



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
MVCSD	Mount Vernon Honor Academy	Pre-K–8

Collaboratively Developed By:
The Mount Vernon Honor Academy SCEP Development Team
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And in partnership with the staff, students, and families of Mount Vernon Honor Academy.

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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to increasing proficiency in literacy skills and providing teachers with professional development to deliver effective instruction.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>The Mount Vernon Honor Academy pledges to provide our students with exemplary instruction nurturing intellectual curiosity, collaboration, and critical thinking.</p> <p>Students were interviewed and shared that teachers provide time for students to discuss topics and learn from each other. They also stated that they are using technology in most lessons. Scholars expressed that the curriculum is challenging.</p> <p>There is data to support the fact that many of our students have benefited from explicit direct instruction in phonics. Professional development in effectively delivering this instruction provides teachers with the tools necessary to succeed. Students can decode and receive the foundational skills required to be proficient readers. This emerged as something committed to in the aspect that children will need to possess the necessary foundational skills in ELA to be successful in all subjects and everyday life.</p> <p>The educators at Honor Academy continue to support our scholars' educational needs. Reading and writing are an essential part of being able to excel academically. It is the core requirement for many exams that our scholars will have to take to graduate High school.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>

Commitment 1

<p>End-Of-The-Year Goals</p>	<p>I-Ready and NYS data will be reviewed. In the fall of 2022, MVHA demonstrated a 37% proficiency rate in ELA (84 out of 230) students performing at mid or above or early on grade level on the I-Ready overall placement/diagnostic assessment. By June of 2023, the school demonstrated a 52% proficiency rate in ELA (125 out of 237) students performing at mid or above or early on grade level on the I-Ready overall placement/diagnostic assessment.</p>	<p>When the data team reviews the data, we hope to see a 3% - 5% increase in scores. By June of 2024, the school will demonstrate a 55% proficiency rate in ELA with students performing at level 3 and level 4 on the NYS grades 3-8 ELA tests. I-Ready diagnostics and progress monitoring levels will increase.</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>Our school curriculum (work) is challenging. My teachers ask questions that make me think. Teachers provide time for students to discuss topics and learn from each other. My teachers use technology in most lessons (internet/SMART Board/computers)</p>	<p>80%</p>	
<p>Staff Survey</p>	<p>Our educational community continues to promote a “growth mindset” for all. Students feel secure in taking risks and asking questions in class. As a school, we talk about and reinforce the role of constructive and positive</p>	<p>80%</p>	

Commitment 1

	teacher/student/family communal relationships.		
Family Survey	N/A	N/A	N/A

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	We will be reviewing I-Ready middle of year ELA data from midyear benchmarks as well as data provided by the district.	We hope to see a considerable increase in ELA progress monitoring. Level 1's and 2's advance at a minimum 1 tier.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Previous year's ELA & NYSESLAT scores, I-Ready BOY data.	We hope to see an increase of 20% in each domain moving into proficiency (on grade level as indicated in I-Ready) in I-Ready data across four domains of Numbers and Operations, algebra and algebraic thinking, measurement and data, and geometry. Regarding the NYS assessments, we are looking to see a 5% increase across grades 3-8 moving into proficiency.	
Adult/Schoolwide Behaviors and Practices	Climate Survey		

