



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

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



**2018-19 School Year**

<b>BEDS Code</b>		
<b>School Name</b>	Hamilton Elementary School	
<b>School Address</b>	20 Oak Street Mount Vernon, NY 10550	
<b>District Name</b>	Mount Vernon City School District	
<b>School Leader</b>	Principal Jennifer Wesolowski	
<b>Dates of Review</b>	March 18, 2019	
<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>District Representative</b>	Dr. Waveline Bennett Conroy	Assistant Superintendent
<b>Review Team</b>		
	Lori Bennett	Lead Reviewer
	Roxie Johnson	Math Specialist
	Michael Selkis	Special Education Specialist
	Lana Flemming-Thomas	English Language Arts Specialist

### School Information Sheet for

School Configuration (2015-16 data)					
Grade Configuration	K-6	Total Enrollment	415	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	5	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	1	# SETSS	0	# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	2	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		90.3	% Attendance Rate		95.7
% Free Lunch		84.4	% Reduced Lunch		5.9
% Limited English Proficient		19.3	% Students with Disabilities		9
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		2	% Black or African American		48.3
% Hispanic or Latino		39.4	% Asian or Native Hawaiian/Pacific Islander		1.2
% White		3.1	% Multi-Racial		0
Personnel (most recent data)					
Years Principal Assigned to School		1	# of Assistant Principals		1
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		
% Teaching with Fewer Than 3 Years of Experience		0	Average Teacher Absences		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		39	Mathematics Performance at levels 3 & 4		49
Science Performance at levels 3 & 4 (4th Grade)		94	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2014-15)					
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 (2014-15)					
Reward			Recognition		
In Good Standing		X	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 (2013-14)			
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 (2013-14)			
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 (2013-14)			
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 – Hamilton Elementary School  
 March 18, 2019

- The review was led by Lori Bennett in collaboration with Dr. Waveline Bennett Conroy, Assistant Superintendent. The review team visited a total of **24** classrooms during the one **day** review.
- Reviewers conducted interviews with the school leader, the vertical teacher team and 8 students.
- Reviewers examined documents provided by the school, including , schoolwide data, curriculum maps, lesson plans, instructional artifacts such as the data binders, on line-student trackers, student portfolios, samples of teacher feedback, and student work.

**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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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 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

**STAGE 3**

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.

The school leader was assigned to the Hamilton Elementary School in August 2018. The leader has maintained the operational systems that have been previously put in place.

Utilizing teacher performance data in making assignment decisions, the school leader strategically placed teachers in grade levels and content areas based on student learning needs, school goals, and teacher skills, strengths, and qualifications.

The school leader schedules time during professional days for teachers to develop plans that are aligned with the school's instructional vision and mission to meet the academic and social needs of all students.

Professional Learning Communities, grade and vertical teams are structured and focused to support quality instruction and student learning. The weekly PLC meeting is embedded within the schedule.

Common planning meetings are scheduled so that teachers meet twice weekly, and data and vertical teams meet monthly to review the school's data patterns in order to identify and strengthen gaps in instruction. The data team and school leaders co-present at curriculum meetings to share trends and strategies to boost academic performance schoolwide.

Academic coaches, ENL, SWD specialists and resource room teachers attend team meetings to support classroom teachers in determining accommodations and adaptations– required in order to provide a challenging standard-based curriculum to all students.

The school leader makes purposeful efforts to acknowledge staff strengths and develop the confidence of staff members to share expertise across the school. Frequent check-ins with staff provide easy access to the administration for discussions regarding student and staff needs. The school leaders conduct informal instructional walkthroughs and provides feedback to align, assess and subsequently drive instruction. Teachers agree that school leaders they have been afforded them more opportunities to meet in various structures in order to align and adapt the new curriculum adoption.

The school leader stated that the learning community extends learning time for students by identifying students across the grades in need of targeted instruction and enrichment opportunities. Teachers determine flexible grouping is determined based on the review of I Ready assessment data. The Academic Power Hour (APH) program provides additional supports three times per week. Students are afforded receive opportunities for small group activities as well as one-to-one tutoring. The school schedules the DEAR (Drop Everything and Read) program is scheduled daily.

Recommendations:

- Continue to support and refine collaborative opportunities for staff to learn from one another including instructional walkthroughs, peer-to-peer Inter-visitations, inquiry and study groups.
- Build instructional coherence across the entire learning community by aligning the school’s educational philosophy to lesson planning, lesson delivery, instructional walkthroughs, teacher feedback and the PLC professional learning strands.

