



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

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



2021-2022 School Year

BEDS Code	660900010027	
School Name	Mt. Vernon STEAM Academy	
School Address	350 Gramatan Ave, Mt. Vernon, NY 10552	
District Name	Mt. Vernon School District	
School Leader	Sharon Spencer	
Dates of Review	December 9, 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	Lori Bennett	<input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert
Additional members		
District Representative	Dr. Waveline Bennett-Conroy	Assistant Superintendent of School Improvement
Special Education	Dr. Joyce Corps	Supervisor of Special Education
English Language Learners	Dr. Marguerite Circello	Standards Administrator for Bilingual Education and World Languages
Other Representatives	Marlon Stephenson	Director of Special Programs and Grants

School Information Sheet for Mt. Vernon STEAM Academy

School Configuration (2021-2022 data)				
Grade Configuration	9-12	Total Enrollment	700	SIG Recipient
Types and Number of English Language Learner Classes (2015-16)				
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2021-2022)				
# Special Classes	22	# SETSS	0	# Integrated Collaborative Teaching
Types and Number of Special Classes (2015-16)				
# Visual Arts	5	# Music	6	# Drama
# Foreign Language	25	# Dance	0	# CTE
School Composition (most recent data)				
% Title I Population		58.71	% Attendance Rate	
% Free Lunch		58.71	% Reduced Lunch	
% Limited English Proficient			% Students with Disabilities	
			16.14	
Racial/Ethnic Origin (most recent data)				
% American Indian or Alaska Native		0.14	% Black or African American	
% Hispanic or Latino		28.57	% Asian or Native Hawaiian/Pacific Islander	
% White		5.14	% Multi-Racial	
			0	
Personnel (most recent data)				
Years Principal Assigned to School		2 months	# of Assistant Principals	
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification	
% Teaching with Fewer Than 3 Years of Experience		17%	Average Teacher Absences	
			10%	
Student Performance for Elementary and Middle Schools (2018-19)				
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 (2014-15)				
ELA Performance at levels 3 & 4		60%	Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4			US History Performance at Levels 3&4	
4 Year Graduation Rate		90%	6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation			% ELA/Math Aspirational Performance Measures	
Overall NYSED Accountability Status (2014-15)				
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 (2013-14)		
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 (2013-14)		
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 (2013-14)		
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 Lori Bennett - REACH© Outside Educational Consultant in collaboration with Dr. Waveline Bennett Conroy, Assistant Superintendent for School Improvement. The team also included a district representative: SWDs, ELLs, and the Director of Special Programs and Grants.
- The review team visited a total of **14** classrooms during the **one-day** review.
- Reviewers conducted interviews with the school leader, teachers, and students.
- Reviewers examined documents provided by the school, including lesson plans, schoolwide data, teacher feedback, and student work during the school review.

Extraordinary Circumstances

- The school leader started her position on October 1, 2021. She is still learning the nuances of the school district.

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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	3
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2.3 **The school is in Stage 3 for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Debriefing Statement:

The school leaders ensured that fiscal resources align with and support the programming and staffing needs that foster continued progress towards addressing the needs of all students and planning for the next academic year.

- The administrative team reviews student transcripts to create a master schedule that will accommodate student progress toward graduation. Student progress is discussed often, and the programming team meets regularly with the school counselors to ensure that the needs of students with unique programming issues are addressed and adjust individual schedules and or the master schedule as needed.
- The school's hiring committee allows for the staff's voice in hiring decisions leading to a collaborative decision-making process where administrators, teachers, and parents interview candidates; however, the school leader acknowledged that more outside partnerships are needed to strengthen current recruitment efforts.

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 to maximize teacher instructional practices and student learning outcomes.	Tenet Rating	2
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Debriefing Statement:

The newly appointed school leaders and other administrators encourage teachers to develop lessons that include complex materials, challenges, scaffolds, and enrichment activities that allow students to master the content and progress according to their timely data.

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.

Strengths:

- The school leaders review current schoolwide curriculum practices and set expectations for quality implementation of learning standards, including Common Core and Next Generation learning standards for science and mathematics. The school leader encourages the staff to use the district models for teaching and learning and the subject-based curricula to ensure that students are actively engaged in mastering grade-level standards.
- The school leader stated that staff members participate in professional learning communities led by the department heads. The foci of the professional learning community meetings center around

curriculum alignment, lesson planning, and the development of subject-driven common assessment. At the review, staff vacancies limited the team's meeting time. However, teachers continue their efforts toward adapting and aligning the curriculum to meet the needs of the students.