Commitment 1

<p>Student Behaviors and Practices</p>	<p>PBIS data/Behavior referrals</p>	<p>Students' ability to navigate between text and technology and create a continuum of learning and understanding between I-Ready and envisions materials</p>	
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Evidence/research-based interventions in ELA instruction as needed.</p> <p>Evidence/research-based interventions in ELA instruction as needed.</p>	<p>The RTI Team will create a schedule for meetings with grade level teachers to review data from DIBELS, I-Ready, common assessments, formative assessments, and results of NYS ELA exam to determine students' tier levels. This will also support teachers with intervention strategies and RTI.</p>	<p>Schedules that accommodate RTI.</p> <p>Trained teachers in RTI processes and strategies to provide interventions.</p> <p>Next Generation Learning Standards for ELA</p>
<p>AIS/Small Group Instruction/Differentiation</p>	<p>SMART goals with student input are established to build on students' strengths and identify skill deficits.</p> <p>Focus on phonics instruction and writing skills.</p> <p>Implement explicit and direct instruction.</p> <p>Provide differentiated instruction.</p>	<p>Use the following resources to provide interventions:</p> <ul style="list-style-type: none"> -Leveled Literacy Intervention (LLI) -i-Ready -Language Live -Orton Gillingham

Commitment 1

	<p>Use building-wide strategies: <i>RACES, Frayer Model</i></p> <p>Progress Monitoring will be conducted each week. At the end of a 4–6-week period, it will be reviewed. Student tier levels will be reviewed, and the next steps will be determined.</p>	<p>-Waterford</p> <p>-Foundations</p> <p>-Teacher resources including digital tools such as the apps in the Mount Vernon Portal (Nearpod, Ed Puzzle, etc.)</p> <p>All elementary teachers receive training in Orton Gillingham and K-3 teachers receive training in Foundations. Funding needed for training.</p>
Professional Development	<p>On-going professional development in ELA instruction that is relevant provided by district and obtained independently.</p>	<p>Time provided for teachers to receive professional development.</p>
Professional Learning Communities	<p>Professional Learning Communities will:</p> <p>Collect and analyze ELA data</p> <p>Develop and implement instructional solutions/strategies</p> <p>Assess the impact of these solutions</p>	<p>Schedule created with built in time for PLCs.</p>
Administrators Summer Leadership Development	<p>Principal and Assistant Principal will:</p> <p>Participate in professional development</p> <p>Attend the 2-day principal’s retreat</p> <p>Conduct guided “learning walk-throughs” of the school to observe practices in classrooms and consider how to evaluate/improve ELA instruction</p>	<p>Set protocols for the “learning walk-throughs” process:</p> <ul style="list-style-type: none"> -Stimulate collaborative and professional conversations -Give and receive safe, non-threatening, qualitative evidence-based feedback -Learn from each other -Use common language for quality instruction and best practices -Establish clear and consistent expectations for the walkthrough

Commitment 1

Academic Power Hour	Academic Power Hour (APH) will meet three times a week to provide ELA instruction to students who are one or two grades below their grade level.	Money allocated for the APH to hire teachers.
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to a more intentional approach to reaching general education students and students with disabilities performing below grade level in math to increase the number of proficient students.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>As we continue honoring our goals and commitment from the previous school year we believe as a school that it is essential to implement a standards-based, rigorous curriculum that includes pacing guides and assessments. The goal of this curriculum is to ensure connections to student experiences and identities, providing students with opportunities to discover, research, and apply key concepts and ideas. While the curriculum is being developed at the district level, we are committed to including culturally relevant materials in our lessons. We also believe in the importance of creating student-centered learning practices that enable students to grow as independent learners, think critically, and apply learning to real-world situations.</p> <p>According to the 2021-2022 data provided by the district our 6th graders outperformed the New York State average. We are currently implementing strategies that will help us duplicate this same performance throughout the school.</p> <p>Since it is not advisable to compare statistics from the previous years due to the Covid-19 pandemic we will be using the data from the 2021-2022 school year; according to the data provided by the New York State Education Department measuring school, and district our goal is to get our level 2 students into proficiency levels of 3 and 4. Currently analysis show that 17% of our 3rd graders are a level 2, 39% of our 4th graders are at a level 2, 17% of our 5th graders are at a level 2, 19% of our sixth graders are at level 2, and finally 23% of our 7th graders are at a level two and 15% of our 8th graders are at a level 2. With each respective grade we are expecting a progression level of about 5% across grades 3-8 after implementation of the new strategies outlined above.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>

