



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>  | 660900010004  |   |
| <b>School Name</b>  | Hamilton School   |   |
| <b>School Address</b>   | 20 Oak Street, Mt. Vernon, NY 10550   |   |
| <b>District Name</b>  | Mount Vernon City School District   |   |
| <b>School Leader</b>  | Dr. Duane Christian   |   |
| <b>Dates of Review</b>  | April 29, 2021  |   |
| <b>School Accountability Status</b>   | <input type="checkbox"/> Priority School<br><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<br><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   |
| <b>Additional Team Members</b>  | Marlon Stephenson   | Director of Special Programs and Grants   |

### School Information Sheet for Hamilton School

|  |  |   |   |
|--|--|---|---|
| <b>School Configuration (<i>most recent data</i>)</b>                                  |  |   |   |
| Grade Configuration  |  | Total Enrollment                                | SIG Recipient                                 |
| <b>Types and Number of English Language Learner Classes (<i>most recent data</i>)</b>  |  |   |   |
| # Transitional Bilingual   |  | # Dual Language                                 | # Self-Contained English as a Second Language |
| <b>Types and Number of Special Education Classes (<i>most recent data</i>)</b>         |  |   |   |
| # Special Classes  |  | # SETSS   | # Integrated Collaborative Teaching           |
| <b>Types and Number of Special Classes (<i>most recent data</i>)</b>                   |  |   |   |
| # Visual Arts  |  | # Music   | # Drama                                       |
| # Foreign Language   |  | # Dance   | # CTE   |
| <b>School Composition (<i>most recent data</i>)</b>                                    |  |   |   |
| % Title I Population   |  | % Attendance Rate                               |   |
| % Free Lunch   |  | % Reduced Lunch                                 |   |
| % Limited English Proficient   |  | % Students with Disabilities                    |   |
| <b>Racial/Ethnic Origin (<i>most recent data</i>)</b>                                  |  |   |   |
| % American Indian or Alaska Native   |  | % Black or African American                     |   |
| % Hispanic or Latino   |  | % Asian or Native Hawaiian/Pacific Islander     |   |
| % White  |  | % Multi-Racial                                  |   |
| <b>Personnel (<i>most recent data</i>)</b>   |  |   |   |
| 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                        |   |
| <b>Student Performance for Elementary and Middle Schools (<i>most recent data</i>)</b> |  |   |   |
| 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) |   |
| <b>Student Performance for High Schools (<i>most recent data</i>)</b>                  |  |   |   |
| 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    |   |
| <b>Overall NYSED Accountability Status (<i>most recent data</i>)</b>                   |  |   |   |
| Reward   |  | Recognition                                     |   |
| In Good Standing   |  | Local Assistance Plan                           |   |
| Focus District   |  | Focus School Identified by a Focus District     |   |
| Priority School  |  |   |   |

### Adequate Yearly Progress (AYP)

|   |  |   |  |
|---|--|---|--|
| <b>DID NOT MEET Adequate Yearly Progress (AYP) in ELA (<i>most recent data</i>)</b>         |  |   |  |
| 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                                    |  |
| <b>DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (<i>most recent data</i>)</b> |  |   |  |
| 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                                    |  |
| <b>DID NOT MEET Adequate Yearly Progress (AYP) in Science (<i>most recent data</i>)</b>     |  |   |  |
| 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. The school leader stated, "The students are short on vocabulary. Whether they use game pop or envision, they have to cover vocabulary.
2. The school leader stated the teachers must follow the district's guidelines of "I do, We do, You do" and end each lesson with exit tickets.

## 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, 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 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 33 completed.
- The school provided results of a parent survey that 21 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/>            | <input checked="" 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 type="checkbox"/>            | <input checked="" 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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>1</b> |
| <p><b>Debriefing Statement</b></p> <p>The school leader is aware of the resources available to use to improve teacher practices and student achievement; however, the leader did not present a cogent vision aligned with a clear understanding or specific plans for using the resources. For example, several confusing aspects of the school's organization presented to the review team, including but not limited to the English as a new language (ENL) teacher not providing students support in a push-in model and that services were hindered due to scheduling and assigned space. Contrary to those statements, the team learned that the schedule and space concerns were corrected in late September, while students were virtual and the ENL teachers mostly provide services in a co-teaching model. The lack of knowledge of the ways teachers deliver services and approach their work leads to a lack of clarity and contributes to fledgling practices.</p> <p>2.3 <b><u>The school is in Stage 1 for this Statement of Practice:</u></b> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>Immediately, the school leader must meet with service provider teachers and district-level staff aligned with the services to learn about the services and methods for delivering services to students so that there is a clear and concise understanding of all schedules.</li> <li>By May 28, 2021, the school leader must work with the district to develop a comprehensive understanding of the materials and resources available for instructional use in the school and establish clear expectations for how teachers use those materials and resources to address students' learning needs.</li> </ul> |                     |          |
| <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   | <b>Tenet Rating</b> | <b>1</b> |

Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

**Debriefing Statement:**

The school leader and teachers are aware of the plans and assessment data necessary to ensure students learn at efficient and accelerated rates; however, the practice aligning the available assessments to inform the creation of plans. For example, in several classes visited, they appeared to have already mastered the material used during the lessons. Still, teachers did not have immediate access to more challenging materials to assign students. In addition, in two classes, teachers asked students to show their screens to determine what students were working on. Still, when students showed the teachers their screen with unanswered questions, neither of the teachers asked for clarification nor for students to show the last example completed to confirm students' work. As a result, the lack of materials, plans, and intentional check-ins contribute to students' stagnated achievement.

3.2 **The school is in Stage 1 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.

**Recommendations**

**Areas for Improvement:**

- By May 14, 2021, the school leader must develop and disseminate a clear vision to teachers for how the curricula materials and resources lead to consistent planning for modeling, extensions, and interventions.
- By June 18, 2021, the school leader must arrange for teachers to meet and examine the vertical curriculum so that their lesson planning is rigorous and sequential.

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.

**Recommendations**

**Areas for Improvement:**

- By May 14, 2021, the school leader must meet with teachers and provide supports for ways teachers plan for exposing students to modalities (product, material, and instruction) of differentiated access to the materials in dynamic ways to meet students' learning needs.
- By June 18, 2021, the school leader must provide professional development to teachers ensuring they begin to create lesson plans based on students' timely data and the materials teachers used during lessons challenge and enable students to exceed standards where possible.

3.5 **The school is in Stage 1 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.

**Areas for Improvement:**

**Recommendation:**

- By May 14, 2021, the school leader must meet with teachers and provide clear expectations for how teachers must ensure students know and understand their data to be productive partners in their learning processes.
- By June 18, 2021, the school leader and teachers must provide teachers with clear expectations for developing multiple methods of collecting timely data that allow for effective in-the-moment adjustments to materials and plans teachers use during instruction.

**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**

**1**

**Debriefing Statement:**

The teachers articulated practices that could lead to high student achievement if utilized consistently, but a lack of unified instructional approaches prevents students' access to that level of academic success. For instance, while the team visited classrooms, they noticed students working on the same task, in the same way, without the benefit of instructional tools. In addition, most teachers' approach to delivering instruction is not closely aligned to the items they or the school leader should be included in lessons. The lack of instructional focus and continual alignment to data-driven instruction leads missed opportunities to promote greater student understanding and engagement in complex instructional experiences.

**Areas for Improvement**

4.2 **The school is in Stage 1 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.

**Recommendation:**

- By May 28, 2021, the school leader must meet with teachers to articulate a clear vision for what instruction in every class must specifically include as it pertains to goals for students and adaptive strategies.
- By May 28, 2021, the school leader must develop and use a transparent instructional support protocol to monitor, provide feedback, and ascertain where professional development is needed to support teachers' instructional strategies and practices.

4.3 **The school is in Stage 1 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.

**Recommendation:**

- By June 9, 2021, the school leader must meet with teachers and provide supports for ways teachers must provide instruction across all modalities (product, material, and instruction) of differentiated access to the materials in dynamic ways to meet students’ learning needs.
- By June 9, 2020, the school leader must provide teachers professional development focused on questioning techniques and ensuring students’ discourse centers at the analysis and conceptual levels.

4.5 **The school is in Stage 1 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).

**Recommendation**

- By June 9, 2021, the school leader must provide teachers with clear expectations and supports for using assessment information as a tool for students to create their goals, develop skills for owning their data, and strategies for tracking achievement.
- By June 9, 2021, the school leader must ensure that teachers meet to identify and align rubrics and checklists students consistently use to respond to teachers’ feedback and improve their products.

**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 |