



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**

<b>BEDS Code</b>	660900010009	
<b>School Name</b>	Pennington School	
<b>School Address</b>	20 Fairway, Mount Vernon, New York 10552	
<b>District Name</b>	Mount Vernon City School District	
<b>School Leader</b>	Ms. Thrusha A. Henderson	
<b>Dates of Review</b>	December 6, 2021	
<b>School Accountability Status</b>	<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School	
<b>Type of Review</b>	<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)	
<b>Review Team</b>	<b>Name</b>	<b>Affiliation/Title</b>
<b>Representative for the District responsible for the quality of the report and the adherence to DTSDE protocols</b>	Lori Bennett	<input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert
<b>Additional members</b>		
<b>District Representative</b>	Dr. Waveline Bennett-Conroy	Assistant Superintendent of School Improvement
<b>Special Education</b>	Dr. Joyce Corps	Supervisor of Special Education
<b>English Language Learners</b>	Dr. Marguerite Circello	Standards Administrator for Bilingual Education and World Languages
<b>Other Representatives</b>	Marlon Stephenson	Director of Special Programs and Grants

### School Information Sheet for Pennington School

School Configuration (2021 -2022 data)					
Grade Configuration	PreK-8	Total Enrollment	412	SIG Recipient No	
Types and Number of English Language Learner Classes (2019-21)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2015-16)					
# Special Classes	5	# SETSS		# Integrated Collaborative Teaching	
Types and Number of Special Classes (2015-16)					
# Visual Arts		# Music		# Drama	
# Foreign Language		# Dance		# CTE	
School Composition (most recent data)					
% Title I Population			% Attendance Rate		
% Free Lunch		46%	% Reduced Lunch		
% Limited English Proficient		4.80	% Students with Disabilities		19.42
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native			% Black or African American		53.48
% Hispanic or Latino		24.94	% Asian or Native Hawaiian/Pacific Islander		
% White		17.75	% Multi-Racial		NA
Personnel (most recent data)					
Years Principal Assigned to School		3months	# of Assistant Principals		1
% of Teachers with No Valid Teaching Certificate			% Teaching Out of Certification		
% Teaching with Fewer Than 3 Years of Experience		2	Average Teacher Absences		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 4		
Science Performance at levels 3 & 4 (4th Grade)		84.21	Science Performance at levels 3 & 4 (8th Grade)		85%
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		55.95	Mathematics Performance at levels 3 & 4		34.01%
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 (2014-15)					
Reward		NA	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	

**Information about the review**

- The review was led by Lori Bennett - REACH© Outside Educational Consultant in collaboration with Dr. Waveline Bennett Conroy, Assistant Superintendent of School Improvement. The team also included a district representative: SWD, ENL, and Director of School Improvement
- The review team visited a total of **12** 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.

**Extraordinary Circumstances at the time of the review:** Copied from School Self Assessment

- One ELA Academic Intervention Services (AIS) teacher for the school who is not certified to provide support service to middle school students.
- 12 non-tenured staff: 2 elementary general education teachers; 2 middle school teachers; 5 special education teachers; 1 music teacher (secondary); 1 AIS elementary teacher; 1 school counselor
- Vacant Teaching Assistant (TA) positions: 3 classroom TAs; 2 – 1:1 TAs; 1 – 2:1 TA
- Multiple changes in leadership
- COVID-19 pandemic has impacted the mental health of staff, students, families, instructional practice, student learning, and academic achievement.
- The Kindergarten class has been with a substitute since September 27, 2021.

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

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>2</b>
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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 leader has examined and responded to the school's current needs and is developing systems to address schoolwide goals, analyze data, share data, and make informed decisions using protocols to advance student achievement and increase teacher effectiveness.

- The school has set up policies and procedures to ensure that all initiatives, programs, and operations are effective and student needs are being addressed. Students receive help from a safe, respectful, caring culture that strongly supports all aspects of student development.
- The newly assigned school leader makes positive changes and works collaboratively with the newly appointed assistant principal to identify the school's strengths and challenges and strategically make the needed adjustments.
- The school's strategic use of resources aims to maximize learning opportunities for all students. Faculty are engaged in a variety of teams including, the school leadership team, professional learning communities, data teams, PBIS, Response to Intervention, and problem-solving teams, to identify effective and targeted strategies to address gaps in instructional practices.

**Recommendations:**

By January 31, 2022

- Continue with the current initiatives and create systems to monitor the effectiveness of programmatic decisions, including interim benchmarks to assess the impact of schoolwide initiatives to make needed adjustments as necessary.
- Monitor the structures, and foci of the professional learning communities, response-to- Intervention teams, and data teams to create schoolwide approaches to improving student outcomes across all grade levels.

<b>Tenet 3 - Curriculum Development and Support:</b> 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.	<b>Tenet Rating</b>	<b>3</b>
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**Debriefing Statement:**

The school leader and staff work collaboratively to support the implementation of rigorous and coherent CCLS-aligned curricula.