Commitment 2

End-Of-The-Year Goals	We will be reviewing I-Ready data from midyear benchmarks Math. as well as data provided by the district.	We hope to see a substantial increase in Math scores from I Ready (Qualitative) by 20% math scores for all grade levels 3-8	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	Our school curriculum (work) is challenging. My teachers ask questions that make me think. Teachers provide time for students to discuss topics and learn from each other. My teachers use technology in most lessons (internet/SMART Board/computers)	80%	
Staff Survey	Our educational community continues to promote a “growth mindset” for all. Students feel secure in taking risks and asking questions in class. As a school, we talk about and reinforce the role of constructive and positive teacher/student/family communal relationships.	80%	
Family Survey	N/A		

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>

Commitment 2

Mid-Year Benchmark(s)	Benchmarks, pre/post assessments, on-going data collection, immediate feedback and coaching within the classroom.	Based on NYS math assessments, lists of students who scored a high level 2 or low level 3 will be created.	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	I-Ready Data as well as NYS assessments	<p>We hope to see an increase of 20% in each domain moving into proficiency (on grade level as indicated in I-Ready) in I-Ready data across four domains of Numbers and Operations, algebra and algebraic thinking, measurement and data, and geometry.</p> <p>Regarding the NYS assessments, we are looking to see a 5% increase across grades 3-8 moving into proficiency.</p>	
Adult/Schoolwide Behaviors and Practices	Documented PLC's and professional development Create a teacher toolbox of strategies and activities to use in the classroom (CUBES for Math)	We expect to see a 30% increase in how the school implements strategies discussed in their PLC's and a 40-45% increase and how teachers utilize toolboxes provided by I-Ready, envisions 2.0 and other math programs purchased by the district.	

Commitment 2

<p>Student Behaviors and Practices</p>	<p>Students' ability to navigate between text and technology and create a continuum of learning and understanding between I-Ready and envisions materials</p>	<p>We expect a 25% increase in continuum of understanding between I-Ready and envisions proficiency with scores being closely correlated.</p>	
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implementing Student-Centered Instruction</p>	<p>Lessons will be implemented that reflect student-centered instructional practices that are rigorous, culturally relevant, and provide choice for students. Professional development sessions will focus on lesson design and instructional practice through release time scheduled throughout the year. Administrators and cohorts of teachers will meet monthly focusing on (learning targets, engagement protocols, checking for understanding strategies, differentiation, and questioning and discussion techniques). During Professional Learning Community meetings, teachers, department coordinators, and administrators will monitor strategies used in classroom lessons. Sharing strategies and student work will be the focus of these meetings. Administrators will use a learning walk tool to monitor the implementation of the Foundational Five professional learning and provide feedback for teachers. Lesson plans are submitted bi-weekly for review by administrators. Feedback will be provided with a focus on the</p>	<p>Funding for release time for substitute teachers to cover classes for teachers to participate in the Foundational Five. Scheduled PLCs and release time. Time for Department Coordinators to meet with Teachers on their teams Purchasing curricular material to support student-centered learning Time and funding. Teachers will be provided after school with an instructional support coach to develop their lesson plans and instructional practices around student-centered learning.</p>