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning

**Tenet Rating**

**STAGE2**

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

**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.

The school leader communicates clear expectations for the content and quality of curriculum planning and delivery. Teachers follow the Mount Vernon District Common Core Learning Standards-aligned curriculum and pacing calendars.

~~The principal and data team initially make adjustments to the curriculum, is initially done by the principal and data team~~ resulting in a modified pacing calendar ~~that they~~ formulated across all grades. Teachers apply instructional practices ~~based on~~ feedback ~~they~~ received from instructional walkthroughs to ensure that ~~they~~ meet the needs of all students including ENL, SWD and students with 504 plans ~~are met~~ throughout the academic year.

Teachers expressed that they use various strategies to modify and adapt the curriculum to meet the needs of their students.

~~The~~ coaches work with teachers to support the implementation of the newly adopted Journeys (ELA) and Envisions (mathematics) programs. Additionally, guided reading coaches work with teachers ~~to support implementing to address gaps in~~ guided reading strategies ~~to address gaps, such as guided reading~~ and phonemic awareness ~~that were identified in the program~~. ENL teachers continue to plan, collaborate and co-teach with general education teachers to ensure rigorous standards-based curriculum for all students.

Teachers discussed specific strategies and learning tasks that they utilized to ensure that they exposed students to a rigorous CCLS-aligned curriculum. For example, teachers discussed how they use questioning, videos, on-line programs, ~~(AVID)-related m~~ Math problem-solving strategies such as Q-TIPS and CUBES, ~~implement the~~ Envisions Math re-teaching guide, ~~or provide~~ advanced work for accelerated students, and organize small group instruction during the scheduled RTI block to simplify complex concepts.

**Recommendations:**

- Establish a committee charged with developing a common toolbox for more instructional and pedagogical consistency.
- Scale AVID-related questioning and discussion language across the learning community. Promote student ownership of this language and provide spaces for students to demonstrate mastery during daily classroom interactions with their peers.
- Develop model classrooms and schedule interclass visitation and walkthroughs focused on specific standards and the companion instructional practices.
- Encourage pedagogical consistency as students' progress across the grades.

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.

Teachers follow lessons plans that are aligned to the CCLS and reflective of the shifts, with varying levels of expectation regarding students' higher-order thinking and exposure to complex, rigorous content. The school leader states that the school is in the developing phase with regard to the kind of rigor necessary in the classrooms to meet the CCLS standards.

The ongoing work of the professional learning committee meetings is to focus on lesson planning with all grade levels. The teachers stated that they used the various data points to identify students' academic levels, and provide tiered instruction during RTI, and align lessons for teaching and re-teaching.

Teachers determined which students were on track to passing the NYS exam based on information obtained from the various data points collected through, IReady, DIBELS, data trackers, EnVisions, formative and unit assessments. However, many of lessons plans ~~observed by~~ the review team observed were not consistent in format or content, and many did not contain information about how teachers used ~~data was used~~ to determine learning targets or students' grouping.

In some of the classes ~~visited during~~ the reviewers visited, students engaged in rigorous tasks in groups. In one classroom, for example, the students revised research facts they gathered from texts and other sources in their comparison of tornados and hurricanes. In another, students were vocal and critical in their discussion and used academic vocabulary as they referenced multiple sources of information they intended to ~~to be~~ included in their essays.

The use of higher-order thinking, questioning- and challenging students to work their way through more complex concepts as opposed to providing correct answers for them was inconsistent across classrooms the reviewers observed.

**Recommendations:**

- Continue to provide staff with guidance regarding required practices for lesson planning and instruction, and develop protocols for that include differentiated groups ~~to be shown~~ in the lesson plans.
- Teachers should receive feedback on their lesson plans, such as refining learning targets to be more concise, using exit slips to inform the next lesson, and providing differentiation.
- Deepen your practice of differentiation by including it during gradual release time so data-driven Instruction (DDI) occurs throughout the day and not only during RTI.



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.

Teachers use a variety of formative assessments to determine student learning needs ~~and to~~ monitor and evaluate student performance and progress. Teachers use formative assessments and progress monitoring to determine and adjust Focus standards to increase student achievement, engagement and ownership.

