

School Information Sheet for Mount Vernon High School

School Configuration (2018-19 data)			
Grade Configuration	10 – 12	Total Enrollment	59
		SIG Recipient	yes
Types and Number of English Language Learner Classes (2018-19)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2018-19)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2018-19)			
# Visual Arts	N/A	# Music	N/A
# Foreign Language	01	# Dance	N/A
		# Drama	N/A
		# CTE	N/A
School Composition (most recent data)			
% Title I Population		100	% Attendance Rate
% Free Lunch		100	% Reduced Lunch
% Limited English Proficient		N/A	% Students with Disabilities
			8
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		0	% Black or African American
% Hispanic or Latino		5	% Asian or Native Hawaiian/Pacific Islander
% White		0	% Multi-Racial
			0
Personnel (most recent data)			
Years Principal Assigned to School		6	# of Assistant Principals
# of Deans		0	# of Counselors/Social Workers
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification
% Teaching with Fewer Than 3 Years of Experience		0	Average Teacher Absences
			3%
Student Performance for Elementary and Middle Schools (2017-18 or most recent data available)			
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 (2017-18 or most recent data available)			
ELA Performance at levels 3 & 4		48	Mathematics Performance at levels 3 & 4
			20
Credit Accumulation High Schools Only (2017-18 or most recent data available)			
% of 1st year students who earned 10+ credits		1.7	% of 2nd year students who earned 10+ credits
% of 3rd year students who earned 10+ credits		15	4 Year Graduation Rate
6 Year Graduation Rate		51	
Overall NYSED Accountability Status (2017-18 or most recent data available)			
Reward			Recognition
In Good Standing			Local Assistance Plan
Focus District	X		Focus School Identified by a Focus District
Priority School			X

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2017-18 or most recent data available)			
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			
Met Adequate Yearly Progress (AYP) in Mathematics (2017-18 or most recent data available)			
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			
Met Adequate Yearly Progress (AYP) in Science (2017-18 or most recent data available)			
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			
Describe 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

Mr. Michael Selkis, led the review in collaboration with Dr. Waveline Bennett-Conroy, Assistant Superintendent.

- The review team visited a total of 16 classrooms during the review.
- Reviewers conducted interviews with the principal.
- Reviewers conducted focus groups with students and teachers.
- Reviewers examined documents provided by the school, including lesson plans, professional development artifacts, schoolwide data, 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.				X

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.				X
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.				X
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.				X

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				X

	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.				X
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).				X

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

1

2.3 **The school is in Stage 1 for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Debriefing Statement

The school leader noted that he created the master schedule to meet the individual needs of the students. He further elaborated that core requirements drove the scheduling. He also noted that credit recovery was a major motivator for the schedule as he has several students that are behind in their credits. He stated that they use their lunch period as a means to extend the day so that students may in Plato for credit recovery. He noted that since the school was small and faculty was limited, that there was not a lot of flexibility in how they could schedule which is why they had 4 academic periods that were all double periods. The principal also noted that the schedule was broken up into distinctive fall and spring schedules in order to maximize the number of classes that students could attend.

The school leader indicated that The Mandela/Zollicoffer High School Administration collaborated with the guidance and teaching staff to create/develop and use systems and protocols for programming students and teachers and that students were programmed by their guidance counselor. They are enrolled in courses that are requirements for graduation and will be scheduled to take Regents' Examination in January 2019 and June 2019, in order for our students to meet the New York State Graduation Requirements for June, 2019.

The principal articulated that the 84 minutes of classroom instruction, along with teachers availing themselves during lunch-time and afterschool (Credit Recovery) was how they expanded the learning day to meet the needs of students that require extra support. The school leader also indicated that students attend Regents' Prep at the Mount Vernon Steam Academy during the week (Mondays and Wednesdays, after school) and they will have the opportunity to attend Saturday School for Regents' Prep in the area of English Language Arts and United States History.

The principal outlined his the six (6) pillars of Character Development are incorporated into the teachers' lessons on a monthly basis and that these lessons were accessed from Schoology and Office 365. Monthly assemblies are held to recognize each pillar by student demonstration. The students are recognized by receiving certificates for their efforts.

The school leader described their school leadership model as distributive leadership. He described how several staff members participate in the governance of our school. The school leader also noted that the teachers have bi-weekly curriculum meetings where best teacher practices are discussed and share among staff as well as have the opportunity to discuss the effect of common students, to assure that they individual needs of the common students are effectively addressed. He also noted that how the school uses data to drive

programmatic and instructional decisions during the school year.

Lastly, the school leader noted that student attendance is extremely poor during the first period and that most students do not show up until the second period of class.