Commitment 2

	strategies identified in professional learning sessions.	
Data-Driven Decision Making	<p>Data will be used to make decisions at the school, PLC, and classroom levels. Working in teams, teachers and administrators will use an inquiry cycle to analyze data, identify strategies to address gaps, and reflect on implementation to make revisions. At weekly PLC departmental meetings, data will be reviewed; this will include attendance, course grades, mid-term and final assessment, and referral data. Formative assessment data will inform instructional decisions in the classroom. We will review data and create action steps to address identified gaps. Grade-level teams, for each grade level will be established and scheduled. Working in grade-level teams a schedule will be developed to address the following priorities as they are needed to be driven by data:</p> <ul style="list-style-type: none"> ● Data analysis of common formative, student work, and benchmark assessments focusing on gaps in curriculum and instruction ● Collaborative sharing of instructional strategies/professional development ● Team meetings with support staff to address SEL/instructional data creating holistic action steps ● Team meetings to target students in need utilizing the IST process ● Grade level lesson planning with departments around the integration of the four principles of cultural relevance. <p>Department and grade level teams will analyze common assessment and regents' data quarterly to identify and address gaps in curriculum and instruction. Professional development will be provided to the grade level team on the use of protocols to analyze and respond to data. It will be provided at the beginning of the year with refreshers during mid-year</p>	<p>Create a shared folder using google docs to communicate agendas prior to the meeting and store agendas, minutes, and data for dissemination to staff and faculty.</p> <p>The data reviewed by the SCEP leadership team will be shared at monthly faculty meetings.</p> <p>Administrators will attend departmental and team meetings to set expectations and monitor.</p> <p>Building administration will monitor and support grade level team meetings where data will be addressed.</p> <p>Access to data warehouse Professional development on using data protocols. Baseline assessments and identified interventions.</p> <p>Two coordinators for each of the following departments will be selected: math, science, social studies, ELA.</p>
Integrating Instructional	Infusion of technology in daily lessons to prepare students for the skills needed for	Utilize the Learning Walk tool in conjunction with

Commitment 2

<p>Technology in Classroom Lessons</p>	<p>their futures; planning, communicating, engaging students in research, and allowing students a window to a broader world. Professional development will be provided to educators for all content areas by resident experts and BenQ developers on integrating instructional technology in classroom lessons (including BenQ boards). Provide peer-to-peer refresher sessions on Schoology and continue to go in-depth with Nearpod, Jamboard, and Peardeck, during PLCs and faculty meetings. Teachers will integrate technology that has been proven to increase student engagement. After school, activities to expand the use of technology within the school with students.</p>	<p>formal and informal observations to assess the use of technology. Results will be shared in PLC faculty meetings. Schedule Space, Money/Resources, staff Professional development funding for training. Technology-based projects to create, develop and activate as a final product by students and staff after School. (Drones, Coding, virtual design, etc.)</p>
<p>Principal and Administrative Monitoring, Support, and Accountability</p>	<p>During walkthroughs, building administration will utilize the Learning Walk tool to monitor, support, and hold teachers accountable for the implementation in the following areas: assessing student engagement, instructional relevance, student-centered instruction, and the use of technology to increase student engagement Actionable feedback will be provided to assist with increasing student-centered instruction and increasing instructional relevance, the use of technology. A common feedback tool and the process will be created. Professional development will be provided to administrators to create a common understanding of the look-Fors identified in the learning walk tool. The Learning walk tool will be shared with faculty to create a common understanding of the Look-Fors identified in the learning walk tool. Administrators will create a schedule for weekly learning walks and will meet weekly to discuss the learning walk data and identify the next steps.</p>	<p>Time - making sure the admin team has time protected and is not diverted toward other responsibilities. Professional development for administrators to ensure a common understanding of the learning walk tool</p>
<p>Academic Power Hour and Saturday Academy</p>	<p>This intensive course will be to target students who could be potential Level 3 or 4 on the NYS Assessments</p>	<p>Teachers will gather data to target students that would benefit from the Math Bootcamp</p>

