



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

BEDS Code	660900010002	
School Name	Edward Williams School	
School Address	9 Union Lane< Mt Vernon, NY 10553	
District Name	Mount Vernon City School District	
School Leader	Dr. Crystal Waterman	
Dates of Review	March 15, 2021	
School Accountability Status	<input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Good Standing <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	Dr. Waveline Bennett-Conroy	
Special Education Director	Dr. Joyce Corpas	
Bilingual Education and World Languages Standards Administrators	Dr. Margarita Circello	
Special Grants Director	Marlon Stephenson	

School Information Sheet for Edward Williams Elementary School

School Configuration (2015-16 data)			
Grade Configuration		Total Enrollment	SIG Recipient
Types and Number of English Language Learner Classes (2018-19)			
# Transitional Bilingual		# Dual Language	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2018-19)			
# Special Classes		# SETSS	# Integrated Collaborative Teaching
Types and Number of Special Classes (2018-19)			
# 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 (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 (2018-19)			
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 (2018-19)			
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 (2018-19)			
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 (2018-19)			
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 (2018-19)			
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, and Bilingual and World Languages Standards Administrator.
- The review team visited a total of 5 classrooms during the one-day review.
- Reviewers conducted focus groups with students and staff
- Reviewers examined documents provided by the school, including curriculum maps, schoolwide data, and student work.
- The school provided results of a student survey that 199 completed.
- The school provided results of a staff survey that 28 completed.
- The school provided results of a parent survey that 55 completed.
- The extenuating circumstances are stem from the students learning remotely and in hybrid settings.

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 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	3
---	---------------------	----------

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, teachers, and students understand and share a common vision for the ways in which various resources, such as instructional platforms, scheduling, and technology should be utilized to meet the instructional and technical needs of the hybrid model for teaching and learning resulting in classroom experiences that includes wide use of technology by students and teachers, but the use of scheduling does not foster classroom teachers acting as students' Tier 1 support.

Strengths: The school has adopted a vision for implementing balanced literacy that provides students opportunities to engage with authentic literature, learn deep conceptual understandings about various genres, and creatively write as authors of their own stories.

Areas of Improvement: The school has a schedule that places the response to intervention (RTI) for English language arts (ELA) and mathematics services outside of the regular instructional periods, which leads to students and teachers isolating strategies and struggle to incorporate them during comprehensive lessons and activities.

Recommendations:

- By May 1, 2021, the school leaders, in collaboration with the staff, must examine the parsing of literacy during the school day so that students have the maximum time possible for independent reading and teachers learn to incorporate tier 1 interventions into their overall literacy block so that students have ample time to increase their reading levels.

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
---	---------------------	----------

Debriefing Statement: Teachers have adapted some curricula tools and material to better align with the virtual delivery of instruction; however, the teachers use of the material is not adequately addressing students at all academic levels resulting in some students who are capable of extending their learning to have to encounter less challenging work assignments.

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 leader and teachers are making good use of the technology platforms and resources to deliver instruction to students via hybrid and remote learning. During the visit, the reviewers observed students and teachers fluidly using the different applications. In one class, the student assisted a

teacher's use of technology, demonstrating the students' familiarity and knowledge of the program.

- During the meeting with teachers, the reviewers learned that the district recognized the school's high use of Nearpod and other online tools.

Area of Improvement:

- Although students and staff extensively use technology, the teachers stated that many students still have issues accessing technology due to inadequate internet and hot spots at home and in the building. Issues with the internet are particularly important because, with laptops, some students could not log in, causing a problem with completing work and reading material.

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.

Strength:

- Teachers and students use various materials available for literacy and other core content area subjects such as Learning A to Z and Discovery Education, which avail students to interactive material and activities beyond the school day to foster students' ownership of learning.

Area of Improvement:

- The special education teachers use an Orton-Gillingham-aligned phonics program the district adopted; however, the general education teachers use a different approach that is not research-based and that teachers are taking some time to master.

Recommendation:

- The school must adopt a research-based phonics and phonemic program that teachers learn to use during word study to experience the same benefits as the students in special education.
- Although many teachers are comfortable using the various technology tools, the school leaders must continue to ensure technological professional development supports are available to those who need them.

