



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>	660900010008	
<b>School Name</b>	Cecil H. Parker	
<b>School Address</b>	461 South 6 <sup>th</sup> Avenue, Mt. Vernon 10550	
<b>District Name</b>	Mount Vernon City School District	
<b>School Leader</b>	Jacqueline Green	
<b>Dates of Review</b>	April 19, 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>		
<b>Assistant Superintendent</b>	Dr. Waveline Bennett-Conroy	MVCSD
<b>Special Education Representative</b>	Dr. Joyce Corpas	MVCSD
<b>Bilingual Education Representative</b>	Dr. Margarita Circello	MVCSD
<b>Director of School Improvement and Grants</b>	Marlon Stephenson	MVCSD

### School Information Sheet for Cecil H. Parker Elementary School

School Configuration <i>(Most current data)</i>			
Grade Configuration		Total Enrollment	SIG Recipient
Types and Number of English Language Learner Classes <i>(2015-16)</i>			
# Transitional Bilingual		# Dual Language	# Self-Contained English as a Second Language
Types and Number of Special Education Classes <i>(2015-16)</i>			
# Special Classes		# SETSS	# Integrated Collaborative Teaching
Types and Number of Special Classes <i>(2015-16)</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 current 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 current 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 current 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 current 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 current 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 current 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

- The review was led by Dr. Monica George-Fields. The team also included a district representative, a district-selected Outside Educational Expert, an Assistant Superintendent, a Director of School Improvement and Grants, a Special Education representative, and the Bilingual Education Standards Administrator.
- The review team visited a total of 7 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, and student work.
- The school provided results of a student survey that **123** completed.
- The school provided results of a staff survey that **32** completed.
- The school provided results of a parent survey that **33** completed.
- The extenuating circumstance of this review is that teachers and students are learning concurrently due to the COVID-19.

### 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 type="checkbox"/>	<input checked="" 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
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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 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"/>

<p><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.</p>	<p><b>Tenet Rating</b></p>	<p><b>2</b></p>
<p><b>2.3 The school is in Stage 2 for this Statement of Practice:</b> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p><b><u>Debriefing Statement:</u></b> The school leader understands and is aware of the various resources available to the school for teaching and learning; however, the vision for how teachers and students can and should benefit from the resources is not actualized consistently across all grades and subjects.</p> <p><b><u>Strength:</u></b></p> <ul style="list-style-type: none"> <li>When the school realized that teachers did not know how to use the online component of the Math Diagnosis Intervention System (MDIS) kits, she secured professional development resources from the district office.</li> </ul> <p><b><u>Areas for Improvement:</u></b></p> <ul style="list-style-type: none"> <li>The school leader has made it widely known that teachers must use the mandated district’s curricula material to provide instruction, interventions, and assessments; however, not all teachers possess a deep conceptual understanding or expertise for using the materials, resulting in students not fully benefitting from the available resources.</li> <li>Although the school leader knows of available resources by which students can benefit, schoolwide implementation and making teachers, students, and families aware of those resources, such as Learning A-Z and free access to the Mount Vernon Public Library (MVPL), has not been prioritized or widely advertised. The school leader informed the team that teachers will use the A-Z program during summer school, and she was not sure that the teachers gave the students their links for the library program. During the school review, students expressed to reviewers that they would enjoy having access to books outside of the school day and classrooms, but they are not aware of Learning A-Z licenses or the MVPL offer. Therefore, students have limited access to books outside of school, and those fully remote experience greater disadvantages to expanding their opportunities for reading.</li> </ul> <p><b><u>Recommendation:</u></b></p> <ul style="list-style-type: none"> <li>By May 2021, teachers must retrieve their Learning A-Z and MVPL access codes and distribute the students’ usernames and passcodes so that they can use the books to practice strategies and develop their reading stamina.</li> <li>By May 2021, the school leader must provide teachers with professional development to address their academic language and conceptual content knowledge so that they can facilitate that knowledge to students.</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 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>1</b>
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**Debriefing Statement:**

The school leader and teaching staff have identified the curricula and assessment materials that can potentially address students’ needs; however, teachers do not use those materials with high levels of consistency or effectiveness.

**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 ensures that teachers use the district-aligned curriculum for instruction across all classes and grades the review team visited.