Teachers collect data from iReady, LLI, running records, unit assessments, and information ~~they gleaned~~ from both entrance and exit tickets. Teachers regularly confer with individual students and all classrooms ~~the reviewers~~ observed had a designated seating area for teachers to work one-on-one with students as needed.

Teachers examine student work samples done within RTI groups and small group instruction work. ~~Teachers use the results are used~~ to monitor progress, identify trends, adjust curricula, and implement interventions and enrichments for individuals and groups of students .

Reviewers noted that there were pockets of teachers using data and providing feedback to students. However, the examination of student learning artifacts coupled with the responses during the interviews and classroom visits showed inconsistency in the types of feedback ~~that teachers gave~~ across the learning community.

In some of the student's portfolios there were Informational and narrative unit essays with rubrics attached ~~with and~~ teacher feedback while others contained tests and quiz results with little or no feedback to guide students towards next steps or ways to improve outcomes. Primarily, teacher feedback consisted of numerical scores or comments such as "great job" or "good work" resulting in limited opportunities for students to guide their own improvement of academic outcomes. Students commented during the student group meeting, that ~~they~~ wanted more teacher feedback that expressed in detail what they needed to improve and specifically how to improve.

Some teachers utilize the student reflection and progress monitoring chart in iReady to allow students to take ownership of their learning and set academic goals. In the Kindergarten ~~class~~, students use the "I can" strategy to reflect on learning.

In most cases ~~that reviewers~~ observed, however, ~~students are~~ ~~teachers did~~ not provide ~~students~~ with ample opportunities to evaluate, reflect on, and improve their work based on descriptive feedback received from teachers or peers.

**Recommendations:**

- The PLC should identify select techniques to check for understanding that they will implement to help students approach content mastery. Refer to the "Tools for Formative Assessment," compiled by K.

Lambert as a guide to frame the PLC's thinking and action plan, and actively model and discuss these tools during PLC time.

- Organize formative assessment lab classrooms and pair teachers across the grade levels horizontally and vertically to strengthen the use of formative assessments across the PLC.
- Align the formative and summative assessment processes with clear protocols to develop individual student learning goals and provide ongoing and direct rubric-based feedback to students on these goals and learning tasks.

**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**

**STAGE 3**

**Debriefing Statement:**

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.

While teachers meet in both vertical and grade level meetings and have common planning time built into their schedule, their classroom practices do not reflect lesson plans that address student goals, which include high levels of challenge and engagement to accelerate student progress.

iReady data helps teachers to modify their instructional practices to meet the needs of the students and the teachers continue to refine assessment tools in order to address the lagging skills that subsequently affect student performance.

Reviewers noted that in many of the classrooms they visited, lessons were mainly teacher-centered and did not utilize a variety of instructional practices and strategies that are adaptive to groups of students with a variety of needs and learning styles. Small group instruction, modeling, and visual aides were evident in some of the classes, and teachers did incorporate more instructional strategies to engage struggling students with appropriate instructional interventions during the embedded RTI instructional block.

As a school-wide practice, teachers are in the beginning stages of goal creation for individual and groups of students. Students ~~goals are~~ create their goals using class-level IReady data three to four times per year, however the practice is not consistent across the school. Although individual teachers have set goals for targeted students, many of the goals that students stated, were personal and did not guide next learning steps. One student stated that her goal is to do better in her work, while another stated to study more.

Students that reviewers interviewed were not able to articulate their academic goals, thus limiting their ability to participate in identifying what they need to do to improve.

School and teacher leaders are engaged in developing units and lesson plans that are student-centered, individualized, rigorous, developmentally appropriate and data-driven. They are purposeful in the selection and alignment of Focus standards across all content areas. School and teacher leaders conduct classroom walk-throughs, which focus on monitoring the implementation and use of instructional strategies such as presenting, clear learning targets, using questioning prompts, and designing coherent instruction.

Recommendations:

- Develop a consistent goal-setting system at the class and individual student level to ensure that all teachers know their students' strengths, areas for growth and progress to support targeted instruction across all grade levels and content areas.
- Refine the goal setting and reflection process to individual teachers and teams to leverage change in practice to expand student learning and improve student outcomes.

**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.

Teachers utilize both formal and informal assessments to provide students with different opportunities to show their academic growth. During the interviews, teachers mentioned that they used checks for understanding, such as quick writes, thumbs up and thumbs down and exit tickets, videos, posters, games and listening to texts during daily lessons to ensure multiple entry points and ensure content access for all subgroups and learners.