Commitment 2

		Time to meet to look at data and discuss students that would benefit from this opportunity
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COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to supporting our ENL students across all content areas to increase student performance and levels of English Language acquisition.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our school’s mission states, “We strive to educate the whole child with dignity. We are dedicated to creating a supportive school community where children, parents and staff maintain mutual respect and trust for one another.” We commit to upholding our mission by supporting parents and teachers of speakers of other languages. They will need extra support in helping their children assimilate to a new culture while also celebrating their own backgrounds and supporting their social/ emotional and academic success.</p> <p>We will respect the unique abilities and learning styles of our students and consider their levels of language acquisition to create independent thinkers and life-long learners. In supporting ENL students, we must address their needs by using research-based strategies that are specific to their levels of language acquisition.</p> <p>We analyzed the 2021 ELA. 70 percent of our ENL students scored a 2 or higher. 64.7 percent scored a 2 and 5.8 percent scored a 4.29% scored a 1. Four out of these five students were both ENL and classified with Special Education.</p> <p>The ENL levels determined by the NYSESLAT are Entering, Emerging, Transitioning, Expanding, and Commanding. In Entering and Emerging levels, students are just beginning to learn English and must focus on gaining Basic Interpersonal Communication Skills (BICS). Learning these skills takes between 6 months to about 2 years. Students in the Transitioning and Expanding and Commanding Levels are focusing on Cognitive Academic Language Proficiency (CALPS) and can take 5 to 7 years for proficiency. This is why a majority of our ENL students at the Expanding level stay within this level for an average of 3-4 years before scoring into the Commanding level.</p> <p>According to NYSESLAT 2022 data, 57 percent of students increased an entire level or more from the previous year. This shows exponential growth as far as language acquisition for our school’s English Language Learners. 42 percent stayed at the</p>

Commitment 3

	<p>Expanding level. As stated above, it is expected for students to stay at the Expanding level for about 2- 4 years.</p> <p>0 students declined a level on the NYSESLAT. Overall, we have made significant gains from our previous year’s data as well as pre covid data. To continue to make these gains, we must be committed to supporting our ELLs across all content areas.</p>
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>
End-Of-The-Year Goals	We will be reviewing 2021-2022 ELA & NYSESLAT, and I-Ready data.	We hope to see increases in English Language Proficiency based on the NYSESLAT testing. Specifically, we would like to see students go up a level if they are at the Entering, Expanding, or Transitioning Levels. For those at the Expanding level for at least 3 to 4 years, we would like to see their raw scores improve within the Expanding level. We also hope to see that 56 percent of our students have scored 2 or higher on the ELA assessments. We would like to see students’ I-Ready scores increase from BOY to EOY.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey			
Staff Survey			
Family Survey			

Commitment 3

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	We will review the I ready mid-year benchmarks.	We hope to see growth from the beginning of the year to the middle of the year. We hope to see students grow from the beginning of the year to the middle of the year.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Previous year's ELA & NYSESLAT scores, I- Ready BOY data.	Students' growth from beginning of year to mid-year data on I- Ready assessments. We will also review our 2023 NYSESLAT & ELA data that we receive in the beginning of the year to set goals for our students.	
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices	PBIS data/Behavior referrals		

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<ul style="list-style-type: none"> • Consider ELL students' performance / common planning time. 	<ul style="list-style-type: none"> • Provide English Language Learners with continued support including additional services and collaboration with classroom teachers. Include a planning time for Mainstream and ENL teachers. 	<p>I- Ready, NYSESLAT, ELA, strategic scheduling at the administrative level. This will ensure common planning time/ strategy sessions with ENL teachers and classroom teachers.</p>
<ul style="list-style-type: none"> • Professional Development for classroom teachers in ENL strategies 	<ul style="list-style-type: none"> • The district provided professional development to address the specific needs of ENL students based on school wide and district wide data. 	<p>District should provide time for teachers to attend Professional Development.</p>
<p>Small group instruction with targeted skills for ELLs (English Language Learners)</p>	<ul style="list-style-type: none"> • Universal Design for learning strategies is extremely helpful for ELLs. Provide multiple means of representation to build knowledge and comprehension in all learners. • Visual support through pictures and words and accessing auditory support when needed in English and Home Language. 	<p>Teachers will have access to and training with existing technology.</p> <p>Students should be invited to participate in Academic Power Hour and Summer school.</p> <p>Access to research-based strategies</p>

