IMPACT TEAMS

Developed by Paul Bloomberg and Barb Pitchford

One School's Journey

Michael J. Petrides School
Impact Teams | Case Study

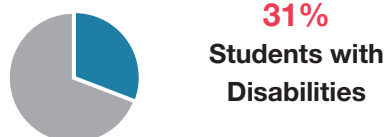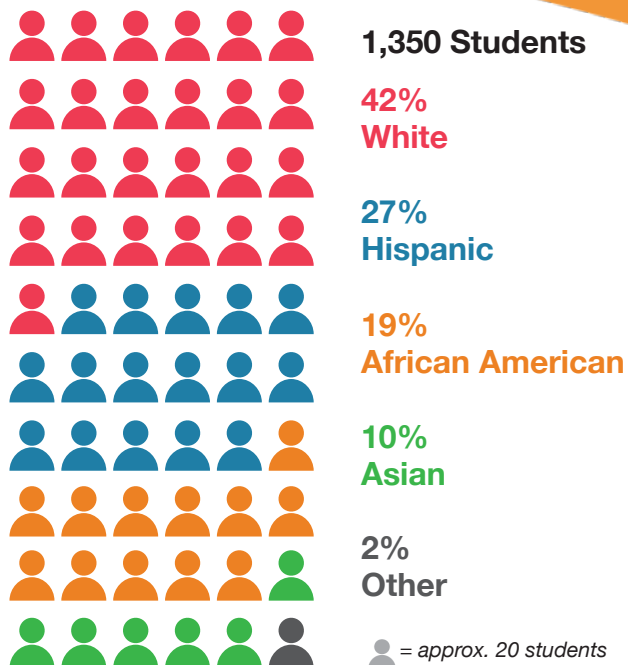# Case Study:
Michael J. Petrides School

School Profile

Michael J. Petrides School is a public preK-12 school located in Staten Island, NY. There are 1,350 students that attend the school. The demographics of the school are 10% Asian, 19% Black, 27% Hispanic, 42% White and 2% Other.

The population is diverse and includes:
- English Learners (2%)
- Students with Disabilities (31%)
- Socio-Economically Disadvantaged (46%)

Problem of Practice

Petrides had two main sources of pressure that created an important reflection and pivot point. The first source was the Quality Review (QR) process that schools go through as part of the New York City accountability system. The QR has as part of its process, a requirement to show student work. The school noticed that the types of work and expectation of work was vastly different from class to class even in the same grade level. The other source of pressure was that teachers were not confident and solid on the expectations of work based on the standards in their subject area. This was further compounded by an over-reliance on the textbooks as the driver of lessons and learning. These sources created an overall lack of clarity of where students are expected to be in any given grade level or subject. In addition, there was not a common understanding of what students should know, be able to do, and the related work that can show evidence of learning.

1,350 Students

42% White

27% Hispanic

19% African American

10% Asian

2% Other

👤 = *approx. 20 students*

2% English learners

31% Students with Disabilities

46% Socio-Economically Disadvantaged

Our Learning Goal

Petrides began its work by first coming to a common and shared belief that the ALL students can learn, that they must be appropriately challenged with clear expectations, and that proper scaffolding will allow students to successfully make gains toward the overall target. The next major learning goal was to bring student voice into the conversation of the school. Meaning, the School set the target of placing a value and expectation that students be able to talk about and share where they are in their learning, what they can do to continue to improve, and how their voice can be a major part of the feedback vehicle for not only students, but for teachers, teacher teams, and the leadership team. The School further expanded this learning goal to make it an expectation that students be partners with the teachers in their learning.

> **"As an 8th grade English Language Arts teacher, I always strive to get my young adolescents to be engaged and thrive."**
>
> *- Lisa Hagis,*
> *English-Language Arts*
> *Teacher*

Why Is This Important?

The QR process uncovered an important need/question for the school, that is, how can students be placed at the center of the learning journey? The other important factor that compelled the School to look at their situation in a fresh and different way was that students only had this one chance and one school to accomplish their learning and preparation. Since Petrides is preK-12, these students know no other school. **If the School and the students don't get it right it can have serious consequences for the students.**

As Petrides undertook the journey to make students the center, to value students in the process, and to engage the students in true formative work, they had to deepen their own understanding about learning, assessment, standards, and formative processes. The School wanted to dive into this work because they wanted to SEE and HEAR students do the work, be able to describe their current levels of understanding, and be able to articulate what is needed to advance to the next level of successful understanding.