Best practices in the form of anchor charts, graphic organizers, and word walls are ~~shared~~ present across grade levels, and teachers promote higher-order thinking skills through the use of targeted questioning utilizing Blooms Taxonomy.

One teacher explained how they ensured multiple points of access for students with special needs through modified instruction, and co-teaching partnerships with resource room, ENL and bilingual teacher specialists. Teachers also emphasized that both the Journeys English language arts curriculum and Envisions Math curriculum provided built-in re-teaching plans.

Teachers explained they have many data sources available to provide feedback to students and utilize data use from conferencing notes and student work. There are conferencing tables in all classrooms to facilitate one-on-one conversations with teachers and students. However, student work portfolios that reviewers examined showed very few examples of actionable feedback.

Student interviews additionally revealed that students specifically requested differentiated tasks between groups and requested clearer-written teacher feedback on work ~~which that~~ explains strategies specifically for them to improve their work products. Reviewers also noted that teachers primarily ~~relying~~ on whole class instruction as the core instructional strategy. In many lessons that reviewers observed, all students completed the same tasks and responded to the same questions, showing that ~~and~~ student learning tasks were not differentiated. Overall, teachers mostly geared the instructional strategies ~~were mostly geared~~ toward a single learning style, leading to uneven engagement in challenging tasks and resulting in a lack of meaningful work products.

#### Recommendations:

- Agree on a shared repertoire of instructional strategies and apply these strategies in daily instruction. These practices would build automaticity among all learners, while digging deeper and pushing the students toward mastery.
- Teachers must use pacing calendars, curriculum maps, unit and lesson plans, across all grades' content areas and classes that incorporates a progression of sequenced and scaffolded skills for all groups of students.

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).

The school leader and teachers described how they used a myriad of formative and summative data sources to progress monitor and promote student ownership of learning.

Teachers use both summative and formative assessments for progress monitoring and interim assessment to develop instruction that connects to student feedback ~~that and~~ encourages students to reflect and assess their own progress leading to high levels of student achievement.

~~Data-Teachers~~is collected data from a variety of sources such- as the use of screenings- and interim measures iReady, BOY MOY EOY- and students are grouped according to the areas of weakness, which targets each students' needs. ~~[TG2]Student progressTeachers-is~~ monitored- and adjust student progressed over six-week intervals. Teachers in some content areas use computerized formative assessments that provide feedback to students in real time, and ~~information they obtain~~ informationed assist in instructional planning.

Both the school leader and teachers described how they used a myriad of formative and summative data sources to progress monitor and promote student ownership of learning.

Journeys' assessment allows teachers to modify and differentiated instruction to target students' specific needs. Utilizing Envisions assessments, -teachers plan reteach lessons that combine problem-based learning and visual learning to deepen students' conceptual understanding of each topic a class addresses. In the lower grades, teachers use Dibels assessments ~~are used~~ to assess early childhood literacy attainment.

Guided reading and small group instruction teachers use a variety of texts to help students with ease and deep understanding in order to bridge academic gaps in all grades.

Throughout the school,- reviewers noted that teachers provide limited- feedback to the students. While some of the feedback outlined next steps for students, most of the statements referred to mechanical or technical changes to student writing.

Teachers spoke about collecting data through the use of conference notes, quick checks and running records ~~[TG3]~~. However, consistent usage of this data, across classes was not evident in the lesson plans or during classroom visits. In addition, there was no evidence to support teachers' discussions about their adjustments to student groupings.

Some lower grade teachers are at the beginning stages of actively assessing student academic challenges during class lessons and making -real-time instructional changes to accommodate student learning needs. As they stated, "Wwe tweak lesson plans as needed."

### **Recommendations**

- Amplify the use of data to inform student groupings and implement clear differentiation strategies for diverse learners during daily instruction based on patterns and trends.
- Regularly engage students in conversations regarding their individual learning goals and benchmarks so that students know and can describe what they need to focus on to increase achievement.

**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	Lori Bennett
Title	Lead Reviewer
District Lead Credential status  (choose one)	<input type="checkbox"/> Issued by NYSED on _____  <input type="checkbox"/> Pending -- The requirements have been fulfilled, but I have yet to receive word from NYSED  <input type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by the June 30, 2016.  <input type="checkbox"/> N/A This is the only School Review with District Oversight and District-led review I am responsible for.