

SCHOOL NAME: Patrick Henry School
DISTRICT NAME: Cleveland Municipal
Model: Transformation
Cohort: 1
Locale: Major Urban
Grades: P,K-8
Number of Students: 347
Eligible for Free & Reduced Lunch: 85.0%

Highlights of Reform Model

Patrick Henry Elementary School is utilizing the Transformation Model. The former principal was replaced in 2009. The current principal is Dakota Williams. Patrick Henry’s instructional model is the HPHP Readiness model.

One of the components of the Transformational Model is community and family engagement. Patrick Henry throughout the school year has had ongoing events for community and family engagement. These services included counseling services from Bellefaire, Guidestone, Experience Corps and writing and soccer program entitled SCORES.

Patrick Henry teacher based teams have been functioning for two years. They meet regularly to discuss the objective for math and reading along with the data received from FAST assessments and short cycle assessments. Principal requires teachers to turn in a detailed record sheet on their findings with the data and their plans to modify instruction. A building leadership team has been developed and is responsible for monitoring all student data and classroom instruction and delivery.

Patrick Henry students have participated in 232 hours of extended learning time, and teachers have participated in 101 hours of job embedded professional development. Patrick Henry has engaged in social agencies to provide services for students and families.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
3rd Grade	Reading	27.6%	42.3%	23.8%
	Mathematics	34.5%	34.6%	14.3%
4th Grade	Reading	53.1%	38.9%	47.4%
	Mathematics	34.4%	22.2%	15.8%
5th Grade	Reading	35.5%	28.0%	11.5%
	Mathematics	6.5%	8.0%	3.8%
6th Grade	Reading	52.8%	33.3%	45.0%
	Mathematics	16.7%	4.8%	30.0%
7th Grade	Reading	44.1%	36.0%	30.8%
	Mathematics	21.2%	24.0%	11.5%
8th Grade	Reading	40.0%	46.9%	51.7%
	Mathematics	51.1%	25.0%	28.6%

Evidence-Based Best Practices Observed

Principal Dakota Williams reports that the HPHP Practices reveals nine strategies that turn the daily turbulence and challenges of high-poverty settings into design factors that increase the effectiveness with which these schools promote learning and achievement. These strategies enable the schools to acknowledge and foster students' Readiness to Learn, enhance and focus staff's Readiness to Teach, and expand teachers' and administrators' Readiness to Act in dramatically different ways than more traditional schools. Principal Williams and her administrative team perform daily classroom rounds with immediate feedback to teachers. There has been much improvement with teachers posting their learning objectives on the board. Weekly TBT meetings take place to discuss reading and math data and instruction in the classroom. Short cycle assessments have been distributed and conversations are taking place as it relates to differentiated instruction based on the students’ data. There has been continuous growth since the School Improvement Grant. In 2010-11, Patrick Henry has seen increases in 4th, 5th, 6th and 7th grade reading and increases in 4th, 6th and 8th grade math and an increase in 5th grade science. Based on the current 2011-12 preliminary data, it also appears Patrick Henry has shown an increase in 3rd grade reading and 4th grade math.

Systemic Changes Observed

At the beginning of the school year, it did not appear that teachers were really analyzing data to drive instruction but now with the systems that have been put in place by Principal Williams, teachers are more aware and able to produce plans that address the

issue of instruction. In addition, the classroom rounds which have been conducted on a daily basis have assisted the principal with providing feedback to the teachers during their teacher based team meetings.

Current Barriers to Achievement

Teachers are moved each year and throughout the year, which causes difficulties in consistency along with high mobility rates with the students.

Professional development must be repeated to ensure fidelity to instructional models and intervention protocols.