



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

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



**2020-2021 School Year**

<b>BEDS Code</b>	660900010023	
<b>School Name</b>	Benjamin Turner Middle School	
<b>School Address</b>	624 S 3 <sup>rd</sup> Avenue, Mt. Vernon, NY 10550	
<b>District Name</b>	Mount Vernon City School District	
<b>School Leader</b>	Dr. Pauline Pearce	
<b>Dates of Review</b>	May 3, 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>	Dr. Monica George-Fields	<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
<b>Special Education Representative</b>	Dr. Joyce Coppin	Special Education Director
<b>Bilingual Education Representative</b>	Dr. Margarite Circello	Standards Administrator

### School Information Sheet for Benjamin Turner Middle School

School Configuration <i>(most recent data)</i>			
Grade Configuration		Total Enrollment	SIG Recipient
Types and Number of English Language Learner Classes <i>(2015-16)</i>			
# Transitional Bilingual		# Dual Language	# Self-Contained English as a Second Language
Types and Number of Special Education Classes <i>(most recent data)</i>			
# Special Classes		# SETSS	# Integrated Collaborative Teaching
Types and Number of Special Classes <i>(most recent data)</i>			
# Visual Arts		# Music	# Drama
# Foreign Language		# Dance	# CTE
School Composition <i>(most recent data)</i>			
% Title I Population		% Attendance Rate	
% Free Lunch		% Reduced Lunch	
% Limited English Proficient		% Students with Disabilities	
Racial/Ethnic Origin <i>(most recent data)</i>			
% American Indian or Alaska Native		% Black or African American	
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander	
% White		% Multi-Racial	
Personnel <i>(most recent data)</i>			
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 <i>(most recent data)</i>			
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 <i>(most recent data)</i>			
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 <i>(most recent data)</i>			
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 <i>(most recent data)</i>			
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 <i>(most recent data)</i>			
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 <i>(most recent data)</i>			
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.):			
<ol style="list-style-type: none"> <li>1. Teachers will increase the technological equipment and platforms they and students use during lessons.</li> <li>2. Teachers create and share learning targets with students during every lesson.</li> <li>3. Teachers use and share lesson agendas with students at various points of the lesson.</li> </ol>			

## Information about the review

- Dr. Monica George-Fields led the review. The team also included a district representative, a district-selected Outside Educational Expert, Assistant Superintendent for School Improvement, Special Education Director, Bilingual Education and World Languages Standards Administrator, and Director of Special Programs and Grants.
- The review team visited a total of 8 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.
- The school provided results of a student survey that 22 students completed.
- The school provided results of a staff survey that 23 staff completed.
- The school provided results of a parent survey that 52 parents completed.
- The extenuating circumstances exist due to COVID-19 and students participating in school via hybrid and remote learning.

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

	and needs.				
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>3</b>
---	---------------------	----------

**Debriefing Statement**

The school leader is aware of the various resources available to the school that can contribute to effective instruction and students’ educational experiences and has developed a plan to systematically address their lagging achievement by aligning resources with prioritized areas for improvement. The school leader stated, and while visiting classes, that teachers are focused on using various technology tools and identifying and explaining learning targets for each lesson. Teachers learn about technology and discuss learning targets during their common planning time and Wellness Wednesdays. In addition, the school leader arranged professional development from district staff and got an entryway painted to have safer entry into the building. The alignment of a clear plan and resources enables the school to address student achievement methodically.

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.

**Strength**

**Recommendation:**

- The school leader must continue to collaborate with the district’s and school’s staff to establish schoolwide norms for addressing teaching strategies and students’ learning needs to

<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>2</b>
--	---------------------	----------

**Debriefing Statement:**

The school leader and teachers follow a step-by-step plan that begins with teachers learning how to identify and share explicit learning targets and incorporate effective use of various students’ data, engaging materials, and interdisciplinary curricula that address students’ learning needs. Next, however, the teachers need to develop the conceptual knowledge necessary to move beyond the initial steps of the plan. Although, the review team learned that although teachers were aware of schoolwide initiatives, they did not know about the district initiative for using data called Manufacturing for Results. Additionally, the impact of understanding the learning targets may vary since students revealed that some teachers show them in writing, while others tell students the learning target for the lessons. As a result, the teachers are aware of the school’s priorities and

are working in tandem with the school leader and others to norm the delivery of lessons.

**Areas of Improvement**

**Recommendations:**

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.

- By May 28, 2021, the school leader must identify the teachers who need support with implementing the schoolwide instructional strategies and arrange tiered support to develop individual expertise in all professional development.

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.

- By May 14, 2021, the school leader must ensure that all teachers plan ways to address students' learning needs for students who warrant more challenging or intervention examples.

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.

- By June 9, 2021, the school leader and teachers must ensure that students, in conjunction with setting goals for quarterly grades, access all their interim assessment data and create long-term goals that drive their academic focus throughout the school year.

**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 leader and teachers discuss the need to address and systematize instruction similar to lesson planning and material selection. However, the instructional work is in the beginning stages, as teachers demonstrated evidence of struggling with how much to use videos for lessons versus demonstration purposes. Also, in one class, the teacher introduced students to a project that they will begin working on and told them to select the topic. Yet, the teacher did not share the specifics, via a rubric, about the components that would make the project successful. In another class, a student provided an analysis of a text rather than give a prediction. However, the student shared his thoughts about the character being "bipolar," the teacher said to the student, "You can't diagnosis her just like that. Let's see what happens." Then the teacher moved on and began reading an excerpt of the book. The teacher only engaged with students' lower-level predictions that the story explicitly supported. If a students' answer was a conceptual prediction, the teacher did not explore it. The school leader aspires instruction to look like and students to encounter this depth of knowledge and

learning. Still, while teachers keep their lessons on the fringes of this deeper learning experience, students remain unchallenged during some classes.

**Areas for Improvement**

**Recommendations:**

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.

- Immediately, the school leader must spot-check teachers’ plans to ensure every lesson derives from an intention and sequential plan for student learning. When teachers’ lessons do not closely align with the lesson plan, provide professional development to assist their understanding of the importance and impact.

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.

- By June 9, 2021, the school leader must meet with teachers and ensure that they use the Explicit Direct Instructional approach to ensure students have access to various (product, material, and instruction) differentiated materials in dynamic ways to meet students’ learning needs.

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).

- By June 9, 2021, teachers must ensure that students have tools to support their learning goals are aligned with timely data and provide students with external materials to extend their learning, specifically in reading.

**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