



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	660900010004	
School Name	Hamilton School	
School Address	20 Oak Street, Mt. Vernon, NY 10550	
District Name	Mount Vernon City School District	
School Leader	Marc Molina	
Dates of Review	November 17, 2021	
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		
District Representative	Dr. Waveline Bennett-Conroy	Assistant Superintendent for School Improvement
Special Education Representative	Dr. Joyce Coppin	Special Education Director
Bilingual Education Representative	Dr. Margarite Circello	Standards Administrator
Additional Team Members	Marlon Stephenson	Director of Special Programs and Grants

School Information Sheet for Hamilton School

School Configuration (2021-22 data)			
Grade Configuration		Total Enrollment	SIG Recipient
Types and Number of English Language Learner Classes (2021-22)			
# Transitional Bilingual		# Dual Language	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2021-22)			
# Special Classes		# SETSS	# Integrated Collaborative Teaching
Types and Number of Special Classes (2021-22)			
# 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 (2021-22)			
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 (2021-22)			
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 (2021-22)			
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 (2020-21)			
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 (2020-21)			
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 (2020-21)			
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 included a district representative, a district-selected Outside Educational Expert, Assistant Superintendent for School Improvement, Supervisor of Special Education, Bilingual Education and World Languages Standards Administrator, and Director of Special Programs and Grants.
- The review team visited a total of 11 classrooms during the one-day review.
- Reviewers conducted focus groups with students and staff.
- Reviewers examined documents provided by the school: school reflection, sample teacher MFR plans, lesson plans, schoolwide data, teacher feedback, and student work.
- The extenuating circumstances exist due to COVID-19 and students not wholly participating in the administration of NYSED assessments.

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 checked="" type="checkbox"/>	<input type="checkbox"/>

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.

Debriefing Statement:
 The school leader is aware of resources needed and available to organize the staff’s efforts to fully re-enter an in-person learning environment and provide students and families the support necessary to address impediments stemming from COVID-19. However, the delivery of crucial instructional materials and teachers’ programmatic protocols remains unavailable and unestablished.

Areas for Improvement:

- Teachers report a basic need for instructional materials such as printing paper, instructional charts, additional leveled books, and functional technology.
- The school leader organized teacher professional learning community planning sessions once a cycle; however, those meetings do not have established protocols to benefit teachers and students fully.

Recommendation:

- By November 30, 2021, meet with staff to inventory and assess the materials to effectively address students’ and staff members’ needs.

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 and teachers use the district-approved curriculum for all subjects and grades. However, teachers inconsistently modify the materials to meet all students’ learning needs effectively. Furthermore, despite teachers acknowledging students’ learning struggles, instructional plans align with pre-pandemic instructional goals and strategies. As a result, not all teachers appropriately plan to address all students’ immediate needs, impacting their ability to learn at an expeditious pace.

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.

Area for Improvement:

- The teachers meet in their professional learning communities once a cycle, every six weeks; however, the meetings do not have protocols to focus teachers’ discussions, work, and planning.

Recommendation:

- By December 8, 2021, the school leader must collaborate with the teachers to discuss adopting a Data-Driven Instruction cycle protocol that spans 4-5 weeks, includes data collection, and ends in curriculum adaptations.

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

Area for Improvement:

- The teacher meeting revealed current, post-pandemic, social studies, and English language arts curricula and pacing calendars. Although teachers understand that curricula do not consider the loss of instructional time and learning during the school closure over the past 18 months, the review team examined lesson plans that showed several teachers using verbatim lessons from the outdated material based on lesson plans.

Recommendation:

- By November 30, 2021, the school leader must ensure that teachers begin to meet to examine and adjust the curricula materials and guides so that their lessons address the observed academic post-pandemic struggles students are displaying.

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.

Area for Improvement:

- Teachers have just administered the beginning of year assessments to ascertain students’ learning levels and plan to create long-term goals from that data. Although the school leader and teachers state that they use current student work to establish short-term goals, teachers provide limited comments with non-instructional. Therefore, the feedback does not give enough instructional steps to help students reflect or own their next steps towards improvement.

Recommendation:

- By November 30, 2021, identify teachers who can model and lead professional development using post-pandemic students’ data to organize small group instruction and improve feedback on students’ work.

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:

Teachers understand and know the instructional expectations for their lessons. In general, teachers use strategies and practices aligned with their curricula, teachers’ guides, and district pacing calendars, where

available. However, adjusting instructional techniques and methods is not evident consistently across the school, thereby leaving some students engaging in too easy or too challenging work to foster consistent high student achievement.

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 the annual, unit, and daily lesson plans that address all student goals and needs.

Area for Improvement:

- While the review team visited classes, they observed teachers using the strategies that strictly adhered to pre-written lessons without considering students' immediate needs. For example, students were all completing the same task in one class, not challenged, and engaging in very little academic discourse. In another class, students were working in small groups completing math examples to find the lowest common multiples. The students completed the examples using a specific multiple-step strategy. However, when the reviewer spoke with the students, they could not explain the fundamentals of the lowest common multiples, such as the greater of two numbers could be the lowest common multiple. The students only knew to complete the strategy taught and had difficulty understanding why 24 would be the lowest common multiple of 3 and 24. On the other hand, students were engaged in high-level conversations and reading tasks in other classes while working independently and in small groups.

Recommendation:

- By December 8, 2021, the school leaders must begin to visit classrooms with the focus of creating instructional consistency aligned with best practices and strategies.

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.

Area for Improvement:

- In most classes, teachers use materials aligned to the standards but are not appropriately aligned with students' instructional levels. In one class, students were reading a non-fiction book in a small group. Although there were pre-created questions in the text, the students transitioned away from those questions. They developed questions and created a course of the discussion that was much more explorative and analytical. In another class, while a teacher asked students to determine a misstep in a math example, after copying the example and performing the calculations, the teacher checked every child's final calculation, which had the correction within it. However, the teacher never asked the students to answer the original question of an incorrect calculation. Teachers' understanding of multiple access points for all students appears to be that all students can complete tasks rather than be appropriately challenged with access points to engage in the challenge. Finally, in a bilingual class where the teacher provides the students with Spanish mathematics instruction, the translation supports for students in the class are displayed on bulletin boards targeted for ELA, with little translation on mathematic charts. This misconception of access is leading to stagnated learning growth and impeding students' ability to excel.

Recommendation:

- By December 8, 2021, the school leader must identify professional development opportunities for teachers to provide students who have not experienced the COVID-19 learning slide to achieve beyond their grade levels.

4.5 **The school is in Stage 2 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).

Area for Improvement:

- The students stated that teachers have goals for them and meet with them to discuss their expectations for grades. However, while some students were unaware of their reading levels and assessment grades, other students could provide reviewers information about their learning levels. The inconsistent practice of discussing data with students makes it difficult for students to understand the proximity of learning and the steps necessary to increase their achievement.

Recommendation:

- By December 8, 2021, the school leader and teachers must week to discuss and identify protocols for teachers to share student assessment results and other data with all students in the school to create goals and plans to demonstrate academic growth.

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	Outside Educational Expert
District Lead Credential status (choose one)	<input checked="" type="checkbox"/> Issued by NYSED on 2016 <input type="checkbox"/> Pending -- The requirements have been fulfilled, but I have yet to receive word from NYSED <input type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by June 30, 2016. <input type="checkbox"/> N/A This is the only School Review with District Oversight and District-led review I am responsible for.