Commitment 3

	<ul style="list-style-type: none"> • Students should be given opportunities to use multiple methods to express their understanding. I.e., student choice for projects. • Review NYSESLAT results with ENL teachers and classroom teachers to address areas of need in Speaking, Listening, Reading, and Writing. • Visuals and video/ audio should be provided to aid student comprehension. Opportunities for communication should be provided throughout lessons. • Teachers across all content areas should use ELL strategies during mainstream courses as they will benefit all students. Conversation prompts, sentence starters, sentence frames for both speaking and writing activities should be provided to give English Language Learners & students with speech and language disabilities greater access to conversations and writing activities in English. • Teachers will implement SOS (Spotlight on Instruction Strategies) from Discovery Education such as AEIOU, 6 Word Story, 3 	<p>(binder of strategies) that teachers can choose from to address the needs of students. Access to technology and online programs/ resources Use of visuals throughout lessons. Differentiation based on students' needs Professional development of best practices for ENL.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Use of the Scholastic Classroom Library/ Journeys so students can have access to the vocabulary words in context. • Visuals, semantic mapping, and activities to engage the students in listening, reading, writing, and speaking using the vocabulary words will ensure that students acquire and retain them. 	<p>Access to research-based strategies (binder of strategies) that teachers can choose from to address the needs of students. Access to online programs.</p>

Commitment 3

	<ul style="list-style-type: none"> • Teachers will frontload new vocabulary prior to reading, build on their prior knowledge, make connections and will provide opportunities for multiple exposures to the new vocabulary. • Morphemic analysis will also be utilized to help students break down words into small meaningful units. • Translated word walls and glossaries will be provided for English Language learners across all subject areas. Frayer model, 3-tiered model of vocabulary, use of visuals, graphic organizers, signal words for text structure will be implemented. 	
<p>Culturally Responsive Teaching</p>	<ul style="list-style-type: none"> • Cultural celebration where ENL and General Education classes can share food, music, literature, stories from their cultures. Parents & families should be invited to participate. • Teachers should gain an understanding of their students' cultures and be aware of any personal biases. This will help both students and teachers and families to communicate effectively. In turn they will gain comfortability and maintain strong school/ community relationships. • Multicultural books, stories, current events, and perspectives. Allow opportunities for students to relate their culture to the literature/non-fiction pieces they are reading. • Parent communication should be provided in Home Language. Translation services or devices should be accessible such as 	<p>The district will need to provide translation applications such as Microsoft translation with I pads which the district has provided for some schools.</p> <p>They may also need to provide translation services.</p> <p>District evaluation of curriculum to ensure culturally inclusive materials.</p>

Commitment 3

	Microsoft translation apps. Records should be kept.	
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Commitment 4

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to supporting all students and staff's social and emotional needs.</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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>The commitment is in direct alignment with our school’s mission. According to the MVHA Handbook, “we are dedicated to creating a supportive school community where children, parents, and staff maintain mutual respect and trust for one another. This partnership between school, home and community is the basis that guides our practice.”</p> <p>We conducted a School Climate and Culture survey. MVHA students and staff were asked to anonymously complete the survey. (It should be noted that 20% of the surveys completed had vague answers and were not included in our results.)</p> <p>Student Feedback (Positives)</p> <ul style="list-style-type: none"> • 90% of students feel comfortable in their learning environment (classroom, school building) <p>One student stated, “what helps me feel comfortable is my teachers, friends, and the school counselor [who] is there to talk to me.”</p> <ul style="list-style-type: none"> • 40% of students feel safe to freely express their opinions • 40% of students feel respected by peers, teachers, and other school staff <p>One student stated, “I don’t get judged and the staff understands some of [my] issues,”</p> <ul style="list-style-type: none"> • 70% of students feel they have good, healthy, and trusting relationships with their teachers and staff <p>One student stated, “yes, I build a positive relationship with the school staff and my peers by getting to know them.”</p> <ul style="list-style-type: none"> • 100% students enjoy Field Day, Winter/Spring concerts, class parties, school trips <p>Students stated that they look forward to the activities mentioned above because it helps them build better peer relationships. Students enjoy performing and receiving positive feedback from their teachers and staff when able to demonstrate their talents.</p> <p>Student Feedback (Areas in Need of Improvement)</p> <ul style="list-style-type: none"> • 20% of students do not trust school staff <p>“They keep calm when something is happening.” Another response was “a lot of [teachers] when you open up to them [will] use [your words] against you. And they don’t listen.”</p> <ul style="list-style-type: none"> • 10% of students do not feel safe <p>“The environment is unsanitary and nothing [gets] done.”</p> <p>Staff Feedback (Positives)</p>