Areas of Improvement

The master schedule does not meet the needs of the students. In the fall semester, there are three classes scheduled in the first period: English 2, Eco/Gov and Studio Art. In the Spring Semester there are four classes scheduled in the first period: English 1 or 3, US History, Forensics and studio Art. The school leader noted that attendance was very poor during the first period and during the classroom visits and it was noted that there were very few students in attendance first period. In some instances, there was only one student in a class. Understanding this dynamic, the scheduling of double block core academic class during the first period in both semesters is not the best use of resources. This time could be better served as a credit recovery time or time with the guidance counselor but by scheduling core academic classes during 1st period, the school is creating a bigger gap in credit recovery which it is attempting to solve. Since the schedule is 4 double periods, the impact is doubled and the school would be better served going to single blocks to mitigate the low attendance rate during the first period.

During the walkthrough and student interviews, it was noted that there does not appear to be robust contact with the staff and the guidance department regarding scheduling or credit recovery. The students appear to be slotted into what is available. The double block schedule is not only limiting student choice, but it is also leading to teachers being undersubscribed every day.

The principal noted that the teachers have bi-weekly curriculum meetings where best teacher practices are discussed and share among staff as well as have the opportunity to discuss the effect of common students, to assure that they individual needs of the common students are effectively addressed and that the school uses data to drive programmatic and instructional decisions during the school year. During the classroom visits, there was no evidence that data was involved in instructional choices or that individual student needs were being met.

Lastly, since attendance in the first period is a significant issue facing the school, the administrative staff and guidance department would benefit from allocating time to help get students to school.

Recommendations

- Revise the Spring semester schedule so that there are single blocks and to schedule open ended credit recovery or other non-essential offerings during first period in order to maximize staffing.
- Allocate administrative and guidance resources to assist with attendance outreach through home

visits, phone calling or student meetings.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

1

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. All curricula are appropriately aligned to the Common Core Learning Standards (CCLS), which teachers monitor and adapt to meet the needs of students.

3.3 The school is in Stage 1 for this Statement of Practice: Teachers develop and ensure that unit and lesson plans they use include data-driven instruction (DDI) protocols. Protocols must also be appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

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.

Debriefing Statement

During the school review, both the school leader and staff discussed how the school implements a rigorous and coherent curriculum -- appropriately aligned to the Common Core Learning Standards (CCLS) -- which instructors monitor and adapt to meet the needs of students. During the interview, the principal stated that all students take a Math and English pre-test to serve as a baseline from which the teachers will modify according to individual student need. The school leader also shared that this individualized approach is reflected in the lesson plans. The school leader stated that he uses "informed visits", a five-week student report, individualized student meetings and curriculum meetings to ensure that the individual needs of the students are met.

The principal further articulated that they have developed a course of action that included targeted goals to address school wide instructional practices that have generated patterns and trends based upon the findings of assessment data and formal observation. The school leader further stated that the MZHS Administration has assigned observation responsibilities based upon content areas (Math and Science, ELA and Social Studies) and that they meet on a bi-weekly basis to discuss evidence gathered from student assessment, teacher lesson plans, student discipline and informal and formal observation. The school leader highlighted that all teacher lesson plans must have evidence of alignment with the Common Core Learning Standards and that teacher Pre-Observation Form #1 and the actual delivery of the lesson are examined to determine if the students' individual cognitive needs are being met. The school leader added that timely feedback on instructional

practice is delivered by the MZHS Administration for the purpose of improving teacher practice and student Lastly, the principal and teachers stated that they utilize Schoology and Office 365, which assists teachers with evidence based research strategies to facilitate instruction, student engagement, academic rigor, which enhances student learning.

The school leader added that teachers individually develop units and lesson plans that are aligned to the CCLS and grade level data driven protocols, while following the MVCSD pacing guidelines. The principal stated that teachers analyze formative and summative assessments and student work to address individual student achievement needs and that teachers collaborate with one another to discuss common student needs and achievement data, focusing on students that require the most interventions.

With regards to assessments, the school leader stated that teachers provide pre and post unit assessments that focus on individual and subgroup student achievement. He added that the teachers provide timely feedback to their students to assure ownership in the completion of their work. The principal and teachers also stated that they use pre, post, formative and summative assessment data to assure alignment between curriculum and assignment tools.

Lastly, the principal stated that teachers have the opportunity to collect, analyze, and interpret all relevant data to provide timely feedback of student progress and to inform instruction.

Areas of Improvement

Reviewers did not observe the implementation of developed units aligned to the CCLS and NYS standards in the majority of the 16 classrooms visited during this school review. Additionally, reviewers did not observe individualized student learning targets or academic rigor. Many teachers relied on handouts and did not appear prepared to teach engaging and rigorous lessons.

Lesson plans collected and observed did not include learning targets, evidence of student data, formative assessments or opportunities for student engagement. There was a lack of consistency in lesson plan format and all of the lesson plans were missing key elements in order to construct developed units, rigor and engagement.

All classes observed were taught to the whole class without differentiation or multiple points of entry for students. The result was classes that lacked student participation, evidence of learning or constructive teacher/student feedback.

