



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mount Vernon City	Mount Vernon High School	9-12

Collaboratively Developed By:

The Mount Vernon High School SCEP Development Team

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And in partnership with the staff, students, and families of Mount Vernon High School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Data-driven instruction (DDI)</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • DDI is the foundation for addressing students' needs and delivering curricula that lead to high graduation rates. • DDI supports MVHS's vision of graduating inquisitive & knowledge-seeking citizens by allowing faculty-guided analysis and student support to increase knowledge and understanding. • Targeted application of DDI has been proven by research to be highly effective in increasing student achievement scores, but overall student learning. DDI will be used to provide targeted and focused instruction to the subgroup of students (SWD, ELL, and Hispanic) who are designated for additional support and growth. • MVHS student scores and graduation rates have room to grow. DDI is a method to "laser-focus" approaches to each discipline without sacrificing rigor. • DDI is a foundational strategy that is effective for students across varied demographics. Application of DDI will support not only our general student population, but our targeted groups of SWD, ELL and Hispanic students as well by providing differentiated resources and supports for these students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Teachers examining student data (including student work samples, common assessments, Regents Scores, i-Ready results, SAT/PSAT results, International Baccalaureate DP exam results, IEP, and testing scores)</p>	<ol style="list-style-type: none"> 1. Create benchmark formative assessments that can be shared across teachers 2. Teachers analyzing formative data (checklists, types of conversations from discussions, Schoology assessments) 3. Teachers analyzing New York State Education Department Regents’ and graduation results 	<ol style="list-style-type: none"> 1. Higher quality assessment tasks, align to International Baccalaureate (IB) assessment expectations, developed by teachers, and implemented in instruction. EVIDENCE - A minimum of one IB-aligned assessment task in each class per month 2. Greater alignment between IB-aligned assessment task and NYS Learning Standards. EVIDENCE - NYSLS & task crosswalk document completed September 2022 	<ol style="list-style-type: none"> 1. Training to ensure that all educators know how to analyze data 2. Time to unpack and implement the strategies learned in training 3. Knowledgeable trainers (internal and external to MVCSD) who can lead the trainings and support the ongoing implementation of DDI
<p>2. Professional Learning Communities – applying data to instructional shifts</p>	<ol style="list-style-type: none"> 1. Utilizing teachers’ professional learning community meeting time, (weekly for 40- 	<ol style="list-style-type: none"> 1. Increased number of students demonstrating mastery of the NYS Learning 	<ol style="list-style-type: none"> 1. Training to ensure that all educators know how to apply data

Commitment 1

	<p>minutes), to discuss students' data and determine ways to adapt the curricula</p> <p>2. Teachers lead the PLC meetings, which Department chairs or assistant principals monitor</p>	<p>Standards. EVIDENCE – common IB-aligned assessment tasks assessed with IB-aligned rubrics AND a 20% increase in student achievement</p> <p>2. Higher levels of student achievement on quarterly report cards and NYSED assessments. EVIDENCE – 20% increase of student achievement from baseline data (September 2022)</p>	<p>toward adjusting instruction</p> <p>2. Training on IB-aligned assessments and rubrics</p> <p>3. Time to unpack and implement the strategies learned in training</p>
<p>3. Inquiry-based & student-centered instructional practices</p>	<p>1. Teachers using collaborative planning time to analyze and adjust in-class learning engagements and formative & summative assessments</p> <p>2. Teachers implementing the instructional practices</p> <p>3. School leaders and teachers providing feedback regarding instructional practices</p>	<p>1. Students will develop the skills to work independently, both within and without of the classroom. EVIDENCE – in-class work, and homework is submitted with an 85% completion rate</p> <p>2. Students will design and create content in all classes. EVIDENCE – students will design and create content at least once per month</p> <p>3. Students will increase their cognitive engagement abilities to ensure that they</p>	<p>1. Training to ensure that all educators know how to design and implement inquiry-based & student-centered instructional practices</p> <p>2. Time to unpack and implement the strategies learned in training</p>

Commitment 1

		<p>can consume & create content to attain new knowledge. EVIDENCE – see above</p> <p>4. Students will actively participate in their classes, and when struggles persist, teachers will provide interventions. EVIDENCE – teacher reflections and classroom observations</p>	
<p>4. High quality domain 3 feedback</p>	<p>School leaders and teachers providing teachers with high-quality feedback specific to Danielson components 3B, 3C, and 3D</p>	<p>1. More clear evidence of higher-order questioning and thinking, student-led engagements, and daily use of assessment in instruction throughout all classes. EVIDENCE – weekly lesson plans and classroom observations</p> <p>2. Students ensuring that all voices are heard in class discussions. EVIDENCE – classroom observations</p> <p>3. Students self-assessing and monitoring their progress. EVIDENCE – student self-reflections and classroom observations</p>	<p>1. Standardization of the application of the Danielson Framework for Teaching (2011)</p> <p>2. Time to discuss application of the Danielson rubrics</p> <p>3. Training on the Danielson Framework for Teaching</p>