Commitment 4

- 43% of staff feel comfortable in their work environment at MVHA
"Yes, I am extremely comfortable in my work environment as I've known them for years."
- 68% of staff feel that their work environment is a safe space to express their opinions and that their opinions will be respected
"Yes, I feel respected. It makes coming to work a lot easier because of the respect felt by our administrators. Thank You!"
- 68% of staff feel safe with the presence of security throughout the building and accessibility to administration
- 75% of staff have cultivated trusting relationships with colleagues in and outside of work.
"Yes, a select few have taken the time and opportunity to collaborate with me."

Staff highlighted that MVHA is a nice and pleasant place to work. Most colleagues offer useful strategies for teaching and learning. Also, staff enjoy working with students who are eager to learn where there is little to no physical altercations between students.

Staff Feedback (Areas in Need of Improvement)

- 4% of staff do not feel comfortable working at MVHA
"There are certain situations with students arguing that make me feel uncomfortable. I think we need to utilize security more often."
- 14% of staff do not feel that their opinions are respected and do not feel safe in sharing their opinions
"I fear people will talk about me because certain people are in other people's business and know work issues that they shouldn't know about."
- 21% of staff do not have trusting relationships with their colleagues.
"I stay to myself." Another staff member stated, "I have co-workers...but not a trusting relationship." "There are teachers who I feel are stand-offish and I don't get a comfortable vibe from them."
"However, there are some colleagues I am unwilling to trust with my life. "

Both students and staff utilize the following coping methods when faced with a challenge at MVHA:

- Taking deep breaths
- Positive self-talk or affirmations
- Talking/consulting with a colleague or asking for help
- Reading
- Taking a break
- Drawing or coloring

This data helps us better understand the social emotional needs of our staff and students. More work is needed in creating a culture of respect, empathy, and trust between staff and students. To support the social emotional needs of students, MVHA commits to increasing classroom and schoolwide events and behaviors that support SEL (Social Emotional Learning).

Commitment 4

	<p>Ways to Integrate SEL Throughout the School Day for Students</p> <ul style="list-style-type: none"> • Partner activities • Role playing • Social emotional word/emoji wall • SE check ins • Shoutout Boards • Vision Boards • Reiteration of age-appropriate coping skills <p>Ways to Integrate Social Emotional Support to Staff</p> <ul style="list-style-type: none"> • Provide more collaborative professional development sessions on empathy, developing a positive school culture • Reduce demands on teachers, wherever possible • Work assignment rotation – create a schoolwide rotation schedule of responsibilities such as hall duty, cafeteria duty, so that teachers can share schoolwide responsibilities • Scheduling planning and collaboration time—incorporate more time in scheduling for vertical team meetings • Establish school-wide norms for students and staff behaviors — Regularly remind staff and students of the MVHA mission and SE policies. Post norms and expectations of MVHA members throughout the building so that they can be referenced frequently.
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>
End-Of-The-Year Goals	We will be reviewing the results from the School Comprehensive Educational Plan Climate and Culture Survey for Staff and Students.	We hope to see that our school addressed the commitment to support all students and staff’s social and emotional needs.	We ended up seeing data that reflected the working and learning culture of MVHA.