3.2 **The school is in Stage 3 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:**

- Teachers use district curriculum and comprehensive pacing guides in all content areas aligned with the state standards and various supplemental programs such as Envisions, Journeys, Learning A-Z, Readworks, Spalding, and AVID. Teachers create lessons using+ Costa's Levels of Questioning, Bloom's Taxonomy and problem-solving strategies, CUBES, and RACES to promote greater student engagement and critical thinking.
- Teachers collaborate during grade level and vertical team meetings to unpack curriculum modules, identify gaps in student learning, create assessments, and examine teacher practices to ensure that all students are exposed to the standards-based material.
- The school leader and assistant principal formally and informally conduct walkthroughs and observe teachers' efforts in meeting students' needs connected to schoolwide goals. Following the class visits, the leaders meet with teachers to discuss the rigor of lessons, classroom environments, organization of physical space, student engagement, and vocabulary development strategies across all grade levels.
- School leaders provide teachers with frequent verbal and written feedback from instructional walkthroughs to promote pedagogical development towards the school's vision and provide next steps for improvement to accelerate their growth.

**Areas for Improvement**

- Continue to plan strategies for evaluating instructional decisions to assess impact.

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

**Strengths:**

- Teachers work to ensure that unit and lesson plans are appropriately aligned to the CCLS coherent curriculum, introduce complex materials that stimulate higher-order thinking, and build deep conceptual understanding and knowledge around specific content.
- Teachers participate in monthly curriculum meetings and the districts' year-long series of professional development, enabling them to acquire strategies and research-based best practices to implement during instruction to increase student learning outcomes and develop common instructional language and assessments.

3.5 **The school is in Stage 3 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 administer unit tests and other informal English language arts (ELA) and mathematics

assessments and use the results to assign students to small group instruction during scheduled RTI periods.

- Teachers provide student feedback based on data, student work products, rubrics, and performance, facilitating student ownership.
- Teachers are progressing towards using learning targets in the form of "I can" statements to empower and facilitate student ownership of learning and increase student-to-student interactions and feedback, including think-write-pair-share, peer editing, and peer tutoring.

**Recommendation:**

- By January 31, 2022, develop a formal structure to consistently evaluate the effectiveness of curricula and assessment development practices to ensure acceleration of student progress by aligning with the evolving state standards.

**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.

<b>Tenet Rating</b>	<b>2</b>
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Debriefing Statement: The school leader has examined existing instructional practices and is invested in developing and improving teacher practice. The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to students' socio-emotional developmental health needs.

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:**

- The school leader established expectations for instructional outcomes, including instructional rigor, engaging classroom environments, whole- and small-group discussions, turn-and-talk, feedback to students, and targeted AVID-aligned strategies to increase students' voice.
- Teachers use lesson plans aligned to the Common Core Learning Standards and are focused on improving vocabulary and questioning techniques that lead to high student engagement and achievement levels.

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.

**Strengths:**

- As a schoolwide practice, teachers are beginning to create and address goals for individual and all subgroups of students by using instructional scaffolds while modeling tasks to ensure all students understand and can independently complete the curricula activities.

- In most classes visited, teachers use checks for understanding such as quick writes, thumbs up and down, and exit tickets, and some had evidence of differentiated materials during class visitations. , and exit tickets during daily lessons to ensure all subgroups of learners are accessing the content.

#### **Areas of improvement**

- Although the school leader indicated that instruction aligns with student-centered learning, most instructional deliveries were teacher-directed during classroom visits.

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:**

- The school leader and teachers use a myriad of formative and summative data sources to monitor and adjust instructional approaches to teaching and learning.
- Teachers stated that they use teacher-made formative assessments and end-of-unit quick checks to provide tiered support for different learners.
- Some teachers use iReady, in-class assessments, running records, rubrics, glows and grows, teacher-made formative assessments, and end-of-unit quick checks to provide tiered support for different levels of learners.

#### **Areas of Improvement**

- Students must know and understand their data to be equal partners in their goal creation.

#### **Recommendations:**

By January 31, 2022

- Refine the data analysis protocols to ensure that teachers know individual students' needs and strengths so that the targeted instructional supports and lesson plans address students' learning goals.
- Amplify the use of data to inform student groupings and implement clear differentiation strategies for diverse learners during daily instruction based on patterns and trends.
- Regularly engage students in conversations regarding their individual learning goals and benchmarks to know and describe what they need to focus on to increase achievement.
- Teachers should collaborate in professional learning communities and agree on a shared repertoire of instructional strategies that align with the learning standards and apply these strategies in daily instruction.





### 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
District Lead Credential status  (choose one)	<input type="checkbox"/> Issued by NYSED on _____  <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 the June 30, .  <input type="checkbox"/> N/A This is the only School Review with District Oversight and District-led review I am responsible for.