



# School Comprehensive Education Plan

## 2023-24

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

**Collaboratively Developed By:**

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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

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 that 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><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><b>We commit to providing a safe, welcoming, and supportive environment for our staff and scholars.</b></p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Our vision includes promoting social and emotional well-being in preparation for global citizenship. We seek to instill the core values of community, character, and striving for excellence while establishing a safe and nurturing environment that allows for self-discovery in a changing society. This vision was established in the prior 2022-2023 school year as we worked to combat a negative narrative associated with our school. Survey and focus group data indicate that these core values were well-communicated to all constituents this past year, but we must continue to focus on these in the coming year to achieve even greater, measurable results.</p> <p>As communicated by both students and faculty in survey data and focus group interviews, building relationships with students and making them feel welcomed are key to creating a safe, positive classroom and school environment. For example, a representative sample of the faculty do not believe all students are welcomed and included. In addition, 56 % of students and 42% of parents who participated in the climate survey worry about their physical safety at school. Consequently, it is imperative that we continue to work on establishing a nurturing learning environment with clear behavioral expectations to create better learning outcomes.</p> <p>In the 2022-2023 school year, the school introduced PBIS (Positive Behavioral Interventions and Supports) and House Systems and worked toward a No Place for Hate initiative. All three of these community- and character- building initiatives were voiced as transformative and important by faculty and staff in focus group interviews. On the other hand, the results of Focus Groups hosted by BOCES personnel as well as the Envisions/Blue Sky activity which included faculty and non-teaching staff indicated that faculty and staff desire more opportunities to have a voice in the development and implementations of these initiatives. We will therefore build on the positive work we have accomplished thus far, with more conscious intent in providing more frequent and consistent opportunities for faculty and staff involvement.</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>
<b>End-Of-The-Year Goals</b>	End of Year Survey Data	<p>At least 50% of all constituents (faculty/staff, students, parents) will report that they are not concerned about their physical safety in school.</p> <p>At least 75% of students will report they feel safe and welcome at school.</p> <p>At least 85% of faculty and staff will report that they feel supported and 75% will report they feel important.</p>	
	Attendance Data	Attendance should match Survey Responses, with Student Attendance at 75% or higher and Faculty/Staff Attendance at 85% or higher.	
	PBIS Referral Data	<p>At least 70% of students will have no behavioral referrals for the school year.</p> <p>At least 50% of students who have been referred will have no more than one referral for the school year.</p>	

Commitment 1

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 (e.g., on survey scale of 4.0)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	<p>I feel accepted and welcomed by my teachers and staff when I arrive daily.</p> <p>I have been concerned about my physical safety at school</p> <p>Students at this school are treated fairly by other students regardless of race, ethnicity, or culture</p> <p>Adults in this school treat all students with respect</p>	<p>68% agree</p> <p>50% agree compared to 44% in the Spring.</p> <p>60% agree compared to 45% in the Spring.</p> <p>70% agree compared to 63% in the Spring</p>	
<b>Staff Survey</b>	<p>Teachers at my school treat students fairly regardless of race, ethnicity, or culture</p> <p>Students treat staff members with respect.</p> <p>Students at my school demonstrate behaviors that allow teachers to teach, and students to learn</p> <p>I feel safe at my school</p> <p>If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.</p> <p>I feel like I am an important part of my school</p>	<p>78% agree</p> <p>80% agree</p> <p>65% agree compared to 41% in the Spring.</p> <p>75% agree compared to 69% in the Spring.</p> <p>60% agree compared to 52% in the Spring.</p> <p>73% agree</p>	
<b>Family Survey</b>	<p>MVHS creates a welcoming and supportive atmosphere that my child enjoys attending daily.</p>	<p>80% of parents agree</p>	

Commitment 1

	Teachers at my school treat all students with respect.	80% agree	
	My students feel safe at school.	70% agree	



Commitment 1

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)
<b>Mid-Year Benchmark(s)</b>	Attendance rate	Teacher attendance rate at 85% or higher. Student attendance rate at 76% or higher.	
	PBIS System Data	At least 80% of students will have no referrals for the midyear. At least 60% of students who have been referred will have no more than one referral by the midyear point	
	Mid-year Survey	Survey items are within 10% of the year end goal.	
	Qualitative data from check ins and focus group conversations	Most students and staff will report that they are seeing and experiencing improvement in staff student relationships, student-to-student relationships, and a positive mood in the building.	

