



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	660900010010	
School Name	Graham School	
School Address	421 East 5 th Street, Mount Vernon, NY 10553	
District Name	Mount Vernon City School District	
School Leader	Dr. Natasha Hunter-McGregor	
Dates of Review	May 14, 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
Special Education Representative	Dr. Joyce Coppin	Special Education Director
Bilingual Education Representative	Dr. Margarite Circello	Standards Administrator
Additional Team Member	Marlon Stephenson	Director of Special Programs and Grants

School Information Sheet for Graham School

School Configuration <i>(most recent data)</i>			
Grade Configuration		Total Enrollment	SIG Recipient
Types and Number of English Language Learner Classes <i>(most recent data)</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.):			
1. Teac			

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 Supervisor, Bilingual Education, World Languages Standards Administrator, and Director of Special Programs and Grants.
- The review team visited a total of 6 classrooms during the one-day review.

- Reviewers conducted focus groups with students, staff, and parents.
- 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 153 completed.
- The school provided results of a staff survey that 35 completed.
- The school provided results of a parent survey that 32 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 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 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 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	2
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Debriefing Statement

The school leader understands the school’s resources greatly impact teachers’ practices and students’ learning. For example, the school leader placed teachers in positions that could help students achieve their goals by having 5th-grade teachers loop with their students. Additionally, the school leader works with the various departments at the district office to ensure that the school receives fiscal, programmatic, and professional development supports. Also, the English as a new language (ENL) and special education teachers have separate meeting spaces so that they spread out and meet with more students while complying with district directives for social distances. On the other hand, teachers are not consistently using resources (material and human capital) well in every grade and subject across the school.

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.

Recommendation:

- By June 15, 2021, the school leader must ensure that all teachers encourage students to use the available resources such as EPIC, Reading A-Z, and other apps to extend their independent learning beyond the school day.
- By June 15, 2021, the school leader must ensure that co-teachers and class aides work together so that students have full advantage of the two adults in the room.

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 teachers use the district’s core curriculum, which includes Envision, CKLA, Journeys, Collections, Discovery Ed, and some teachers use Learning A-Z and EPIC. Teachers receive professional development with staff from the district office. The instructional approach must include the I do, we do, and you do. Teachers also use Intervention, Online, Advanced (IOA) strategies and materials within the mathematics program. Teachers must state the learning target during every lesson and then go into guided practice using Nearpod, Kami, polling, or another technological tool. Additionally, teachers must check for understanding three times during the lesson at the beginning, middle, and end of the lesson.

Strength:

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.

- Although teachers create lesson plans that strongly align with the standards, the district’s curricula, and materials, their lessons lack the depth of academic rigor that can consistently challenge students who can benefit.

Areas for Improvement:

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.

Recommendation:

- By June 18, 2021, the school leader needs to provide professional development to teachers focused on norming ways their plans promote students’ and teachers’ use of academic language, high levels of discourse, and student engagement.

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.

Recommendation:

- By June 19, 2021, the teachers must create rubrics and checklists consistently across the subjects so that students can participate in knowing and responding to their data.

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
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Debriefing Statement:

The school leaders and teachers clearly understand the instructional approaches and protocols that teachers include while teaching students. Teachers stated that their instruction includes methods that consider students’ IEP and English language learner needs. However, while visiting classes, the team found that although teachers consistently used the learning target to launch the lesson, the targets focused on what students would do rather than what they should understand by the end of the lesson. Students also highlighted that learning targets prepare them for what they will do in the lesson. The focus on transactional steps aligned with most teachers’ focus on tasks rather than students’ deep conceptual understandings. In several of the observed classes, teachers asked students lower-level questions about a step of their task. When students could not answer, the teachers told the students the answers or moved on to another task and routinely did not review the concepts undergirding the lessons.

Strengths:

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.

- The teachers acknowledge and use the protocols for their lessons aligned to the school leader’s and district’s expectations.

Areas for Improvement:

Recommendation:

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 18, 2021, the school leader must identify teachers who need to continue to develop their instructional practices to ensure that students in every grade across subjects receive equally challenging and engaging learning experiences.

4.5 **The school is in Stage 2 for this Statement of Practice:** Teachers inform planning and foster student participation in their learning process using various summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

- By June 18, 2021, the teachers must incorporate rubrics and checklists in areas other than writing and make them a part of their learning experience.

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 Experts