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.

Strength:

- Teachers use breakout rooms to deliver small group instruction to students learning remotely and via a hybrid model. During the time with students in the breakout rooms, teachers collect and examine data based on students' understandings and responses to assignments.

Area for Improvement:

- Teachers routinely plan to deliver regular instruction and address students needing intervention, which does not support students who are mastering the curriculum and require complex activity opportunities.

Recommendation:

- The teachers must use students' data to plan extension activities to have consistent opportunities to engage in academically challenging activities.

<p>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.</p>	<p>Tenet Rating</p>	<p>2</p>
<p><u>Debriefing Statement:</u> Teachers have developed a welcoming, encouraging, and flexible approach to addressing their students’ learning environments; however, the delivery of instruction focused on developing stronger depths of knowledge, such as academic language, creating understanding aligned with students’ current skills and knowledge, and students using data to drive the development of new knowledge is not uniformly present in all classes.</p> <p>4.2 <u>The school is in Stage 3 for this Statement of Practice:</u> 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.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Teachers and students know and understand the school leader’s articulated vision for planning, delivering instruction, participating in school, and demonstrating efforts towards the expected vision. • Teachers understand that they must implement the workshop model during their virtual instruction and incorporate activities to engage in-person and those participating remotely. • Teachers understand the expectations of conducting a guided reading group session, implementing differentiated instruction, and RTI daily. <p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> • There are no areas for improvement for this statement of practice. <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> • No recommendation for this statement of practice <p>4.3 <u>The school is in Stage 2 for this Statement of Practice:</u> Teachers provide coherent and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Teachers incorporate strategies such as pre-reading activities, predictions, word study, and questions to prepare students for lessons. During the lesson visits, reviewers saw teachers and students referring to #CUBA and graphic organizers to respond to literature through writing and solving mathematic problems. During the lesson, the reviewers observed teachers encouraging students to use the strategies by stating, “I am seeing that you used CUBE. I like the way you circled.” <p><u>Area for Improvement:</u></p> <ul style="list-style-type: none"> • Although teachers had common strategies that they used across classes and lessons in flexible ways to address students’ immediate learning needs. In several classes, the reviewers observed students demonstrating the ability to move beyond the planned lessons, but teachers stifled students’ opportunities to move beyond the activities. In one class, the teacher asked students to identify sections in the reading that supports a character’s traits. A student expounded on the teacher’s direction by asking for clarification because it exhibited different traits at different story points. The 		

teacher directed the student to stick with the initial change at the beginning of the story because the class was not ready to discuss the other traits until the end of the week. When the student wrote a selection that supported the highlighted trait in her own words, the teacher directed the student to delete the response for a copy and paste of the author's words.

- A teacher used the strategy of picture-walk to help students predict the subject of a story, which represented good luck symbols. However, the topic was unfamiliar to the students, and the symbols they saw in the book were confusing, as one student mistook a four-leaf clover as a symbol for St. Patrick's Day.

Recommendation:

- The school leader and coaches must provide the teachers with extensive professional development on strategies for delivering prompt academic supports to students when they exhibit the ability to learn beyond the planned lesson.
- The school leader and literacy coach must review the literary strategies teachers use and provide professional development to teachers to ensure they select the correct practice when teaching literacy.

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 teachers have a plethora of data that they collect and examine, including running records, which provide teachers information about students' academic strengths and areas for improvement.

Areas for Improvement:

- Although teachers and other staff members have access to numerous students' assessments in English language arts and mathematics, they demonstrated difficulty identifying a method for parsing the information into useful instructional guidance to address students' academic needs.
- Some teachers use rubrics to guide students' work, but students stated they completed most work without rubrics, limiting students' ability to self-monitor their learning.

Recommendations:

- The school leaders and teachers must collaborate with the district to determine a method for identifying ways to use the available data from students' assessments so that teachers' use of data is normed and effective.
- Teachers must collaborate to create rubrics that students use to guide their work across all grades and subjects to assist students' ability to meet goals exemplified by the highest ratings of the rubrics.

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