3.3 **The school is in Stage 3 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.

Strengths:

- Teachers use a variety of online programs and assessments and data tools including, student transcripts, iReady, and Schoology, to develop lesson plans and assessments aligned with CCLS and student achievement levels during the professional learning community meetings.
- Teacher-tailored lesson plans are used across all grades and content areas using learning standards, scope and sequence, and regents' content, allowing for a progression of skills and content.
- Teachers adjust the curricula to address the students' needs, ensure that students are mastering content from last year, and address learning gaps and gains that help create an accurate profile of student performance levels.

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.

Strengths:

- Teachers use assessment data for short- and long-term planning of daily lessons and units developed within the professional learning community. Teachers use various formative assessments to monitor and evaluate student learning. Teachers create subject-specific and common departmental assessments to collect and make data-driven decisions.
- Teachers acknowledge the importance of various types of formative assessment in curriculum decision-making and are exploring alternative forms of assessment so that there are multiple ways to assess student progress.
- Teachers provide feedback to students concerning assessments, but revisiting concepts following continued exposure to the content to show mastery progress does not occur.
- Teachers use the student reflection and progress monitoring chart in iReady to share data with students. However, there is a need to increase the amount of feedback based on data such as rubrics and self-assessments. Adapting consistent schoolwide usage of these resources and other online tools would allow students to take ownership of progress, set goals, and reflect on their progress and learning.

Area for Improvement:

- More work around the importance of various types of formative assessment in curriculum decision-making is needed.

- Students need to know more about how they achieve grades on rubrics and strategies for improvement.
- All teachers across the school in every subject and grade must use schoolwide agreed-upon resources to promote the highest levels of student achievement.

Recommendations:

By January 31, 2022:

- Continue to provide district and schoolwide professional development to align and accelerate STEM instructional practices across all content areas, including the arts.
- Teachers should incorporate the consistent use of various forms of data in their lesson preparation to inform daily instruction better and use more of the online data tools so that data analysis and itemization can be more streamlined and consistent.
- Teachers must develop protocols to increase their feedback to students around all data sources and achievement strategies.

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 school leaders focus on reengagement in the teaching-learning process provide the vision and expectation of teacher practice to ensure effective instruction.

4.2 **The school is in Stage 3 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.

Strengths:

- Teachers use lesson plans aligned to standards and have instructional practices and strategies organized around curricula units. Subject-level department heads support the alignment of teacher plans to data and learning standards. Teachers are using adaptive strategies and incorporating technology to support student needs. However, they should include more responses to intervention strategies and project-based instruction to engage all students and provide prompt and instructional interventions.
- Teachers are helping students create goals that will allow them to understand where they are and where they need to be to move towards mastery. Students report that strategies learned in AVID classes help set academic goals and self-reflection by reviewing transcripts and previous grade point averages to reflect and create short- and long-term academic goals.

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

students.

Strengths:

- Some teachers develop lessons using different instructional styles, including differentiated instruction, project-based activities, to foster student engagement and academic rigor. In contrast, others conduct lessons using a whole-class approach with little differentiated materials.

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).

Strengths:

- Teachers use a variety of data sources such as class grades, unit tests, exit slips, summative and informative assessments, and exam scores to inform classroom practices, the next steps in planning, and where students need additional support.
- Teachers use data to create target groups for specific instructional strategies and provide differentiated support and resources to students.
- Some students are beginning to take ownership of their learning using rubrics and can discuss their next steps for learning and expectations to achieve high levels for each assignment.
- Students stated they have developed confidence and feel empowered due to having access to opportunities such as Westchester League Mathematics Team, Lehman College, access to online credit accumulation, Project Lead the Way, Smart Scholars, Robotics, and STEAM exposition.

Recommendations:

- Develop a shared repertoire of instructional strategies that provide students with multiple entry points and apply these in daily instruction.
- Create a schoolwide expectation that ensures all teachers use strategies such as rubrics, quick writes, end unit assessments, and exit tickets to determine the next steps for individual students.
- Teachers should use all forms of data sources to plan, instruct and provide feedback to students to improve performance based on their data.

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	Lori Bennett
Title	REACH© Outside Educational Consultant