**Areas for Improvement:**

- The teachers understand that their lessons should be standards-based and aligned with students’ grades; however, ensuring teachers’ plan to use appropriate scaffolds and materials to support students’ varying learning needs and styles is not occurring consistently.
- The school leader monitors that teachers incorporate a daily Response to Intervention (RTI) period into their instructional schedule, but monitoring that the instructional plan for assisting students during RTI does not consistently take place, resulting in plans for small group and whole-class instruction overlapping and stagnating students’ ability to fully benefit from the added period.
- The school leader is currently providing teachers with professional development and providing clear expectations for what lessons should incorporate, which follows the “I do, we do, you do” instructional protocol and includes connections to real-life applications or why the learning is important. However, closer monitoring of teachers’ follow through with the planning components must occur to ensure students’ access to prior knowledge and relating their activities to the familiar leads to academic knowledge.

**3.3 The school is in Stage 1 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.

**Areas for Improvement:**

- Teachers are using materials in traditional ways while the conditions of learning have changed. Some teachers use visual and digital aids and materials, the review team did not observe students using those tools. Furthermore, during lessons where manipulatives could assist students’ understanding of concepts, teachers did not use them. Students told reviewers that teachers did not utilize manipulatives during lessons, and the teachers stated that students do not engage enough during the lessons to make using the

manipulatives effective. A teacher described the students as appearing to be “zombies” during lessons so it is difficult to determine if they are getting anything from the lessons unless their parents are standing with them. Another teacher described students who retrieve household items of cheerios for counters, but students appear unorganized and spill the cereal while running back to their cameras. When asked why home aids are not pre-planned and communicated to families so that students have materials organized in advance avoiding accidents or lack of access, the teachers did not provide an answer. The lack of planning to use manipulatives to demonstrate mathematical concepts and other subjects hinders students’ abilities to fully develop deep academic understandings.

- Although teachers stated that they differentiate instruction for students, most of the examples they provided the review team of ways they plan for varying learning needs aligned with small group instruction. During the review and visits to seven classes, the review team did not observe students having access to differentiated materials, and in one class where students were adding fractions, a student answering a question about what to do with the denominators stated that he would multiply them. The teacher called on another student to answer the question after prompting, “What do we do now that the denominators are the same?” Incorporating manipulatives during the lesson could have assisted the student’s understanding of why and not simply how fractions are added in a particular manner instead of all students completing the same tasks, at the same time, in the same ways.

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:**

- Teachers administer iReady, unit examinations, and other assessments to students and use the results to create RTI groups. Teachers stated that they routinely examine students’ skill-based data to determine when students should move to different groups, but exactly how teachers assessed students’ mastery of skills was not very clear, as teachers appeared to use independent methods as indicators of progress that were not common across the grades.
- As a school, the teachers created Specific Measureable Attainable Realistic, and Timely (SMART) goals for the students. Some teachers co-created SMART goals with students. While students who participated in the process of creating the goals can speak to them and what they mean, other students are not aware that their goals exist. The disparate practice has resulted in some students intentionally working to attain goals and grow their knowledge, while others work without knowing how much learning will achieve the rigorous goals.
- Teachers are having conversations with students about their report card grades; however, students are not as aware of the results of their interim assessments that the school leader expects teachers and students to use to address the areas for improvement in English language arts and mathematics, which limits students ability to take ownership of their own data goals and learning.
- Although teachers purport to use student data to determine their need for small group instruction, in

at least two classes visited during the review, teachers did not pre-plan or organize the breakout rooms and did so while students waited. Students told the review team that, while upper-grade students have most of their breakout rooms organized before class, students in elementary grades usually wait for teachers to create the rooms during the lessons.

**Recommendations:**

- By May 2021, the school leader must provide teachers with professional development that addresses methods of using manipulatives during instruction and assisting students who are learning remoting with creating manipulatives so that they have full access to learning and understanding abstract concepts.
- By June 2021, the school leader and teachers must create a protocol for informing all students of their iReady and other interim assessment results and work with students to create goals that both teachers and students track so that students achieve steady progress with skills that assess as areas for improvement.
- By May 2021, teachers must begin to plan and organize students’ breakout rooms to avoid the downtime that students experience while waiting to gain access to their individual or small group location.
- By June 2021, the school leader must provide teachers with professional development focused on planning differentiated supports using all methods of materials, instruction, and assessments/projects, providing students multiple methods of demonstrating and attaining knowledge.

**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 school leader and teachers understand and can speak to the components of effective instruction and learning experiences in classes for all students; however, delivering the articulated description is not consistently accomplished.

**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 the annual, unit, and daily lesson plans that address all student goals and needs.

**Strengths:**

- During the curricula and faculty meetings, the principal provides instructional models for teachers that address students’ individual needs.