Commitment 1

We believe we will be on track to meet our Mid-Year Benchmark(s) if, within 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	Attendance Data	Student attendance excluding no-shows will be at least 76%.	
	Survey Data	Initial Survey results on par or higher than prior year.	
	COST Reports	Any student identified as at risk will have support in place by the end of the first quarter. Students are considered at risk based on class attendance and academic progress in core classes.	

Commitment 1

<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p>PLC (Professional Learning Communities) Attendance and Minutes</p> <p>Survey Data</p> <p>Administrator Walkthroughs</p>	<p>Evidence of lesson development and implementation incorporating cooperative learning and cultural sensitivity practices. Staff will report receiving adequate support and training to implement cooperative learning strategies and are aware of culturally sensitive practices.</p> <p>Staff report that there is more productive collaboration, and each person understands their role in the community.</p> <p>At least 80% of teachers actively use the PBIS Rewards System. During walkthroughs in the first half of the year, the principal OR designee will look for ways in which teachers intentionally embed SEL strategies in their lessons with a focus on collaboration and cultural sensitivity. The principal will provide actionable feedback related to collaborative activities and data will be shared with staff at faculty meetings.</p>	
<p><b>Student Behaviors and Practices</b></p>	<p>PBIS System Data</p> <p>Survey Data COST Reports</p>	<p>Evidence of student awareness of behavioral expectations, rewards, and consequences.</p> <p>Students report that they have a safe space to go to when they are in crisis.</p> <p>Students report that they feel a sense of belonging in their classrooms.</p>	

## 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><b>Establish and communicate a clear vision for behavior expectations, rewards, and consequences.</b></p>	<p>Expectations and standards, along with processes for administering rewards and consequences, will be documented for both faculty/staff and students. The PBIS Power Team will collaborate with staff and students to create a student and staff handbook. All staff will follow the handbook indicating a full roll out of (PBIS) positive behavior intervention system.</p> <p>Teachers help create a clear vision around ISS (in school suspension) and restorative practices implemented to increase student accountability and support.</p> <p>Support students with transportation difficulties.</p> <p>Implementation of school-wide cell phone policy. We will adopt the Yondrs phone system to limit the use of cell phones during the school day.</p>	<p>Time and team of adults and students to work on document.</p> <p>Time for a team of faculty and staff to create a cohesive vision for ISS.</p> <p>Time and funding for system and rewards.</p> <p>Free bus passes for students to improve their attendance.</p> <p>Funding for Yondrs system (phone deactivation system to control in-school usage).</p>
<p><b>Safety team develops and implements a uniform vision and mission that aligns with the school's goals.</b></p>	<p>Regular meetings with the safety team to align on vision and identify areas of improvement. This will include weekly meetings and check-ins to reduce any challenges or barriers that may inhibit the team from fulfilling their responsibilities.</p>	<p>Time for safety team to have regular meetings pertaining to schoolwide vision.</p>
<p><b>The school counselors and support staff implement a uniform vision and mission that aligns with the schools' goals.</b></p>	<p>The team will develop specific goals and establish benchmarks to measure progress.</p> <p>The data-responsive school counselor examines the program strategies, interventions, and activities and makes decisions about future practice.</p>	<p>School Counseling Standards (ASCA)</p> <p>Counseling Calendar</p>

