

Patrick Henry Preparatory Problem of Practice

October 2019 Problem of Practice:

Based on data from ADVANCE classroom observations related to student engagement, chronic absenteeism, and lowest third performance, gaps in student proficiency can be attributed to a lack of explicit strategies that students can transfer across skills. Without a thematic approach to instruction, content areas are taught in isolation and do not enable our neediest student populations to build the conceptual understanding and metacognitive awareness necessary to transfer learning strategies across disciplines. Curricula across K-8 is standards-aligned but does not consistently center students' identities, experiences, and interests nor does it connect between and up through grade levels.

School Needs

Chronic Absenteeism

Lowest Third
ELA/Math

Inconsistent Growth
of Student Cohorts

Thematic Instruction

Curriculum Development in Teacher Teams for:

Project-Based Tasks, Student-Selected Libraries, Literacy Blocks
Project-Based Tasks, Novel Study, Student-Selected Libraries, Literacy Blocks
(reading, writing, science, social studies, math)

Responsive Classroom

Revised classroom schedules for: Morning Meeting (3K-6), Advisory (7-8)

Professional Learning Communities

Culturally Responsive Pedagogy, Implicit Bias & Equity Research, Social Emotional Development (Responsive Classroom & Mood Meter)

Family Partnerships

Parent Workshops, Family Nights, Community Reads, Child Mind Institute, Urban Adventure, Sport Teams (Parent and Student Request)

Google Classroom School

Benchmarks

- Interim Assessments (Rally!)
- Newsela Lexile Levels
- Stars (Literacy and Math)

2019-2020 Impact

- Student-Selected Libraries
- High-Interest and Culturally Responsive Anchor Text Selections in grades 4-8

2020-2021 Impact

- Responsive Classroom Morning Meeting Structures for grades 3K-6, Advisory Structures aligned to Responsive Classroom for grades 7 & 8
- Entering Phase 3 of Next Generation Learning Standards Implementation.