**Areas for Improvement:**

- Teachers have access to their students’ Individual Education Plan (IEP) and collaborate with students’ related service providers so that teachers can consider students’ special needs and instructional goals; however, in the classes, the review team visited activities and questioning techniques did not take into



consideration the supports necessary for students to successfully engage with the lesson. For example, in one class all students with IEPs were engaged in a common activity and when one student struggled to respond to the teachers' question, the teacher did not assist to clarify or scaffold the child's thinking. The teacher's general instructional approach led the student to appear frustrated and give up his attempt to provide an answer demonstrated by holding his head with his hands and shaking his head.

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.

**Areas for Improvement:**

- During a conversation with teachers, they informed the review team that lessons often incorporate differentiated instruction, but in one class all students were solving mathematic questions and providing answers to the teachers via private chat without different tools and approaches. The teacher's in-the-moment feedback was to say, "No, that's not it" and "Yes, that's right" to individual students. The students did not have any opportunities to talk to each other about the problem-solving strategies. The teacher discussed parts of each question posted with a student, but the extent of the conversation was asking or telling students the key term of the question and asking the students to place their answers in the chat.
- Although the instructional strategies for teaching vocabulary is a district-wide approach and the school leader expects teachers to frontload students' experience with instruction to activating prior knowledge, in one class a teacher did ask students to write in the chat what they already knew about a subject matter; however, immediately following the students putting their answer in the chat, the teacher transitioned to showing the students a video and followed the video by asking the students to state in the chat what they learned from the video. The teacher's instructional move did not leverage the prior knowledge the students activated by checking their answers or returning to their thinking for reflection. Therefore, the purpose of the school's instructional protocol was not fully beneficial and allowing students access to analyzing information.
- Teachers have students with various assessment results that demonstrate the need for scaffolds and explicit instruction; however, in one class teachers were focused on solving a subtraction question and using addition as checking for understanding mechanism. Although it is important to model instruction, the instructional model was absent of explicit academic language. The teacher stated, "For those student who came in a little bit late, we are subtracting 17 from 52 by using the math sign. The arrow shows how do we do to make sure we are correct." When the students got to the step when they were adding 17 and 35, the teacher stated, "Carry the 1 because we don't need to borrow like when we subtract." Throughout the lesson, the teacher referred to the ten when regrouping the result of adding 7 and 5 as 1, which does not represent the correct value of digits, which can contribute to students' low interim academic achievement.
- Teachers must provide instruction concurrently to remote and in-person students. The school and district leaders expect teachers to use all dynamic technological tools to provide instruction, but not all teachers are managing the task well. In one class, the teacher experienced difficulty managing both

groups. For example, one student had her hand raised for quite some time, then another student raised her hand, but the teacher did not respond to her because she was away from the camera. When the teacher returned to the camera and gathered the students together, the same student called the teacher and stated that she had a question. The teacher responded to the student by reminding her to raise her hand when she had a question and then asked the student to hold her comment after the class. The difficulty with managing the two platforms led to students' having unanswered responses.

**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).

- Teachers provide students academic intervention services (AIS) in homogenously breakout groups with the expectations that the support challenges students. Although students were in AIS, the teacher did not offer guided testing practice and instead waited in the main room for students to ask for assistance. Since teachers have opportunities for students to independently take practice tests during the regular class period, the ability to use iReady data and model for students' best practices for test-taking was lost.
- Although teachers have goals for students and some discuss report card grades close to the closing of marking periods, the use of rubrics for periodic projects are not widely used in the building. Middle school students discussed that one middle school grade uses rubrics in two core content classes, while another grade uses rubrics in one core content class, but not in others. The elementary grade students could not discuss the use of rubrics, as they were unfamiliar with their usage. Students' abilities to guide their work and learning are impeded by the lack of tools to help them self-assess their work.

**Recommendation:**

- By June 2021, the school leader must provide teachers' need to develop classes where students discuss their thinking with one another to socialize their intelligence and develop environments frothed with intellectual safety.
- By June 2021, teachers must receive professional development for ways to develop higher-order thinking questions that promote students' learning about what they need to know and how to grow that knowledge rather than just answering questions to prompts.
- By June 2021, teachers must receive professional development focused on a growth mindset of students' abilities and the supports they receive from home so that teachers have viable and strong home-school connections to address students' learning.
- By June 2021, the school leader must arrange for teachers to receive professional development on developing and utilizing rubrics across all grades and subjects so that students learn strategies to self-monitor their learning and academic growth.

**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	Outstanding Educational Expert