Commitment 1

<p>5. Increasing Academic Power Hour (APH) attendance for targeted students (SWD, ELL, Hispanic) and students who need additional supports</p>	<p>School leaders and teachers developing intrinsic and providing extrinsic motivation to attend APH</p>	<p>1. Increased number of students demonstrating mastery of the NYS Learning Standards EVIDENCE – 20% increase of student achievement from baseline data (September 2022)</p> <p>2. Higher levels of student achievement on quarterly report cards and NYSED assessments EVIDENCE – 20% increase of student achievement from baseline data (September 2022)</p>	<p>Funds for extrinsic motivational strategies</p>
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Commitment 1

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I learn to gather, organize, present, and apply ideas and information. If I have trouble learning a lesson one way, teachers try to teach me another way. I have opportunities to assess my own learning.	70%
Staff Survey	I use a variety of methods to teach my classes. I meet periodically with other teachers in my field to review, develop, and revise the curriculum. I meet periodically with other teachers in my field to review, develop, and revise assessments. I review the results of student achievement and use that data to improve my teaching and learning and to inform curriculum revision.	90%
Family Survey	My child seems appropriately challenged. I believe my child is developing critical thinking and problem-solving skills. My child finds school interesting and engaging.	70%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 1

PLC outcomes (student work analysis, curricular adaptations, instructional shifts) are directly linked to shifts in instructional practices and student outcomes as evidenced by PLC agendas.

Increase in academic achievement/decrease in student failure across all classes by 20%

Increase in Danielson Framework for Teaching (2011) Domain 3b, 3c, and 3d evidence for effective and highly effective by 10%

Academic Power Hour membership for targeted sub-groups increase by 80%

Academic Power Hour attendance at 90% for targeted sub-groups

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Improve upon students' socio-emotional wellness</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • Our vision specifically states that our students will be compassionate and principled. SE skills are necessary for students to adequately develop these traits. • Working our way through the COVID pandemic, we have become increasingly aware of the importance of socio-emotional wellness with all students. MVHS has been working to identify needs and develop strategies to address the needs for black and brown communities. • Students who develop SE skills resolve more conflicts without escalation creating a safer learning environment for all students. • Students who feel good about themselves are more successful at school across all measures. Also, community is important to MVHS; as students learn skills to develop their socio-emotional wellness, the effects of this will be evidenced in their homes and community organizations.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Assisting students in increasing their attendance</p>	<p>1. Determining root causes of absenteeism with concrete solutions to correct (i.e., bus passes for students who do not have the funds for public transportation).</p> <p>2. Developing attendance action plans for individual and groups of students</p>	<p>Attendance will increase. EVIDENCE – attendance will increase by 10% when compared to baseline data in September 2022</p>	<p>1. Calendar of benchmarks</p> <p>2. Protocol for teachers to track and support chronically absent students</p> <p>3. Adult and student mentorship programs</p>
<p>2. Implementing restorative practices</p>	<p>1. Introducing restorative practices to the school community</p> <p>2. Implementing restorative practices as needed</p>	<p>1. Decrease in the number of disciplinary infractions by students. EVIDENCE – 50% decrease in disciplinary infractions when compared to baseline data in September 2022</p> <p>2. Increase in the number of student-led restorative sessions. EVIDENCE – 50% increase in student-led restorative sessions when</p>	<p>1. Restorative practices training</p> <p>2. Restorative practices protocol document</p> <p>3. Efforts of AP of Climate and Culture, guidance counselors, therapeutic support staff</p>

Commitment 2

		compared to baseline data in September 2022	
3. Culture-building activities (clubs, spirit week, and peer-tutoring)	<ol style="list-style-type: none"> 1. Developing activities 2. Bringing attention to these activities - “Marketing” of clubs and spirit week. 3. Incentivize peer tutoring 4. Monitoring activities 	<ol style="list-style-type: none"> 1. Increase in number of students participating in activities. EVIDENCE – 50% increase in number of students participating in activities when compared to baseline data in September 2022 2. Increase in number of ideas of student activities EVIDENCE – 20% increase in number of students activities when compared to baseline data in September 2022 	Efforts of AP of Climate and Culture
4. Conduct a needs-based assessment to affect a plan focused on the immediate, near-term, and ongoing strategies and interventions	<ol style="list-style-type: none"> 1. Survey and analysis of students, faculty, and community to determine what are the perceived needs 2. respond accordingly to data from surveys 	<ol style="list-style-type: none"> 1. Decrease in the number of disciplinary infractions by students. EVIDENCE – 50% decrease in disciplinary infractions when compared to baseline data in September 2022 2. Attendance will increase. EVIDENCE – attendance will increase by 10% when compared to baseline data in September 2022 	<ol style="list-style-type: none"> 1. Efforts of AP of Climate and Culture, guidance counselors, therapeutic support staff 2. Expansion of plan to other stakeholders as needed

