



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

BEDS Code	660900010013		
School Name	Mount Vernon High School		
School Address	100 California Road, Mount Vernon NY 10523		
District Name	Mount Vernon School District		
School Leader	Ronald Gonzalez		
Dates of Review	November 7, 2018		
School Accountability Status	<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School		
Type of Review	<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)		
Review Team	Name	Affiliation/Title	
School Leader	Ronald Gonzalez	Principal	
District Representative	Dr. Waveline Bennett-Conroy	Assistant Superintendent	
Additional Team Members	Dr. K. Dunkley	Lead Reviewer	
	Lori Bennett	Mentor Reviewer	
	Roxie Johnson	Math Specialist	
	Michael Selkis	Special Education Specialist	
	Lana Flemming-Thomas	English Language Arts Specialist	

School Information Sheet for Mount Vernon High School

School Configuration (2018-19 data)					
Grade Configuration	9 – 12	Total Enrollment	1555	SIG Recipient	
Types and Number of English Language Learner Classes (2018-19)					
# Transitional Bilingual		# Dual Language		# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2018-19)					
# Special Classes		# SETSS		# Integrated Collaborative Teaching	
Types and Number of Special Classes (2018-19)					
# Visual Arts	12	# Music	6	# Drama	5
# Foreign Language	25	# Dance	3	# CTE	
School Composition (most recent data)					
% Title I Population		% Attendance Rate			78
% Free Lunch		% Reduced Lunch			
% Limited English Proficient		% Students with Disabilities			22
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American			85
% Hispanic or Latino	2	% Asian or Native Hawaiian/Pacific Islander			1
% White	3	% Multi-Racial			
Personnel (most recent data)					
Years Principal Assigned to School	8	# of Assistant Principals			3
# of Deans	2	# of Counselors/Social Workers			7/4
% of Teachers with No Valid Teaching Certificate	1	% Teaching Out of Certification			1
% Teaching with Fewer Than 3 Years of Experience	10	Average Teacher Absences			
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	74	Mathematics Performance at levels 3 & 4			72
Credit Accumulation High Schools Only (2017-18 or most recent data available)					
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits			
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate			68
6 Year Graduation Rate					
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					

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. 2.			

Information about the review

Dr. Karren Dunkley, led the review in collaboration with Dr. Waveline Bennett-Conroy, Assistant Superintendent.

- The review team visited a total of 42 classrooms during the review.
- Reviewers conducted interviews with the principal and assistant principal. [L]
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- 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 and needs.		X		
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	4
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2.3 **The school is in Stage 4 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 made a concerted effort to schedule high need students with the most effective teachers, with an emphasis on students being adequately prepared to take the Algebra 1, Geometry, English 1, and English 3 Regents. The principal also noted the implementation of a newly designed Tuesday Knights Day monthly program to provide students with social-emotional support and teachers with job-embedded professional development(PD). Specifically, once a month clinical staff pushes into classrooms to provide social-emotional instruction and support. During this time, the content teachers receive targeted training in areas identified during the instructional walkthroughs. The school leader reported that English 3 teachers and Algebra 1 teachers have participated in a full day of job-embedded PD so far. Importantly, during one of the social-emotional learning session, the clinical staff identified and supported a student who expressed suicidal ideation. The leadership team organizes the social-emotional curriculum according to specific themes such as suicide awareness (September), breast cancer awareness, and Hispanic Heritage month (October).

The school leader emphasized that in the 2018-2019 school year, Mount Vernon High School (MVHS) has had the greatest number of students on the roster (1555) since his tenure as principal began. This dramatic increase in population resulted in some notable challenges. Specifically, MVHS did not receive additional staff to support the increase in the student population. The school leader shared that due to a new configuration in high schools districtwide, there is a disproportionate number of students with higher learning gaps attending MVHS. The school leader expressed grave concerns about meeting the instructional needs of the neediest students who now sit in class sizes of thirty-three students.