> **"It makes the teacher think of ways that they can get the student to be successful with the skill at hand."**
>
> *- Jenn Ponzi,*
> *Assistant Principal*
> *Elementary School*

Steps to Success

1. Unpacking the Standards

Petrides started their multi-year work in Impact Teams by first working on developing a deep understanding of the Standards using the Unpacking for Success Protocol. Teams unpacked key priority standards and worked to build a common understanding of the expectations and student work that would show proficient mastery.

2. Generate Learning Intentions and Success Criteria

The School then generated Learning Intentions and Success Criteria to further build the common expectation for students by having clear and coherent targets.

3. Teacher Clarity

The early stages of these efforts helped the staff see the cyclical nature of building better clarity in their understanding which in turn created greater clarity in the work the students were able to do.

4. Student, Self, and Peer Assessment

The School then used the student work to analyze what students were able to do in the space of Self and Peer Assessment.

5. Re-Drafting Learning Intentions and Success Criteria

This analysis resulted in an even deeper understanding of the standards and targets which resulted in re-drafting of the Learning Intentions and Success Criteria.

6. Develop Student Voice

The School then focused on developing the voice of students to be able to name and identify the strategies they use and can use to support and accelerate their learning.

7. Expansion

The School centered their early work in the Middle Grades as their anchor location. After consistent training and focus they then expanded "up" into the high school grades and "down" into the elementary grades.
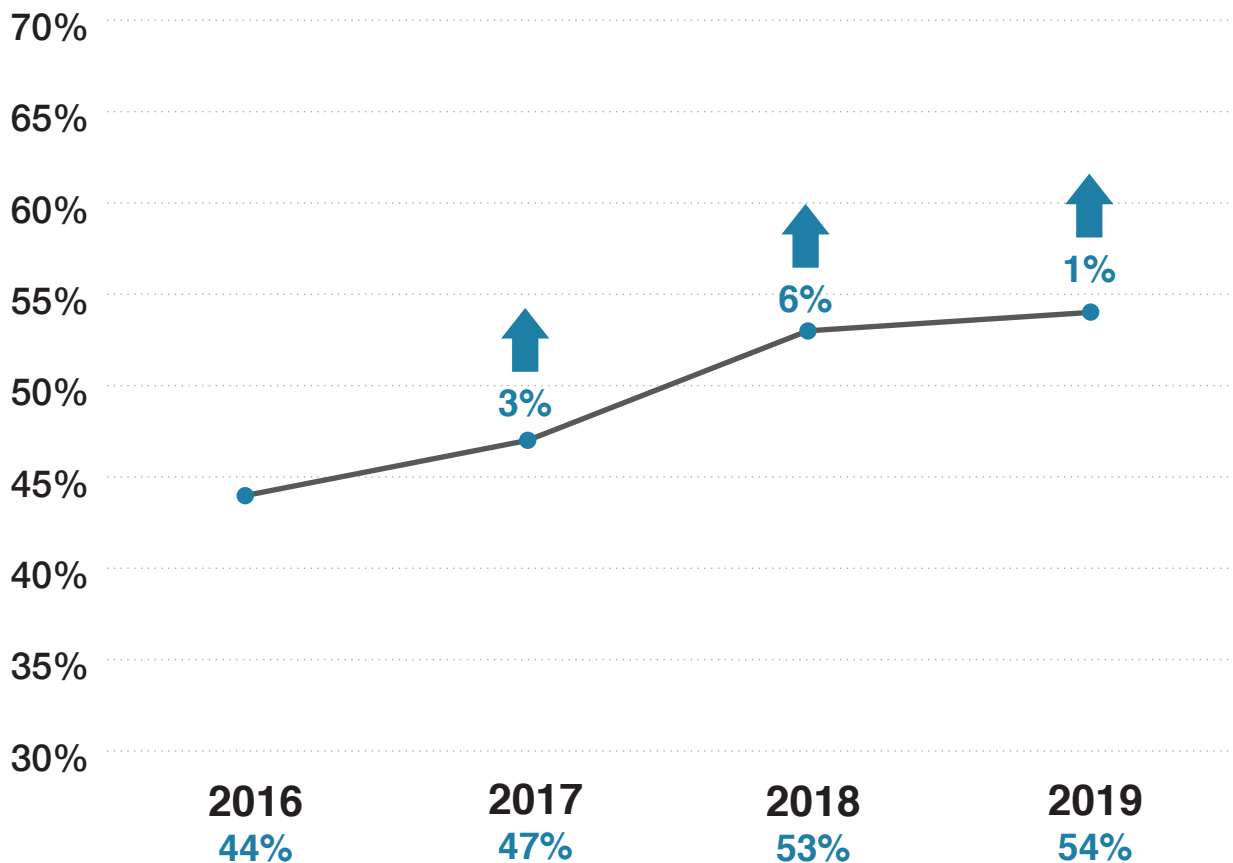
Data Set 1 - English Language Arts