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I regularly attend the in-school activities offered at MVHS.	80%
	I regularly attend the after-school activities offered at MVHS.	60%
	I can share my ideas about in-school activities at MVHS.	90%
	I can share my ideas about after-school activities at MVHS.	90%
	I received information about restorative practices at MVHS.	95%
	I have used a restorative strategy in the past week.	60%
	I have used a restorative strategy in the past month.	70%
	The restorative strategies I used resolved my issue.	80%
	I receive information about the importance of attending school.	95%
	I know who to ask for help regarding my attendance.	95%
I value coming to school every day.	80%	
My attendance is important to me.	80%	
Staff Survey	I can share my ideas about in-school activities at MVHS.	90%
	I can share my ideas about after-school activities at MVHS.	90%
	I received information about restorative practices at MVHS.	95%
	I have used a restorative strategy in the past week.	90%
	I have used a restorative strategy in the past month.	90%
The restorative strategies I used resolved my issue.	90%	

Commitment 2

Family Survey	NA	NA
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We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Attendance support protocols are documented and are implemented.

Restorative practices protocols documented and are implemented.

The activities offered to students (in-school and after school) aligns to the interest of the students.

The number of students attending in-school and after-school activities has increased by 50%.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities	
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Commitment One – PLCs will be used to discuss and plan for data-driven instruction, supporting all students whilst focusing on our targeted students: SWD, ELL, Hispanic</p> <p>PLCs strategies include:</p> <ul style="list-style-type: none"> • Discuss issues around student learning • Collect and analyze data 	

Evidence-Based Intervention

	<ul style="list-style-type: none"> • Develop and try out instructional solutions <p>Assess the impact of these solutions</p>	
	<p>Restorative justice</p>	
	<p>Commitment Two – Restorative Justice strategies will be used to improve upon students’ socio-emotional wellness at MVHS</p> <p>Strategies include:</p> <p>Implement a year-long system that reduces the use of suspensions, calls to the police, and permanent removal of a student from a school system in response to student misbehavior to eliminate racial inequalities in discipline practices.</p> <p>Design graduated discipline systems that increase consequences based on the seriousness of student offenses and eliminate “zero tolerance” policies.</p> <p>Develop district-wide staff professional development on culture change and restorative justice approaches.</p> <p>Adopt graduated social and emotional support systems by including interventions that range from individual and group counseling to mediation.</p>	

Evidence-Based Intervention

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Dr. Matthew Gonzales	Principal
Ms. Erica Naughton	Assistant Principal
Ms. Daphne Platt	IB Coordinator
Ms. Tracey Anderson-Grant	History Teacher
Mr. Robert Garbarino	ENL Teacher
Ms. Roxanne Holmes	Teacher Assistant
Ms. Joanne Maxwell	SPED & AVID Teacher

Our Team's Process

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
5/16/2022			X	X		
5/23/2022		X		X		
6/2/2022	X					
6/6/2022			X	X		
6/13/2022					X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interviews informed the plan on several levels. After the student interviews were completed, the MVHS SCEP Team used an emergent coding process to analyze the interview data. The team identified the following codes through our analysis: Self-expression, Teamwork/collaboration (teacher and students), Connection (teacher and student), Interest, Identity (student), Focus (limit distractions). The codes manifested into commitment one and commitment two by reinforcing our need for data-driven instruction, specifically strategy 3: Inquiry-based & student-centered instructional practices, and strategy 4: high-quality domain three feedback. Inquiry-based & student-centered instruction will allow for self-expression, teamwork/collaboration, connection, interest, and identity (student) to manifest in the classroom on a consistent basis. Commitment two, improving on students' socio-emotional wellness, supports all the codes identified by the student interviews.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The equity self-reflection also supported both commitments. MVHS has many opportunities for growth regarding the four principles of the CR-S Framework. How MVHS will develop a Welcoming and Affirming Environment manifests in commitment one and two. High Expectations and Rigorous Instruction manifests primarily in commitment one. Inclusive Curriculum and Assessment manifests in both commitment one and commitment two. Ongoing Professional Learning and Support manifests in both commitment one and two. Through our focus on these two commitments, we will expand the strengths of MVHS when reflected through the CR-S

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
 - b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school
 - b. Monitor implementation closely and make adjustments as needed
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.