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ul style="list-style-type: none"> • Do you feel comfortable in your learning environment at MVHA? 	Strongly agree	We ended up seeing data that will guide

Commitment 4

	<ul style="list-style-type: none"> Do you feel safe and respected to express your feelings at MVHA? Do you have trusting relationships with school staff and your peers at MVHA? What was the best day you have had at MVHA? -Field day When faced with a challenge in school, what coping skills do you apply? -Take a break. 	<p>Disagree</p> <p>Strongly agree</p> <p>Strongly agree</p> <p>Strongly agree</p> <p>Strongly agree</p>	<p>our strategies for strengthening the learning environment, climate, and culture for students at MVHA.</p>
Staff Survey	<ul style="list-style-type: none"> Do you feel comfortable in your work environment at MVHA? Do you feel safe and respected to express your feelings at MVHA? Do you have trusting relationships with colleagues at MVHA? Can you highlight some positive aspects of working at MVHA? -A pleasant environment with minimal student conflict. <ul style="list-style-type: none"> What areas need improvement at MVHA? -Organization, better communication, and collaboration. <p>When faced with a challenge at work, what coping skills have you applied? -Consulting with colleagues.</p>	<p>Disagree</p> <p>Strongly agree</p> <p>Strongly agree</p> <p>Strongly agree</p> <p>Strongly agree</p> <p>Strongly agree</p> <p>Strongly agree</p>	<p>We ended up seeing data that will guide our strategies for strengthening the working environment, climate, and culture at MVHA.</p>
Family Survey	N/A	N/A	N/A

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)

Commitment 4

Mid-Year Benchmark(s)	SCEP Survey for Staff and Students.	We hope to see that our school addressed the commitment to support all students and staff’s social emotional needs.	We ended up seeing data that reflected the working and learning culture of MVHA.
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We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	The climate and culture of MVHA.	Achieve 50% or higher of students feeling safe and respected to express their feelings at MVHA.	Improvement in the areas of social and emotional learning.
Adult/Schoolwide Behaviors and Practices	The climate and culture of MVHA.	Achieve 53% or higher of staff who feel safe and respected to express their feelings at MVHA.	Improvement in climate and culture schoolwide.
Student Behaviors and Practices	Positive Behavioral Interventions and Supports and the No Place for Hate Initiative at MVHA.	Achieve 85% or higher participation in PBIS and No Place for Hate schoolwide at MVHA.	Improvement in the areas of social and emotional learning.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
PBIS	Tier 1 implementation of behavioral expectations at MVHA.	Monitor daily.
Annual Mental Health Awareness Outreach	Positive schoolwide mental health awareness activities and assembly.	Monitor quarterly for the school year.

Commitment 4

SEL Lessons	Focus on self-awareness, social awareness, responsible decision making, self-management, and relationship skills.	Monitor quarterly for the school year.
SEL Morning Meetings	Social Emotional Check ins and referral to pupil personnel staff if there are concerns and for necessary Check out before dismissal.	Monitor daily.
No Place for Hate	Tier 1 implementation and schoolwide pledge.	Monitor quarterly for the school year.

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.

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	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Danielle Davis-Marrow	Principal
Shereene Shames	Assistant Principal
Tawana Youngblood	Middle School Teacher
Greer Valinotti	ELL Teacher
Tara Lattimer-Wilson	Guidance Counselor
Debra Medina	Early Literacy Specialist
Antoinette Jordan	Special Education Teacher
Arlene Jacobs	Teacher Assistant
Kijhana Roby	Parent
Victoria Jordan	Student

Our Team's Process

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				x	x		
6/1/23	X	X					
6/6/23				X			
6/8/23				X			
6/12/23							
6/15/23					X		
6/20/23						X	
6/21/23			X				X
6/22/23							X

Learning As A Team

Directions

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

Student Interviews

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

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** 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 July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have 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 adjust 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.