Additionally, the review team noted that there was a lack of student feedback both in class as well as in their work. Specifically, the reviewers indicated that student work did not reflect any feedback. Work samples would include words like "Very Good" or "Well Done" but they did include specific and actionable feedback that would assist the student in learning. The reviewers also did not see evidence of the use of rubrics or learning objectives. The reviewers noted that they observed handouts and packets that did not appear

connected to a larger unit of study. During the student interviews, students could not articulate why they earned certain grades nor could they articulate how various assignments were connected to units. The review team did not observe oral or written feedback that was connected to a rubric or that aided in student learning or growth.

Additionally, there was no evidence of student S.M.A.R.T. goals or specific learning objectives. During the student interviews, students could not talk about what was expected of them or what they needed to do to improve to be successful. Overall, there was no evidence that students were included in a discussion about their own learning and goals. This coupled with no observable classroom assessments other than worksheets and rote whole class assignments, students are not participating in their own learning. Classroom checks for understanding were not specific to students and were often choral responses or question to the whole class that often went unanswered.

Recommendations

- Improve teacher lesson planning through collaborative work in the curriculum meetings in order to include the use of student data so that differentiated, engaging, and rigorous instruction is available.
- Provide support to teachers on how to assess students in class and through assignments so that the assessments are connected to learning targets and student goals.
 - Provide students with actionable and measurable goals that they can use to help monitor their learning.
 - Provide teachers with support on providing students with specific, rubric based and actionable feedback on assignments and in class.

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

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.

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.

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).

Debriefing Statement

During the principal interview the school leader stated that in order to insure that teachers use instructional practices that are adaptive and aligned to goals and needs of all students that the school uses informal teacher conversations and that they collect and analyze lesson plans. The school leader also noted that they focus on individualized instruction and that teachers regularly modify the curriculum to meet the needs of their students. Additionally, the school leader stated that teachers use exit tickets and student reflection in order to inform lesson planning and individualized instruction.

The school leader and teachers stated that teachers use daily lesson plans that are informed by data (summative, interim, attendance, and IEPs) including goals for all students. Additionally, teachers stated that they use instructional practices and strategies (unit plans) that are aligned to the CCLS, taking into account students with diverse learning styles, and providing interventions for our students and that long- and short-term goals are being reviewed based upon student benchmarks.

The school leader and the teachers stated that the teaching staff has received professional development opportunities in the area of questioning techniques that develop and foster high order thinking and student-centered learning and that students are enabled to take ownership and accountability for their learning, leading to multiple points of access for all students.

Additionally, the principal stated that the MZHS Administrative Team and Teaching Staff meet monthly to address curriculum content area, with an emphasis on teacher practice, student engagement, and academic growth.

The school leader highlighted that at the beginning of the academic year all teachers screen their students using baseline assessments that are aligned with the CCLS and prior New York State Regents' Examinations. Prior to teaching each unit, teachers give a pre-assessment to evaluate student prior knowledge and to identify strengths and challenges in each unit. Students are allowed to review their baseline assessments' scores and answers. They then review their unit pre-assessments' scores and answers, while teachers store the results of the assessment data in Eschool. Moreover, he added, teachers use formative and summative assessment data to inform instructional decision making, including student grouping and instructional strategies and provide timely feedback to our students based upon their analysis of data and provide students with the next steps for students' progress. One example provided by the principal is in the course Intermediate Algebra, where he stated that students are given timely feedback of assessment results and are given the opportunity to retake

their test if they have not performed satisfactorily on that particular examination. He added that students also take their examinations online using the Plato website.

Areas for Improvement

During the 16 classroom visits, the review team saw no evidence that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. Every class observed was taught to the whole class without small group instruction, differentiation of content or assessment or any posted student data or learning goals. Collected daily lesson plans were very general and did not address individual student need. An example of one lesson plan collected stated that the objective was “for students to be able to examine multiple phrases and decipher what is being expressed based on intonation and/or punctuation.” This was followed by a poem passed out to all students to read alone and then the lesson plan indicated that students would identify the tone of the poem. During the observation of this class, the teacher provided the students with the answers to this assignment prior to asking them their thoughts. There was no indication of the use of student data nor was their differentiated opportunities for the students. Other collected lesson plans were either worksheets or very abridged versions of lessons, all without any student data, assessments or differentiated opportunities.

Throughout all of the 16 class observations, there was no small group instruction, differentiated practice, use of student data, student discourse or debate. There was one point of entry for all students in every class. Furthermore, there was very little evidence of formative assessment and progress monitoring. In every class observed, students were either working in packets alone or the teacher was doing all of the talking. There was very little observed student engagement.

Throughout the school review, the review team observed no evidence that student data was collected or utilized to drive lesson planning and instructional decisions.

Recommendations

- Provide teachers support on how to collect student data and apply it to lesson planning and instructional strategies.
- Provide teachers with support on how to use small group differentiated practice to meet the needs of their students.
- Provide teachers support on how to write lesson plans that: 1) incorporate student data; addresses the individualized needs of students and 3. Has embedded assessments that connect to past and future classes.

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	Michael Selkis
Title	Lead Reviewer
District Lead Credential status (choose one)	Dr. Waveline Bennett-Conroy X 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.