



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

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



**2020-21 School Year**

<b>BEDS Code</b>	660900010028	
<b>School Name</b>	Nelson Mandela/Dr. Hosea Zollicoffer	
<b>School Address</b>	250 Gramatan Avenue, Mt Vernon, 10550	
<b>District Name</b>	Mount Vernon City School District	
<b>School Leader</b>	Michael Vicario	
<b>Dates of Review</b>	May 17, 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>		
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

<b>School Configuration (<i>most recent data</i>)</b>			
<b>Grade Configuration</b>		<b>Total Enrollment</b>	<b>SIG Recipient</b>
<b>Types and Number of English Language Learner Classes (<i>most recent data</i>)</b>			
<b># Transitional Bilingual</b>		<b># Dual Language</b>	<b># Self-Contained English as a Second Language</b>
<b>Types and Number of Special Education Classes (<i>most recent data</i>)</b>			
<b># Special Classes</b>		<b># SETSS</b>	<b># Integrated Collaborative Teaching</b>
<b>Types and Number of Special Classes (<i>most recent data</i>)</b>			
<b># Visual Arts</b>		<b># Music</b>	<b># Drama</b>
<b># Foreign Language</b>		<b># Dance</b>	<b># CTE</b>
<b>School Composition (<i>most recent data</i>)</b>			
<b>% Title I Population</b>		<b>% Attendance Rate</b>	
<b>% Free Lunch</b>		<b>% Reduced Lunch</b>	
<b>% Limited English Proficient</b>		<b>% Students with Disabilities</b>	
<b>Racial/Ethnic Origin (<i>most recent data</i>)</b>			
<b>% American Indian or Alaska Native</b>		<b>% Black or African American</b>	
<b>% Hispanic or Latino</b>		<b>% Asian or Native Hawaiian/Pacific Islander</b>	
<b>% White</b>		<b>% Multi-Racial</b>	
<b>Personnel (<i>most recent data</i>)</b>			
<b>Years Principal Assigned to School</b>		<b># of Assistant Principals</b>	
<b>% of Teachers with No Valid Teaching Certificate</b>		<b>% Teaching Out of Certification</b>	
<b>% Teaching with Fewer Than 3 Years of Experience</b>		<b>Average Teacher Absences</b>	
<b>Student Performance for Elementary and Middle Schools (<i>most recent data</i>)</b>			
<b>ELA Performance at levels 3 &amp; 4</b>		<b>Mathematics Performance at levels 3 &amp; 4</b>	
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>		<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	
<b>Student Performance for High Schools (<i>most recent data</i>)</b>			
<b>ELA Performance at levels 3 &amp; 4</b>		<b>Mathematics Performance at levels 3 &amp; 4</b>	
<b>Global History Performance at levels 3 &amp; 4</b>		<b>US History Performance at Levels 3&amp;4</b>	
<b>4 Year Graduation Rate</b>		<b>6 Year Graduation Rate</b>	
<b>Regents Diploma w/ Advanced Designation</b>		<b>% ELA/Math Aspirational Performance Measures</b>	
<b>Overall NYSED Accountability Status (<i>most recent data</i>)</b>			
<b>Reward</b>		<b>Recognition</b>	
<b>In Good Standing</b>		<b>Local Assistance Plan</b>	
<b>Focus District</b>		<b>Focus School Identified by a Focus District</b>	
<b>Priority School</b>			

