



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE) CONCEPTUAL FRAME 4 REVIEW



2021-22 School Year

BEDS Code	660900010014	
School Name	Grimes School	
School Address	58 South 10 th Avenue, Mt. Vernon, NY 10550	
District Name	Mount Vernon City School District	
School Leader	Mr. Severin Cornelius	
Dates of Review	March 21, 2022	
School Accountability Status	<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School	
Type of Review	<input checked="" type="checkbox"/> Conceptual Frame 4 Review (A district-led review of SOPs 2.3, 3.2, 3.3, 3.5, 4.2, 4.3, and 4.5)	
Review Team	Name	Affiliation/Title
Representative for the District responsible for the quality of the report and the adherence to DTSDE protocols	Dr. Monica George-Fields	<input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert
Additional members		
Assistant Superintendent of the Office of School Improvement	Dr. Waveline Bennett-Conroy	Mount Vernon City School District
Supervisor of Special Education	Dr. Joyce Coppin	
Standards Administrator for ENL & World Languages K-12 Dept.	Dr. Margarite Circello	
Director for Funded Programs and Grants	Marlon Stephenson	

School Information Sheet for Grimes School

School Configuration (most recent data)			
Grade Configuration		Total Enrollment	SIG Recipient
Types and Number of English Language Learner Classes (most recent data)			
# Transitional Bilingual		# Dual Language	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (most recent data)			
# Special Classes		# SETSS	# Integrated Collaborative Teaching
Types and Number of Special Classes (most recent data)			
# Visual Arts		# Music	# Drama
# Foreign Language		# Dance	# CTE
School Composition (most recent data)			
% Title I Population		% Attendance Rate	
% Free Lunch		% Reduced Lunch	
% Limited English Proficient		% Students with Disabilities	
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		% Black or African American	
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander	
% White		% Multi-Racial	
Personnel (most recent data)			
Years Principal Assigned to School		# of Assistant Principals	
% of Teachers with No Valid Teaching Certificate		% Teaching Out of Certification	
% Teaching with Fewer Than 3 Years of Experience		Average Teacher Absences	
Student Performance for Elementary and Middle Schools (most recent data)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (most recent data)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4		US History Performance at Levels 3&4	
4 Year Graduation Rate		6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation		% ELA/Math Aspirational Performance Measures	
Overall NYSED Accountability Status (most recent data)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	
Priority School			

Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (most recent data)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (most recent data)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Science (most recent data)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	

Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

- 1.

Information about the review

- The review was led by Dr. Monica George-Fields. The team also included a district representative, a district-selected Outside Educational Expert, a special education representative, a representative from the Bilingual Education office, and a representative from the Office of School Improvement.
- The review team visited a total of **9** classrooms during the **one-day** review.
- Reviewers conducted focus groups with students and staff.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	2
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2.3 **The school is in Stage 2 for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

The school leader uses the available resources to arrange teacher schedules to support collaboration and peer-to-peer support. To leverage teachers’ opportunities to work with each other during the meeting times, the principal must re-examine the protocols teachers should use to identify what teachers do, understand to prioritize, and norm their use of data to drive instruction.

Recommendation: The school’s resources of time and scheduling must produce opportunities for teachers to collaborate around curricula, instruction, and students’ data needs.

- By April 25, 2022, the principal must share the school review findings with the staff.
- By May 2, 2022, the principal must identify PLC protocols that teachers must use to create consistent practices across all classes.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	Tenet Rating	2
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Debriefing Statement: The school leader clearly understands how teachers should interact and engage with instructional materials and collaborate wholistically. However, teachers’ work descriptions are siloed within their individual classrooms.

Areas for Improvement: When the review team spoke with teachers and visited classrooms, the practices in some classes were highly engaging. In contrast, other classrooms appeared to be more student compliant and teacher dominated.

3.2 **The school is in Stage 2 for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Recommendation: The school leader and teachers must identify ways to examine the instructional material to create lesson plans that result in activities that engage students in time on task learning opportunities.

- By June 15, 2022, work with the teachers to identify explicit structures for teachers to use to deliver instruction.

3.3 **The school is in Stage 2 for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and

NYS content standards and address student achievement needs.

Recommendation: Teachers must begin to use a protocol that helps them follow data-driven instruction steps that ensure teachers have the opportunities to

- By June 15, 2022, the school leader must identify a meeting protocol for teachers to use during their professional learning

3.5 **The school is in Stage 2 for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Recommendation: The school leader must work with the district office to provide teachers with professional development focused on the reading data available about students’ reading levels and the core purpose of each assessment.

- By June 15, 2022, teachers must receive training on understanding students’ reading levels so that they can appropriately plan lessons to support students’ reading growth.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

2

Debriefing Statement: The instructional practices align with the school leader’s vision in some classes; however, the practices are widely inconsistent in other classrooms causing students to experience a lack of challenging instruction in some classes while other students have highly engaging activities to complete during class.

Areas for Improvement: The school leader must ensure that all teachers know, understand, and have the skills to implement the practices expected in each classroom across all grades and subjects.

4.2 **The school is in Stage 2 for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Recommendation: The school leader and teachers must identify schoolwide expectations for delivering instruction aligned with creating goals for students that challenge their teaching and learning abilities.

- By May 16, 2022, the school leader and teachers must meet to discuss the norming for how instruction should be delivered.

4.3 **The school is in Stage 2 for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Recommendation: Teachers must meet to norm their understanding of standards-based instruction and what is required to meet individual students' needs.

- By May 16, 2022, the school leader must arrange a teachers' meeting to establish a common understanding of standards-based instruction and ways to adjust their approach to individualized student teaching and learning.

4.5 **The school is in Stage 1 for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Recommendation: All teachers must learn how to use summative and formative data to accurately track students' academic standing and progress to ensure students are on track to meeting or exceeding their grade-level expectations.

- By June 15, 2022, the school leader must arrange for all teachers, including those teaching interventions, to create a progressive map for students to understand and follow towards high academic achievement.

Report Quality Assurance from the District

I certify that I have led this review on behalf of the district and assert that this District-led Review aligns with NYSED expectations and protocols.

Name	Dr. Monica George-Fields
Title	Lead Reviewer