The school leader discussed the learning community's schoolwide implementation of select Advancement Via Individual Determination (AVID) strategies. Specifically, all teachers received PD on critical reading strategies such as close reading where students interact with the text by annotating and reading to find the gist of a written text. The school leader and assistant principal for instruction discussed the implementation of the eighty-six minute workshop model to ensure the gradual release of learning to students. The school leader stated that for the 2018-2019 school year, the learning community continued its focus on writing rigorous learning targets, and the effective use of assessments. The school leader and assistant principal emphasized that teachers receive ongoing training on how to use assessments, including the criteria for developing content and learning task appropriate assessments.

The school leader acknowledged the remarkable improvement in school culture and described how he aligned staffing to support the needs of students. Concretely, for the 2018-2019 school year, the school hired: 1) one additional school counselor, 2) one full-time special education teacher, and 3) one full-time English teacher. The school leader shared that instructional team ensures that teachers fully leverage the eighty-six minutes workshop model by supporting English instruction with three full-time reading specialists who provide both “push-in and pull-out” services to students. The school leader also described additional supports to address the range of needs among the school’s special education population. The school leader discussed that special education students’ needs range from wheelchairs, and diapers, to co-teaching and resource room. Additionally, to support the needs of the increased enrollment of students with disabilities (SWDs) and English language learners (ELLs), the school added the following staff for the 2018-2019 school year:

- Physical education teacher for swimming
- 2 Special Education teachers
- 2 English New Language (ENL) teachers

The school leader noted the specific structures in place to accelerate learning outcomes. For example, the principal and assistant principal described specific instructional supports, namely: 1) a dedicated ZERO period for teachers to participate in PLC work, 2) monthly learning plans that include clearly identified instructional strategies and intended outcomes, and, 3) ongoing training from colleagues, school-based administrators, district support staff and instructional consultants.

Significantly, the school leader advances college and career readiness through collaboration with powerful partners, such as: 1) Guidance Center of Westchester which provides trips to colleges, college essay writing support, and afterschool support for Science, 2) NY GEAR UP which bolsters support for the cohort of 11th grade students in the form of college tours, and 3) Mount Vernon Youth Bureau which provides enrichment through academies (e.g., a DJ academy).

The school leader highlighted the learning community’s commitment to using data to drive programmatic decisions during the school year. During the interview, reviewers observed -- and the principal referenced -- a data wall in the principal’s conference room. The wall displayed key academic indicators such as the number of credits accumulated and the school’s status on Regents exams for meeting on-track to graduation benchmarks across the entire cohort of seniors. The principal also briefly discussed how “Academic Power Hour” expands learning time for students to improve core literacy, math and science skills. The school leader provided several examples of how the administrative team uses data, including the indicators on the data wall to identify students who must attend Academic Power Hour (APH). During APH students benefit from small group tutoring and online Regents prep classes using the PLATO online platform.

Strengths

- The school culture reflects high expectations for student success as evidenced by positive student/adult interactions.

- The instructional team implements a strong focus on teachers developing learning targets and using assessments. The school leader articulated that the learning community's primary goal is to improve the passing rates of students taking the Regents exams, with specific emphasis on passing the English test.
- Some instructors use the online platform "Schoology" to promote student ownership of learning. During the student interview, one ninth-grade student stated, "I wish all my classes would use it."

Based on the results of these programs, ample evidence exists to show that the school leader utilizes systems, including expanded learning time to organize operations and appropriate resources to advance student success.

Commendations

- Definite emphasis on students writing across the curriculum, including students in special education classes.
- In the majority of the 42 classrooms visited by reviewers, the students were able to describe the concepts they were learning and the learning tasks related to these concepts.

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

2

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

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 school leader described how the school implements a school-wide academic program to increase student achievement, including: 1) a daily zero period PLC that provides teachers with time to plan in grades or by content area, 2) monthly faculty meetings focused on strengthening teachers' efficacy in Danielson Domain 1-lesson planning and preparation and Domain 3-instruction, 3) the use of the workshop model in all classrooms, 4) the use of instructional coaches to improve the implementation of student-driven instruction (SDI) and the use of data protocols to drive instruction, and 5) ongoing learning walks to examine classroom trends such as teacher use of higher order thinking questions, to inform foci areas for training during PLC time. The school leader stated that the departmental chairs monitored and supported PLCs and provided direct coaching to teachers to ensure the effective delivery of instruction.