### Adequate Yearly Progress (AYP)

<b>DID NOT MEET Adequate Yearly Progress (AYP) in ELA (<i>most recent data</i>)</b>			
<b>American Indian or Alaska Native</b>		<b>Black or African American</b>	
<b>Hispanic or Latino</b>		<b>Asian or Native Hawaiian/Other Pacific Islander</b>	
<b>White</b>		<b>Multi-Racial</b>	
<b>Students with Disabilities</b>		<b>Limited English Proficient</b>	
<b>Economically Disadvantaged</b>		<b>ALL STUDENTS</b>	
<b>DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (<i>most recent data</i>)</b>			
<b>American Indian or Alaska Native</b>		<b>Black or African American</b>	
<b>Hispanic or Latino</b>		<b>Asian or Native Hawaiian/Other Pacific Islander</b>	
<b>White</b>		<b>Multi-Racial</b>	
<b>Students with Disabilities</b>		<b>Limited English Proficient</b>	
<b>Economically Disadvantaged</b>		<b>ALL STUDENTS</b>	
<b>DID NOT MEET Adequate Yearly Progress (AYP) in Science (<i>most recent data</i>)</b>			
<b>American Indian or Alaska Native</b>		<b>Black or African American</b>	
<b>Hispanic or Latino</b>		<b>Asian or Native Hawaiian/Other Pacific Islander</b>	
<b>White</b>		<b>Multi-Racial</b>	
<b>Students with Disabilities</b>		<b>Limited English Proficient</b>	
<b>Economically Disadvantaged</b>		<b>ALL STUDENTS</b>	
<p>Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):</p> <ol style="list-style-type: none"> <li>1.</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 Supervisor for Curriculum and Instruction for Students with IEPs, 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 and staff.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school does not have previous student surveys.
- The school does not have previous staff surveys.
- The school does not have previous parent surveys.
- 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 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	<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>
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**Debriefing Statement**

The school leader uses the school’s resources to advance the vision established for the newly opened school. The first course of action was teacher placement. The school leader reviewed teachers’ experience, certifications, and successes beyond the classrooms to assign teachers to their placements. For example, to support one teacher new to a grade, the school leader reached out to another principal to have a veteran teacher within the district provide mentoring to his teacher. Since the facility, the furnishings, and materials are new, the school leader had the opportunity to organize classrooms to maximize teachers’ abilities to deliver services aligned with restrictions due to COVID-19. The mini-professional development focused on the school leader and staff discussing their shared vision and the 6-day schedule for instruction. Embedded in the programming are the reading specialists, the ENL teacher, and special education teachers’ ability to meet with the grade-level teachers and plan for instruction.

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:**

- The school leader has a clear understanding of the resources available to the school and ways to use them to address the needs of students and staff members to promote a close-knit community that is at the center of their school culture.
- The school leader ensures that all resources, especially the use of time, leads to collaboration and discussions about the state of the school.

**Recommendation:**

- By June 9, 2021, the school leader must work with the teachers to identify resources students can use to encourage independent reading beyond the school day to increase their reading proficiency.

<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>
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**Debriefing Statement:**

The school leader expects teachers to use the district’s pacing guide and core curriculum when planning instruction. Additionally, teachers meet to identify the power standards that they should focus on when deciding on strategies to close the students’ learning gaps due to COVID-19 related disruptions. According to the school leader and teachers, every lesson must include opportunities for teachers to address students’ learning needs. Finally, although this is the school’s first year of existence, teachers use students’ data from

their previous schools and current interim assessment data to create intervention and enrichment groups. However, students are not as informed about their data. Where goals exist, students stated that they make their own.

**Strengths:**

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.

- The school leader and teachers often meet to discuss lesson plans and the ways teachers utilize Schoology to house plans. In addition, teachers ensure that students can access the lesson’s aim, activities, and standards covered during each class.

**Areas for Improvement:**

**Recommendation:**

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 June 9, 2021, the school leaders and teachers must identify the components of differentiated instruction and explicitly plan to address the varying learning needs of 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.

- By June 9, 2021, teachers must meet and begin planning how they will conference with students to establish long- and short-term goals, starting with consistently reviewing iReady and other data as the data become available.

**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:**

At the beginning of the lessons, teachers explain what students are about to learn, why it is important, students’ roles, and encourage them to ask questions. Next, the teacher models the skill even if it is something they have done more than once. After the teacher models, the activities take place. However, the school leader discussed that teachers must differentiate students’ learning, but during the visit, students were doing the same tasks in the same way.

**Areas for Improvement:**

**Recommendation:**

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.

- By June 15, 2021, teachers' lessons must include various levels of work necessary to meet all students' immediate learning needs.

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 15, 2021, the school leader and teachers must identify strategies for teaching assistants to consistently benefit from having multiple adults in the room for academic support.

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 15, 2021, the teachers must learn about and begin to create rubrics to use with students and promote students' ownership of data across all subjects and grades.

**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