These data show the steady gains by Petrides School in ELA as measured by number of students scoring 3 or 4 on the State Test. **Petrides School has increased 14% over the span from 2016 to 2019.**

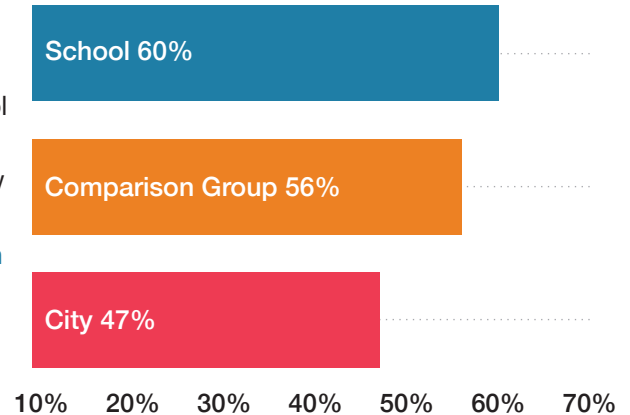| 2016	2017	2018	2019
46%	52%	57%	60%
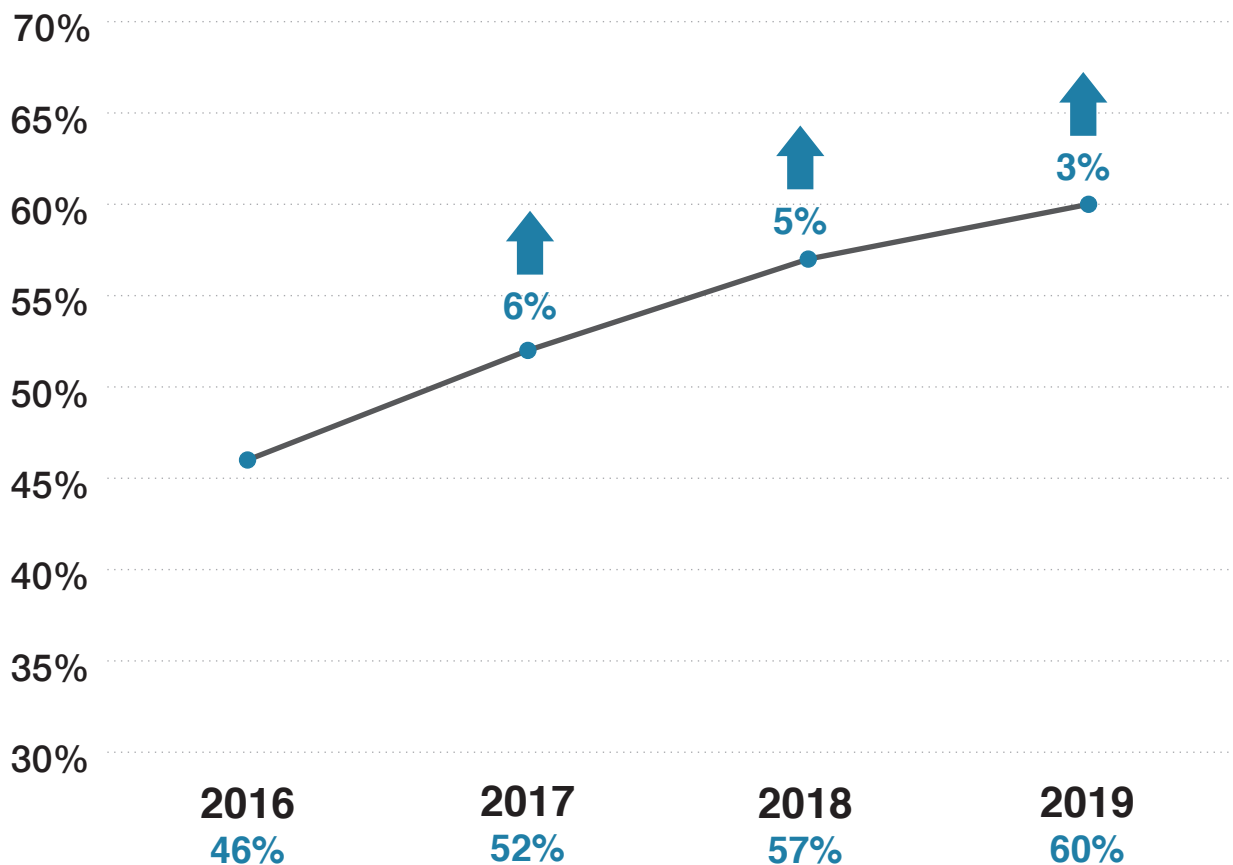
Data Set 2 - Mathematics

