level and subject course ensure student academic progress measured and reported regularly.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• The common assessment data is gathered school wide.</li> <li>• Each academy has a student intervention team that reviews grade-level data reports.</li> <li>• Students are targeted for more academic intervention services and small groups for differentiated instruction are developed for each class on a weekly basis.</li> </ul>
<b>Teacher Attendance</b>	<ul style="list-style-type: none"> <li>• The teacher attendance rate is near or slightly above 93% to date.</li> </ul>

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• The school has developed and revised a supervisory and administrative focus calendar. The 2011-2012 plan was made available electronically.</li> <li>• The areas of focus outlined on the calendar are: <ul style="list-style-type: none"> <li>○ Instructional focus, including goal setting, content area diagnostic assessments, what and how to teach at MS 391, lesson and unit planning, vocabulary building, reading across the curriculum, looking at student work, and developing inquiry teams to look at student work.</li> <li>○ Mini-observation focus, including elements that affect the flow of the day, which Danielson domains would be observed, and order of content area observations.</li> <li>○ Expectations and strategies for PD and common planning time.</li> <li>○ Supervisory focus so that teacher know what supervisors are expected to contribute to PD and what to expect during observations.</li> <li>○ Organizational focus to indicate what to expect from CBO, PSO and other organizations.</li> <li>○ Professional development (PD) focus by month</li> </ul> </li> <li>• Professional development for all teachers has developed from a survey for teachers on their developmental needs and interests and from the Joint intervention team (JIT) recommendations report.</li> <li>• Professional development is also planned based on informal observations of classroom activities by APs, teacher leaders, teacher reflections and post-observation conferences.</li> <li>• Teachers reported the school has a strong focus on literacy across the curriculum. A Fordham University staff developer works specifically with content area teachers to use reading level data, especially to inform instruction for ELL.</li> </ul>

	<ul style="list-style-type: none"> <li>• Common Core Learning Standards (CCLS) for ELA were referenced in developing a curriculum map for each grade.</li> <li>• The American Reading Company (ARC) <i>100 Book Reading Challenge</i> was implemented this year to improve student reading skills and level and comprehension.</li> <li>• Rubrics and common assessments were developed for ELA and math by the teachers in the respective departments. Other subject areas, specifically social studies and science, reported common assessments were being developed.</li> </ul>
<b>Instructional and Support</b>	<ul style="list-style-type: none"> <li>• Master and turnaround teachers, as well as lead teachers in each academy collaborate and prepare demonstration lessons.</li> <li>• AUSSIE, Children First Network (CFN) 55 and ARC consultants observe classrooms regularly to give teachers feedback and reflect with teachers on ways to increase academic rigor, student engagement and improve classroom management, especially in the ELA and math subject areas.</li> <li>• J and J Consulting Associates provide coaching and support for science teachers.</li> <li>• Extended learning time provides students with access to high quality before and after school programs, and during Saturday academies.</li> </ul>
<b>Monitoring and Analysis</b>	<ul style="list-style-type: none"> <li>• The school administrative team and consultants meet regularly evaluate the PD based on teacher reflection and on whether PD activities are being employed in the classrooms effectively. Regular reports are shared with teachers.</li> </ul>

<b>DATA ANALYSIS</b>	
<b>Data that Informs Instruction</b>	<ul style="list-style-type: none"> <li>• The school administrative team reported it uses the <i>ARIS</i> database available through the New York City Department of Education (NYCDoE).</li> <li>• The school uses</li> <li>• Each department plans to analyze and to examine student data. Decisions on academic interventions and differentiation are a direct result of the data meetings.</li> <li>• The school uses <i>Acuity</i> interim assessments for information on student progress.</li> <li>• Daily “Exit Slips” are collected by teachers in many classrooms and evaluated to monitor learning daily.</li> <li>• Building Futures has developed an early warning system to ensure student academic progress.</li> </ul>
<b>Data &amp; Student Achievement</b>	<ul style="list-style-type: none"> <li>• The academies reported reading comprehension and math skills development were the areas of most concern based on recent data meetings.</li> <li>• The use of shared rubrics and common assessments through three rounds of assessment allowed teachers to fine-tune academic interventions and differentiation and were showing promising results. The teachers were especially excited to report students that began the year as low level 2 and low level 3 were making clear progress and were clearly showing academic progress.</li> <li>• Teachers reported lesson plans were adjusted by reorganizing small groups for targeted instruction based on weekly data meetings.</li> </ul>