Notably, the learning community utilizes a variety of data sources from the learning walks, common assessments, and aggregated data from the Regents exams to target instruction and academic supports. For example, students must attend academic power hour if the data reflects that they are in need of tutoring or off-track for graduation in terms of credit accumulation and passing the Regents. The principal and assistant principal emphasized the learning community's commitment to student-driven instruction and the ongoing use of professional development to ensure students' access to the CCLS. Importantly, teachers stated that they follow the district provided curriculum maps and, in so doing, they can effectively scaffold instruction for students with individual learning plans (IEPs). One teacher mentioned that she utilized the students' IEPs to determine the skills needed to perform learning tasks and backward map her lesson plans to achieve these goals. In collaboration with their colleagues, grade and content area teachers modify lessons for the different subgroups of students, including students with disabilities (SWDs) and ELLs. Both the teachers and school leader articulated that the learning community analyzes data from the various sources to inform the topics of study during PLC time and monthly faculty meetings.

During the review, the principal, assistant principal, and teachers discussed the implementation of the workshop model as a core component of the school's plan to deliver a rigorous curriculum. The learning community described how District Standards Administrators support teachers' lesson planning to address the instructional shifts. The school leader articulated that it is a continuing school improvement goal to ensure that teachers master the instructional shifts in English. This goal is coupled with efforts to ensure that all teachers receive PD in AVID close reading strategies. One special education teacher stated that during English lessons she utilizes differentiated text to aid students' mastery of the concepts and skills taught.

Explicitly, teachers discussed the various ways in which they differentiated instruction for students by using: 1) district CCLS aligned curriculum maps and pacing calendars, 2) PLC time to engage in the collaborative unit and lesson planning, and 3) incorporation of Regents exam prototypes. One reviewer noted the use of color-coded steps to help students in an ENL class to organize a paragraph. During the student interviews, one student discussed how tutoring during zero period and academic power hour provided her with extra support to pass her classes and hopefully the Regents exam in January. Additionally, one student shared that the Destination program helped him to fill the learning gaps "in Chemistry so that he can do better in his Forensics class."

Notably, the school leader implements a robust dual enrollment program as a part of the pre-implementation phase for a planned International Baccalaureate Programme. The school offers: 1) several college credit classes in partnership with the Syracuse University Project Advance, 2) select Advanced Placement courses noting that students have not traditionally performed well on the AP exams, hence the emphasis on dual enrollment, and 3) a robust Career and Technical Education program (CTE) in which teachers do an outstanding job of including the intellectual component alongside the practical applications in each course.

Areas of Improvement

Reviewers observed the implementation of developed units aligned to the CCLS and NYS standards in the majority of the 42 classrooms visited during this school review. Specifically, reviewers noted visible learning

targets, the use of academic language in the majority of classes and the use of technology to help students to access the content and critical vocabulary. Although many teachers provided copies of lesson plans without being asked, several teachers stated that they did not have lesson plans available or a chance to “write up the lessons” when they were asked to share lesson plans. Not surprising, in classes where teachers provided copies of lesson plans, the lessons were most closely aligned to the expectations delineated in Danielson 3-Instruction for high-quality pedagogical practices. In the classes where lesson plans were not available, teachings reflected low-level questioning and learning activities. For example, in one Living Environment class, the teacher spent twenty minutes on requiring students to self-select vocabulary they did not know. Then students were told to use the textbook to write a definition of the term in their (i.e., the student’s) own words. The teacher displayed the vocabulary list on a whiteboard in the front of the room.

