



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	660900010014	
School Name	Grimes School	
School Address	58 S 10 th Avenue, Mount Vernon, NY 10550	
District Name	Mount Vernon City School District	
School Leader	Marc Molina	
Dates of Review	March	
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		
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 Members (Add rows as necessary)	Marlon Stephenson	Director of Special Programs and Grants

School Information Sheet for Grimes 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.

Information about the review

Mount Vernon City School District – Grimes School
March 2021

- The review was led by Dr. Monica George-Fields. 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 5 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 33 completed.
- The school provided results of a parent survey that 21 completed.
- The extenuating circumstances exist as a result of 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 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
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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	2
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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.

Debriefing Statement:

The school leader has examined and responded to programmatic concerns with the instructional scheduling as it did not align with best practices for providing students effective academic supports; however, the principal needs to examine and address other uses of resources.

Strengths:

- One of the first resources the principal examined was the instructional schedule, which revealed that teachers' professional learning community (PLC) period took place from 8:20 AM – 8:50 AM, which is the busiest time of the day for teachers because they were usually prepping for the day. The school leader changed the schedule so that teachers provide interventions in the morning and have their PLC meeting time at a more effective time during the day.
- The principal allocated teachers with an additional preparation period which is used for uninterrupted time to discuss instructional strategies and practices.

Areas for Improvement:

- Since the new schedule and extended time for planning are unfamiliar for teachers, the principal is monitoring and fully participating in some of the PLC sessions with the expectation to norm the experiences and benefits of the planning time across grades and subjects.

Recommendation:

- By May 2021, the school leader must use teacher observations and grade-level meetings to determine specific teachers' instructional needs of support so that a matrix of coaching and mentoring supports is assigned to specific teachers.

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: Since the school leader is newly appointed to the school, the school leader and teachers remain in the discovery phase of examining the curriculum and instructional approaches, and many adjustments for planning have not occurred.

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:

- When the school leader discovered that teachers did not follow the school’s PLC protocol with fidelity, he implemented the DuFour model for teacher collaboration during their PLC meeting sessions, which focuses on 1) what do you want them to learn, 2) how do you know they are learning, 3) what are you doing for struggling students, and 4) what are you doing for those students above proficiency?
- The new protocol for response to intervention (RTI) includes the English as a new language (ENL) teacher’s and the psychologist's participation.
- Teachers have access to and are using a variety of materials and platforms for instruction such as Nearpod, flipgrid, Discovery Education, leveled literacy, and other programs used previously.

Areas for Improvement:

- Although teachers are discussing students' need for instructional extensions, they are still working on teachers’ understanding and instituting the new RTI instructional system that the school leader is implementing.
- Although the online programs provide students with interesting and engaging activities; however, the materials for English language learners and special education students must be pieced together to complement the curriculum and what teachers plan to use for instruction.

Recommendation:

- The school leader and teachers must examine the instructional materials and ensure that teachers are utilizing all available components of curricula materials so that all students have access to lessons that support their learning needs.

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:

- The school is using all the assessment tools available for students through the district, programs, and platforms and when the results become available, they meet to discuss the data.

Area for Improvement:

- The school leaders and staff have not mastered methods for understanding how to effectively consider the results of the assessments when creating units of study and lesson plans. For example, the teachers have students’ literacy data from iReady, but they struggle with understanding how the results of that assessment can inform their instructions with Journeys.

Recommendation:

- The school leader must provide teachers professional development around examining data in ways that parse the different learning needs out so that data is used in ways to create instructional plans that are dynamic and rigorous for all students.

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 readily administer unit tests and other informal assessments aligned to the English language arts and mathematics curriculum programs and iReady online platform and use the results to assign students to groups for follow-up instruction.

Areas for Improvement:

- Although teachers understand ways to use data assessments aligned with interventions within the specific programs such as iReady lessons based on interim assessment results and Journeys small group instruction based on unit test results. However, when questioned about the ways they organize the greater data, the response was that it is all placed on a performance tracking system at the district level. Teachers and the principal did not know how the students’ goals established at the district level considered the 2018 NYSED assessments, DIBELs, and iReady results since none of them are interrelated in a way to norm students’ academic standing.
- As a result of teachers concluding that students need to fortify their vocabulary knowledge, the school purchased and implemented the Wordly Wise program; however, the teachers’ plans for using the program are in isolation of content instruction, which does not align with research-based practices for building vocabulary.
- While meeting with students, reviewers learned that teachers do not consistently use rubrics or checklists that students can use to monitor and respond to their data or guide their approach to working independently.

Recommendation:

- By April 2021, the school leaders and teachers must review the various data sources and identify the specific learning goals that align with the data, and review the current curricula approaches that should be modified as a response to students’ needs.
- By May 2021, teachers must examine the Wordly Wise program to ensure students have the instruction to access the program independently and incorporate the program into instruction grounded in the content area.
- By May 2021, teachers must begin to discuss methods of incorporating rubrics and checklists in their instruction and assignments for students, especially when students working independently and remotely.

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 and teachers are working together to create an instructional environment that supports and results in students’ learning throughout the day by using various methods of teaching, but teachers have not mastered the instructional approaches they are attempting to use and students are struggling to consistently benefit from the instructional approaches.

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.

Strengths:

- During the visit, teachers' instruction appeared to follow a plan and teachers attempted to use the

tools available for students.

Areas for Improvement:

- The principal has clearly articulated that the expected instructional approach is an I do, we do, you do, and small group instruction approach followed by individual assessments with exit tickets; however, during the class visit, teachers asked checks for understanding questions but rarely allowed students to struggle through the thinking process without guiding them to the answer.
- Teachers must meet to discuss due dates for assignments for older students' projects to avoid overlapping due dates so that students do not feel overwhelmed with assignments.

Recommendation:

- By May 2021, the school leader must work with teachers to ensure that every lesson incorporates an exit ticket and that teachers learn strategies to allow students time to process their thinking.
- By May 2021, the teachers will meet to create a master calendar the map out the projects students must complete across the subjects.

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.

Area for Improvement:

- The school leader expects teachers to consistently determine if students grasp the topic during instruction and why teachers have grouped students for instruction. However, during the class visits, the reviewers found students struggling with the work in their breakout rooms having waited nearly 5 minutes for directions.
- Teachers are providing small group instruction for students attempting to address their learning needs, but students' inconsistency with attendance and internet connection issues make it difficult to get and keep all students on pace.
- Teachers are incorporating social supports in their instruction so that students feel comfortable asking and answering questions during instruction, but students expressed and the reviewers observed, that teachers struggled with managing both the students online and those in-person.

Recommendation:

- By May 2021, teachers should meet and begin discussing techniques to better support and encourage students' full participation in the breakout rooms.
- By May 2021, the school leader and teachers must use the grade-level meetings to identify specific district-level and school-based instructional strategies and practices that can effectively address all students' intervention and extension needs.
- By May 2021, the school leaders and teachers must meet to develop a strategy for supporting students with sporadic attendance.

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).

Areas for Improvement:

- Teachers appear to have difficulty monitoring students' true understanding while teaching both in-

person and remotely. Although teachers ask students how they understand the work presented, the students struggled to provide answers before the teacher moved on to check in with other students.

- Students stated that most of the time they only know how they are doing in class and with their assignments when teachers comment, but sometimes they must check their own work and not receive feedback.

Recommendation:

- Teachers must create methods for providing students feedback in a meaningful manner throughout the lesson so that students know what they are doing well and areas that need modifications.
- The school leader and teachers must incorporate reading and math intervention supports throughout regular core content instruction since the reading teachers are unable to provide services to all the eligible students.

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