<b>CURRICULUM AND TEACHING</b>	
<b>Learning Time</b>	<ul style="list-style-type: none"> <li>• School begins Monday through Thursday at 8:30 am until 3:30 pm. School is dismissed at 2:50 pm on Friday.</li> <li>• After school and extended learning time, activities are held at the school each Monday through Thursday, from 3:00 pm to 6:00 pm.</li> </ul>
<b>Mapped &amp; Paced Curriculum</b>	<ul style="list-style-type: none"> <li>• The school uses the NYCDoE math and ELA demonstration lessons (referred to as “curriculum bundles”) to prepare and plan math and writing performance tasks based on the CCLS.</li> <li>• The ELA and social studies departments share a common rubric and focus on</li> </ul>

	<p>expository writing. The social studies departments of each academy is focusing on document-based questions and using evidence in written responses.</p>
<b>Instructional Programming Linked to Student Needs Assessment</b>	<ul style="list-style-type: none"> <li>• The extended learning time activities are based on student interests.</li> <li>• The amount of time devoted each week to ELA this year has been doubled from five periods last year to 10 periods per week this year.</li> <li>• A program for English language learners (ELL) was developed since last year and meets daily.</li> </ul>
<b>Effective Teaching Practices</b>	<ul style="list-style-type: none"> <li>• Students were observed during several classes and many subjects by a NYSED Site Visit Team member. The use of interactive white boards was noted as a regular part of the daily routine in the each classroom.</li> <li>• Classrooms observed appeared to have teachers skilled in using the technology and online resources effectively to motivate students to be engaged actively with the course content.</li> <li>• The school makes extensive use of integrated co-teaching classrooms for ELA.</li> <li>• Students are frequently arranged in small groups. The small groups are also used for extensive academic interventions.</li> <li>• Teachers were observed employing a variety of creative strategies and materials to engage students.</li> <li>• The teachers made effective use of collaborative activities to engage students and to encourage them to remain on-task.</li> <li>• Many levels of effective questioning were observed during some of the classroom visits.</li> <li>• Significant differentiation was observed. The level of differentiation was distinctive and notable, but occasionally appeared uneven in practice between the classrooms. The levels of challenge and remediation appeared to be appropriately engaging and stimulating for students.</li> <li>• Every classroom visited had copies of both daily and weekly lesson plans available for visitors, with student work groups listed, differentiated assignments and differentiation in strategies outlined.</li> <li>• Teacher showed samples of previous weeks' lesson plans that also showed the same level of detail for student work groups, assignments and strategies.</li> <li>• Teachers have adopted a common lesson plan template. It has been posted online and teachers regularly contribute lesson plans to online file for collaboration and peer feedback.</li> </ul>
<b>ELL/SWD</b>	<ul style="list-style-type: none"> <li>• The school has an English-as-a-second-language (ESL) teacher who is also bilingual and special ESL classes for each grade.</li> <li>• The school has daily classes and after school programs for academic intervention and support for ELL. The program data show that both programs are well attended.</li> <li>• The school employs seven special education teachers for ICT special education, self-contained classrooms and a resource room staffed with a special education teacher support services (SETSS) coordinator.</li> <li>• The school employs a variety of push-in programs for both ELL and SWD in all three academies.</li> <li>• The teachers and school administrative team reported the school has provided specialized PD for improving academic support. ELL and students with IEPs are also accounted for with the differentiated lesson plans that teachers prepare.</li> </ul>