Additionally, although reviewers noted specific structures for teachers to collaborate such as zero period, Tuesday Knights Day and other teacher-generated PLC time, this collaborative process did not transfer to classroom instruction where students had the opportunity to engage in inquiry and collaboration with each other. The lack of uniformity regarding the quality of lesson plans and the fidelity to lesson planning in several of the forty-two classrooms that the team visited, make it difficult to concede that all students receive access to a rigorous curriculum that leads to college and career readiness.

Recommendations

- Improve teacher lesson planning through coaching supports and by continuing collaboration among teachers by grade and content.
- Leverage weekly PLCs to model instructional strategies to improve student engagement and student voice during class time. Concretely, the learning community should determine the select AVID WICOR, “IC”-inquiry, and collaboration strategies that teachers will implement schoolwide, including the use of data to inform student groups.
- Insist that teachers include a variety of higher order thinking questions based on Costa’s levels of questioning for each lesson.

3.3 The school is in Stage 2 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.

Clear evidence exists that teachers attempt to develop unit and lesson plans, which include using data-driven protocols. During the school review, the learning community discussed how they use a multilayered approach to implement data-driven protocols such as: 1) the use of the data tracker in Global History 1 and 2, Algebra 1, Earth Science, Living Environment, English 1, English 2 and English 3 where administrators monitor the grades that teachers submit; 2) the results of common quarterly assessments in Math and English that teachers use to determine the next lesson sequence; 3) the use of a student work analysis protocol with scheduled time during PLCs for teachers to collaboratively examine student work; 4) the learning management system Schoology, which

provides an online platform for students to receive automatic feedback on tests, participate in discussion posts, and keep informed of their short and long-term progress; 5) the use of beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) benchmarks to see what students know and to see how well students progress.

Additionally, the principal and assistant principal stated that all teachers received a very specific lesson plan template to ensure that they create rigorous and standards-aligned lessons. Reviewers noted that the majority of teachers did use the lesson plan template to organize their lessons including: 1) a standard objective learning target, and 2) success criteria for the learning target, strategies, knowledge of students and assessment/checking for understanding.

One teacher shared that he was on a TIP (teacher improvement plan) based on the poor performance of his students on the Regents exams for the 2017-2018 school year. The teacher shared that as a part of the TIP, he implements a data cycle that involves him examining students who complete test prep exercises and assignments – and then providing targeted support to students who do not. Additionally, during the interview, teachers cited: 1) the use of formative and summative data such as entrance and exit tickets, 2) the use of the writing process to provide feedback that guides students' efforts to edit and revise their work based on the given input, and 3) the use of a parking lot during class time for questions that students may have but did not feel comfortable asking. Teachers also emphasized that they rely on the district's curriculum maps and pacing calendars.

Significantly, teachers utilized tools such as Google translate and visual images to make content accessible for ELLs. Also, one teacher shared that at least once monthly Regents teachers use Tuesday Knights Day to look at data, develop learning targets and plan the next common assessments.

During the interview, the students and teachers acknowledged the value of Schoology and stated its benefits in similar terms of receiving and providing feedback, respectively. As aforementioned in Statement of Practice (SoP) 2.3, one student noted that she wished all her classes use Schoology. Several teachers described utilizing Schoology to: 1) front-load content at the beginning of a unit or a lesson, 2) give notes, 3) organize group projects, 4) preview upcoming modules in a unit, and, 5) respond to questions that fall outside the scope of daily lessons.

Based on the examination of student work during classroom walkthroughs and student interviews, the learning community appears to use rubrics in a manner that leads students towards a standard expectation of college and career readiness. Concretely, the majority of students were able to describe how their teachers utilized rubrics as an instructional tool to improve their grade or a piece of work. Students mentioned the 0-2 rubrics used in English, Algebra, and Earth Science to assess short answer responses, and the 1-4 rubric used to evaluate writing in English. Additionally, one student stated that some teachers review "the rubric verbally, while other teachers give us a sheet." One-ninth grade student shared that in English classes her "teacher always used the four as an example of good use of sophisticated language and how to use grammar properly."