These data show the steady gains by Petrides School in Mathematics as measured by number of students scoring 3 or 4 on the State Test. **Petrides School has increased 10% over the span from 2016 to 2019.**

| 2016	2017	2018	2019
44%	47%	53%	54%

Data Set 3 - English Language Arts

These data show the comparison gains by Petrides School in ELA as measured by number of students scoring 3 or 4 on the State Test. The comparison is shown against a New York City "Comparison Group" of similar schools and the City as a whole. **Petrides is performing higher than both comparison reference groups.**

School 60%

Comparison Group 56%

City 47%

10% 20% 30% 40% 50% 60% 70%

Data Set 4 - Mathematics

These data show the comparison gains by Petrides School in Mathematics as measured by number of students scoring 3 or 4 on the State Test. The comparison is shown against a New York City "Comparison Group" of similar schools and the City as a whole. **Petrides is performing higher than both comparison reference groups.**

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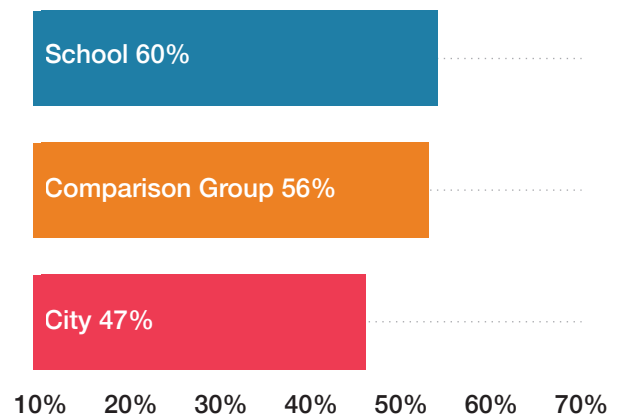
Our IMPACT

"Allowing the students to let their voice truly be heard, led to more student engagement where they were willing to take risks, feel empowered and proud. When the students knew their ideas were taken into consideration, they were willing to work harder and persist, which produced better results."

- Lisa Hagis
  English-Language Arts Teacher

"Students in our school, in all grades, are extremely comfortable working with their peers, assessing one another's work and providing feedback. Teachers who have adapted this way of teaching have noticed changes in the students' performance. Impact Team work helps the teacher/team of teachers know their students better. You are able to determine what the child did well and what they need to do the next time to improve their work. **It puts the ball in the teacher's court to determine what they need to do in the classroom for the student to master this skill."**

- Jenn Ponzi
  Assistant Principal Elementary School
  (Jenn was an ELA teacher at the school before becoming an AP)
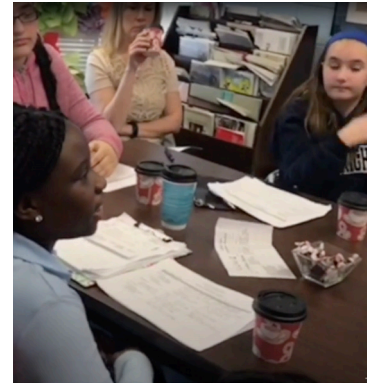
What happens when students lead the learning walks?

Watch the student-led learning walk.