<b>STUDENT SUPPORT</b>	
<b>Additional Social/Emotional Support</b>	<ul style="list-style-type: none"> <li>• The school provides a <i>Striving Readers</i> program that meets daily with about 20 students.</li> <li>• The <i>Leadership Program</i> meets two times per week to support young men to counteract pressure to join and participate in gang activities.</li> <li>• The school has a positive behavioral supports and intervention program (PBIS) and coach to support teachers and students.</li> </ul>

	<ul style="list-style-type: none"> <li>The school offers a safe room for newcomers and for students having difficulties managing their interactions with teacher and peers.</li> </ul>
<b>Counseling</b>	<ul style="list-style-type: none"> <li>The school offers career counseling activities through the after school program. Among them are Girls Scouts and Boys Scouts. Both offer specialized career field trips to local business and community organizations.</li> <li>Relationship Abuse Prevention Program (RAPP) is a partnering CBO and provides drug, alcohol and violence counseling as well as peer mediation services.</li> <li>The school has a school psychologist, two mental health counselors, two social workers, and has a school based health clinic.</li> </ul>
<b>Enrichment Opportunities</b>	<ul style="list-style-type: none"> <li>The school has an extensive after school enrichment program that is run by the 21<sup>st</sup> Century Community Learning Center (CCLC).</li> <li>Some of the numerous activities supported involve the visual and performing arts, such as music classes, video game clubs, drama club, dance, organized sports and many more.</li> <li>The Supportive Children’s Advocacy Network (SCAN) provides homework help and other after school sports activities.</li> </ul>

**SCHOOL LEADERSHIP**

<b>Effective Leadership and Principal Evaluation</b>	<ul style="list-style-type: none"> <li>The principal and APs have received all the NYCDoE training on using the Teacher Effectiveness model rubric for classroom observations, as well as the follow-up “norming” sessions and using the <i>ARIS Learns</i> system for logging low inference observation evidence.</li> <li>The CFN 55 offers principals in the network monthly opportunities to meet and share strategies and engage in leadership training and support.</li> <li>The principal created the Principal’s Performance Report (PPR) that is tied to the schools comprehensive educational plan (CEP). At the end of each school year, the faculty evaluates the principal’s performance using the PPR.</li> <li>The principal is also evaluated by the district superintendent using the PPR.</li> </ul>
<b>Leadership Development</b>	<ul style="list-style-type: none"> <li>One of the AP’s was attending a Leadership Program conference on the day of the site visit.</li> </ul>
<b>School Improvement Manager/External Providers</b>	<ul style="list-style-type: none"> <li>The school recently has been assigned a school improvement manager (SIM) who was present at the time of the NYSED team site visit.</li> <li>CFN 55 supports the school with organizational and compliance matters and issues.</li> <li>Family Health International 360 supports the school for curricular and instructional matters, specifically in literacy, math and special education and ELL programs, coaching and PD.</li> <li>The school has been assigned a “talent management coach” to assist the school administrative team in implementing and tuning the use of the observation rubric. The talent management coach is provided by the NYCDoE School Transformation Office.</li> <li>The school administrative team has had regular e-mail communications with the NYCDoE School Transformation Office.</li> </ul>
<b>Building Level Leadership Team</b>	<ul style="list-style-type: none"> <li>The principal and APs from the three schools occupying the building meet regularly to keep abreast of common school issues.</li> </ul>

**SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT**

<b>Environment is Conducive to Learning</b>	<ul style="list-style-type: none"> <li>Teachers, parents and students reported the school has developed a warmer, safer, more welcoming climate this year, as compared to previous years.</li> <li>Parents and students perceive the teachers and school administrative team as caring and responsive to the students’ academic and social-emotional needs.</li> <li>The school claims it has a strong focus on academic improvement and</li> </ul>
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	<p>presents a business like and friendly atmosphere that is supported by documentation and observations at the time of the NYSED site visit.</p> <ul style="list-style-type: none"> <li>• Students were able to discuss the student-led parent/family conference process and perceived the growth it showed and areas for improvement were fair and accurate. Students interviewed as part of the focus group showed pride and took strong ownership for their own academic progress to date.</li> <li>• Public safety agents posted at the school entrances appeared vigilant and respectful. Most students appeared to be recognized by name as they entered or left the building, or traveled the halls.</li> <li>• Students were expected to have passes when outside the classrooms other than during regular passing times.</li> <li>• Teachers greeted students in the hall outside classrooms during passing time, and students were encouraged to move quickly and in orderly fashion to their designated destinations by deans and other adults monitoring the halls.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Teachers reported they were an integral part of the conversation in the new program and were appreciative of the ongoing support for its implementation.</li> <li>• The school shares the building with another two other schools and the principals communicate regularly concerning building use issues.</li> </ul>
<b>Parent Involvement</b>	<ul style="list-style-type: none"> <li>• The school employs a full time parent coordinator who works with the parent association president to plan activities for parents and students.</li> <li>• The school has an active Parent-Teacher Association (PTA), which works with the parent coordinator to provide workshops for parents.</li> </ul>
<b>External/Community-Based Partners</b>	<ul style="list-style-type: none"> <li>• The school has active plans to continue to work with its current community based and support organizations.</li> </ul>

#### BUDGET AND OTHER FUNDING SOURCES

<b>Budget Modifications</b>	<ul style="list-style-type: none"> <li>• No budget modifications were pending at the time of the monitoring visit.</li> </ul>
<b>Use of 1003(g) or 1003(a) grant funding</b>	<ul style="list-style-type: none"> <li>• According to the NYSED document entitled “New York State Improvement Grant (1003g) Cohort 1 and 2 Awarded Amounts,” the school was awarded and received \$900,000 for the 2011-12 school year.</li> </ul>
<b>Use of Other Funding</b>	<ul style="list-style-type: none"> <li>• The school has grant for specific activities from the 21<sup>st</sup> Century Community Learning Center (CCLC) program.</li> </ul>

#### DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT

<b>District Support</b>	<ul style="list-style-type: none"> <li>• The school has a SIM, who was appointed recently, visited the school for the first time the week before the site visit.</li> <li>• CFN 55 has a regular and consistent presence in the school and provides support in the area of organizational, financial and budget operations.</li> <li>• The school has been assigned a “talent management coach” to assist the school administrative team in implementing and tuning the use of the observation rubric. The talent management coach is be provided by the NYCDoE School Transformation Office.</li> <li>• The school administrative team has regular e-mail interactions with the NYCDoE School Transformation Office.</li> </ul>
<b>JIT/SIG Alignment</b>	<ul style="list-style-type: none"> <li>• The recommendations of the joint intervention team (JIT) and the requirements of the SIG application appear to be appropriately aligned.</li> </ul>

#### SUMMARY

The NYSED Site Visit Team member conducted a one-day visit at MS 391, the Angelo Patri School. Multiple conversations with the principal and supporting documentation resulted in a wealth of information on the school’s Transformation Model program and mission. The school serves 633 students in the sixth through eighth grades. The NYSED Site Visit Team member was able to ascertain information about the school's efforts to implement its mission through extensive

conversations with the principal, assistant principals, teachers, parents and other guardians, students, direct observation and document review.

The principal, assistant principals, teachers and other staff were observed interacting with students in a respectful and business-like manner, and students appear to respond in kind. The school has an active parent organization as documented. Parents, grandparents and other student guardians were available on the day of the site visit for interview and perceive the school to be warm, welcoming to adults and children alike, and to be responsive and proactive in regard to student needs. Students perceive the school as a safe and supportive environment that is conducive to learning. They also appear to have a strong sense of ownership in their academic program based on their opportunities to present their portfolios to parents and family during student-led portfolio conferences. There appears to be ample academic support for students and the school has with clear-cut action plans for academic achievement for each student.

The school has network support from Children First Network 55 and Family Health International 360. Numerous community-based and professional support organizations provide comprehensive services and after school programs. With the solid support provided by these partners, the principal and teachers are actively engaged in the strenuous process of building a school that is responsive to students' academic needs and faithful to its mission.