Areas of Improvement

The delivery of observed lessons demonstrates that during daily instruction some practices such as student grouping did not always reflect the use of data-driven instructional protocols to address student achievement needs. One of the reviewers concluded that based on the interview with students; teachers and students did not participate in goal setting conferences and achievement updates.

Notably, the teachers and school leader cited some promising practices regarding data-driven instructional (DDI) protocols. However, the reviewers concluded that a more nuanced use of data during daily instruction needs to occur to ensure that teachers use data at the classroom level to increase student achievement. Explicitly, general education teachers should employ distinguishable data-driven protocols to inform student groupings, differentiate learning activities and materials to scaffold instruction, and provide in-class support for the distinct tiers of learners (i.e., accelerated, on track or intermediate).

Recommendation

- Implement the special education department as a learning lab to model and scale student-driven instruction across the learning community. Notably, compel teachers to include multiple strategies to scaffold learning for different groups of students, and use select pieces of data to inform in-class work groups on their lesson plans. Suggest specific activities to increase student engagement and culturally responsive learning activities during student work time and while implementing the workshop model.

Debriefing Statement

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.

Debriefing Statement

The school leader, assistant principal, and teachers described multiple types of formative and summative assessments that the learning community uses to inform short and long-range curriculum planning. The assistant principal shared that checking for understanding (CFU) is one of the primary instructional focus areas for the learning community. For example, there is frequent use of formative assessments to check for concept mastery at least five times during a lesson, and a plan for teachers to use the learning management system eSchool to provide students with self-assessment tools so students can monitor their own attendance and grades on homework, projects, and tests.

The assistant principal stated that the instructional team uses the data garnered during learning walks to drive conversations in PLCs and department meetings. Discussions encourage teachers to step outside of their comfort zone to implement a rigorous cycle of CFU strategies. The reviewers examined two artifacts, namely the list of formative assessments (CFUs) shared with the learning community and the school's customized classroom walkthrough checklist that includes embedded formative assessments.

Additionally, teachers cited the use of data from summative assessments such as iReady to address learning gaps in phonemic awareness. Teachers also described how they use data from the data tracker, and common assessments to modify and plan lessons, and to determine instructional strategies. The principal mentioned that incoming 9th-grade students receive intensive reading intervention based on the iReady results for students who fall within the lowest third of readers. The school leader and the assistant principal also discussed how the learning community was “in the beginning stages of students participating in own learning, by accessing the data tracker, understanding where they are at, and having teachers provide feedback, and sharing grade books and printed grade book sheets outside of classrooms.”

Notably, several students described how their teacher provided feedback to improve an assignment. Specifically, one student shared that his teacher would go through test questions and explain the correct step-by-step reasoning for the majority of questions that students got wrong. Teachers did state that they utilized the item analysis feature on scantron tests to assess critical trends regarding students’ mastery and to determine what concepts to reteach. One student mentioned that they could use zero periods to revise their work based on teacher feedback or ask for extra help or opportunities for additional work practice during zero periods. During the interview, students provided examples of their work with written feedback. Importantly, students discussed how their teachers used rubrics as an instructional tool, i.e., giving them input grounded in the rubric to improve their grade on a piece of work.

Areas for Improvement

The review team noted that the learning community implements the feedback cycle to students in an uneven manner. Specifically, the majority of reviewers indicated that student work did not reflect any feedback. For example, one reviewer shared that writing samples did not contain feedback. During the student interviews, a student shared that the teacher provides the correct answers to tests so that students can make test corrections. The review unit test artifact from this student did not contain any feedback. In instances where teachers gave feedback, the remarks looked like, “well-written, nice intro, fine discussion of issues pertaining to our justice system.” Overall, reviewers did not observe many instances where teachers provided students with actionable written or oral feedback to promote student ownership of learning.

Additionally, the system of informing students about their learning goals was not apparent to reviewers. Explicitly, when the review team inquired about students’ learning goals, students could not expressly state their specific learning goal in each class. One student did mention that her teacher shared that the overall goal was for students to pass the Regents exams. For the most part, students were unable to express their specific learning goals for the academic quarter or particular skill/concept they were supposed to master. Therefore, while teachers use both formative and summative assessments to determine daily lesson content and instructional strategies, little evidence exists to indicate that a coherent schoolwide system is in place to provide actionable feedback to students and inform students of their individual learning goals. The current system does not ensure student reflection and student ownership leading to a common expectation of college and career readiness.

Although a clear focus exists to encourage teachers using formative assessments (checks for understanding), teachers should push for more in-depth comprehension by encouraging students to explain their responses to “why” questions and “boomeranging back” to students to clarify/expand and explain their thinking regarding questions or comments that emerge during formative assessments.

Recommendations

- Couple the focus on formative and summative assessments with a PLC strand on implementing a coherent cycle of feedback, i.e., how teachers should provide students with actionable feedback to foster student ownership of learning.
- Align teachers’ use of rubrics and students’ knowledge of rubrics to the actionable feedback cycle.

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
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4.2 **The school is in Stage 3 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.

Debriefing Statement

The learning community organizes instructional practices and strategies based on the Regents exams administered by New York State (NYS) in English, Math, Science, and Social Studies and college and career readiness standards. Reviewers noted the presence of visible learning targets (LTs) in the majority of classrooms they visited. For example, one LT in Algebra 1 stated, “students will create equations in two or more variables to represent relationships between quantities.” Importantly, when provided to reviewers, the lesson plans aligned to the learning targets displayed in classrooms. The school leader and assistant principal shared that a cadre of individuals including curriculum walkthrough teams, instructional coaches, external consultants and district standards administrators provide support for the implementation of curriculum and delivery of instruction. The principal also stated that the learning community receives consistent training on writing high-level LTs to ensure multiple points of access for all students and ELLs and SWDs in particular.

Additionally, teachers emphasized that PLC meetings and departmental meetings play a critical role in the development of core instructional strategies such as robust content modeling or exemplars. As noted previously, in the majority of classes, students were able to articulate what they were learning and the connections to the unit of study, i.e., why they were learning a particular concept or skills. For example, in one English class, the

teacher provided students with a clear case of a quote sandwich as a component of writing a correct paragraph to support a claim. One student in this English class shared that he had to learn how to use quotes effectively and he had to construct an original paragraph using a quote.

Reviewers note the progress of the learning community in implementing the workshop model and in focusing on improving student engagement and inquiry. Specifically, during classroom visits, reviewers observed that teachers adhered to a gradual release model of instruction that allowed students at varied levels to engage in inquiry through guided and independent practice. Despite the emphasis on student participation during the workshop model, reviewers observed several instances in which student engagement appeared limited. As a result, during the learning walks the instructional team should continue to focus on teachers bolstering their use of AVID student engagement practices.

The school leader also stated that the learning community uses the training from the Multilingual Institute to reinforce ENL co-teaching strategies and leverage the push-in coaching provided by the special education coach.

Areas of Strengths

During the interviews, teachers discussed ways in which they engaged in lesson planning during common preps or PLC time to support annual, unit and daily lessons. Specifically, teachers describe how they create essential questions, and implement common instructional strategies such as turn and talks, exit tickets -- and apply Costa's levels of questioning including student-generated questions. One teacher mentioned that she uses select AVID strategies to "make students skeptical" such as Socratic seminars, and philosophical chairs."

Interestingly, the special education teachers provided distinct examples of how they collaborated with each other and general education teachers to address student goals and needs. For example, special education teachers discussed the use of written text and books with varying Lexile levels.

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.

Debriefing Statement

The learning community described how they implemented specific structures and strategies to provide instruction that is: 1) coherent, 2) appropriately aligned Common Core Learning Standards (CCLC), and 3) leads to multiple points of access for all students. Concretely, the principal, assistant principal, and teachers stated that the: 1) framing of criteria-based learning targets to include high-level vocabulary, 2) use of Advancement via Individual Determination (AVID) instructional strategies to foster student engagement, and 3) implementation of the workshop model with specific emphasis on student engagement during cooperative and independent practice as well as lesson closure, led to multiple points of access for all students. To provide an example, one teacher described how she used of Costa's levels of questions to promote higher order thinking. The teacher mentioned that she utilized Costa's level of questions to push student thinking on the "so what, who

cares?” Both teachers and the school leader shared that teachers should include the AVID close reading strategies in daily instruction as entry points for students in all subgroups.

Teachers stated that students access rigorous instruction through the use of NYS aligned instructional materials that included Regents prototype questions and primary source documents utilized in Social Studies. One teacher described how she used Google translate to make the text accessible to students in Spanish and Haitian-Creole. Teachers also highlighted the use of technology (i.e., Schoology) to help students access core content and participate in a collaborative discussion in online groups. One teacher referenced the use of Cornell Notes and mixed grouping, i.e., pairing accelerated students with intermediate students in math to ensure multiple points of access for all students.

Areas for Improvement

Although the learning community provided clear descriptions of how teachers ensured multiple points of access for students, reviewers reported that classroom practices reflected limited engagement of students at times. One reviewer noted that while teachers asked higher order thinking questions that teachers did not give students enough wait time. Specifically, in special education classes, teacher talk time was approximately 70% compared to student talk time of roughly 20%. Reviewers consistently reported evidence of teachers asking higher order inquiry questions. However, teachers did not give students enough time to respond to questions or to engage in peer to peer interactions. These instructional practices limit students ability to participate in intellectual discovery and rigorous thinking.

Recommendations

- Conduct a student engagement lesson study to explore and share promising practices across the learning community.
- Deepen student engagement by having teachers create lesson plans that explicitly show how students will participate in meaningful discussions and learning activities to increase student talk time and student voice.

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).

Debriefing Statement

The learning community described how they use a variety of formative and summative data sources to inform planning. For example, the learning community uses data from iReady to progress monitor students in reading. During the interview, teachers explained that they use a variety of end-of-lesson assessments, including common assessments, unit tests, Schoology, the Data tracker, and exit tickets to assess students’ mastery of the topic under study. One teacher shared that he used the data from the exit ticket to inform his lesson plan in Social Studies and the areas of focus for the next day’s lesson.

A data wall displayed in the principal's conference room provides a color coded snapshot of the achievement levels of individual students in the 12th grade cohort and their progress towards on-time graduation. Notably, the school leader discussed the personal profile of each subgroup of students in terms of: 1) learner designation such as ELL or SWD, 2) number of Regents exams passed, and 3) the number of credits accumulated towards graduation. The data wall is accessible to students and the lead reviewer received an artifact in which students demonstrate ownership of their learning by checking the data wall to monitor their academic standing. The data display wall reflects the results of various interim and summative assessments that teachers administer throughout the year. Students in grades nine through 11 can also examine a similar data display wall that utilizes their unique student identification number as an identifier outside their assigned counselor's office to track their academic progress.

The principal stated that learning community triangulates several data sources to determine which students to schedule for academic power hour and to roster for intensive reading supports in the ninth grade. The school leader shared in the pre-DTSE assessment that school leadership uses the district approved lesson plan templates to guide the work of lesson planning. Templates are coupled with administrators providing teachers with specific and timely feedback to refine lessons based on data observed during the learning walks.

Areas for Improvement

Clear evidence exists that the learning community uses a variety of formative and summative data to drive instruction. However, the learning community must improve how teachers use this data to foster student participation in their own learning. Specifically, it was difficult for the majority of students to share a particular learning goal. It is important to drill the college and career readiness goals down to the classroom level where students can articulate a granular learning goal for the topic of study.

Recommendations

- Utilize PLC time to have teachers drill down and construct specific student learning goals based on data. Teachers should then conference with students to share and explain these learning goals to foster student participation in -- and ownership of -- learning.

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	Karren Dunkley, Ed.D.
Title	Lead Reviewer

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