Commitment 1

	<p>Counselors will design services or programs that address trends that appear in the data.</p>	
<p><b>A focus on relationship building inside and outside of the classroom. Provide time and opportunities for staff and students to interact in non-academic events to build trust and camaraderie.</b></p>	<p>Grade 9 and Grade 10 teaming. Create teacher teams for groups of about 100-120 students. Teams will represent the core courses (math, SS, Sci, Eng). Teams will be led by a teacher leader and will meet during common planning time as a subsidiary of the grade level COST team.</p> <p>Identify students with specific criteria and place them in teams so that teams are representative of the larger school body.</p> <p>At least once per marking period, staff will have the opportunity to engage with students outside of the classroom.</p> <p>Continue the House system with competitions and challenges occurring at least once per quarter.</p> <p>School counselors will continue individual and small group meetings to review transcripts and other areas of grade level needs. They will also continue lunch bunch.</p> <p>Dedicated grade level administrators</p>	<p>Team of house leaders Teacher Teams Time dedicated to quarterly events</p> <p>Funds</p>
<p><b>Teacher inclusivity in decision-making processes.</b></p>	<p>Weekly newsletters will recognize “Knights Caught Being Awesome” as recognized by departments as well as administration.</p> <p>Increase opportunities for collaboration within and across departments.</p> <p>Increase opportunities for teacher ownership over schoolwide policies, systems, and changes.</p>	<p>Time for teachers to participate without taking up Lunch/Prep time or after-school time.</p> <p>Opportunities should avoid adding to teacher workload or hours as much as possible.</p>
<p><b>Increased access to school personnel to provide emotional support and intervention.</b></p>	<p>Systematic procedures and spaces to allow students access to supportive school personnel.</p> <p>There will be two Crisis Interventionists available to students on a daily basis. In</p>	<p>Time for a team of faculty and staff to create a cohesive vision for Calm Spaces.</p>

Commitment 1

	<p>addition, specific staff members on each grade level will be identified to assist in crisis resolution. Specifically, these staff members and their classrooms will provide safe spaces for students when they need to recoup self-control.</p> <p>Partnership and collaboration with school-based Health Center will be strengthened. The health center staff will be invited to participate in Knights Days and become a part of the behavioral health referral process.</p> <p>Support staff schedule grade level meetings at least once in the Fall and once in the Spring.</p>	<p>Space and funding to create appropriate Calm Spaces.</p>

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We will continue to commit to implementing a standards-based curriculum in all courses. Teaching practices will intentionally address the education of the whole child through data driven instruction, strategic lesson planning, cultural sensitivity, and social-emotional learning.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Our CSI status, graduation rates, course completion rates, and Regents passing rates all indicate that we need to ensure that effective instructional practices are consistently implemented in all classes. Feedback from students and faculty focus groups further indicates a discrepancy between student grades and course rigor and shows a lack of consistency in quality instruction across all courses.</p> <p>Student Focus Group results in the past year indicate that lessons may not always reflect cultural and emotional sensitivity. When students do not feel connected to the goals of the lesson, they are apt to disengage and not participate in the learning process. Thus, lesson planning also needs to reflect SEL goals as well as targeted academic standards.</p> <p>Observation and walk through data indicate that a small percentage of staff makes instructional decisions based on formative and/or summative data resulting in little differentiation across all classrooms. 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 (Students with Disabilities), ELL (English Language Learner) and Hispanic students as well by providing differentiated resources and supports for these students.</p> <p>We believe the continued commitment to providing quality, standards-based, culturally, and socially sensitive instruction will help prepare our students to be global learners by equipping them with strategies to succeed in their further endeavors and to become lifelong learners.</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>
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Commitment 2

<p><b>End-Of-The-Year Goals</b></p>	<p>Walk-Through Data</p> <p>Final Grade Reports and Transcripts.</p> <p>Attendance</p> <p>Survey Data and Focus Groups</p> <p>Teacher evaluations</p>	<p>At least 90% of observed lessons will consistently reflect the four lesson focus components and DDI.(writing samples, exit tickets, and differentiation)</p> <p>Graduation rate 78% or above, current graduation rate is 76%.</p> <p>Increased completion of micro certifications versus prior year in the following: Seal of Civic Readiness, Seal of Biliteracy, CTE (Career &amp; Technical Education) certifications, IB (International Baccalaureate) course certificates and diplomas.</p> <p>The attendance rate is 78% or above, current attendance rate is 76%. Attendance is a key factor in course completion.</p> <p>Increased survey scores for questions pertaining to Teaching and Learning and Interpersonal Relationships questions (see next section), with consistent results from Focus Groups. For example, teachers will report that they feel supported and participation in PLCs (Professional Learning Communities) is productive.</p> <p>Students will report that they know what it takes to be successful in each class and how to achieve that goal.</p> <p>75% or more of teachers rated 2.75 or above in Danielsens Domains.</p>	
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Commitment 2

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 (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	I know what it takes to do well on tests.	75% or more agree	
	I feel prepared to do well on class assignments.	73% agree	
	I understand how grades are assigned.	75% agree	
	I feel my school has high standards for achievement.	70% agree	
<b>Staff Survey</b>	I feel that I have enough resources, strategies, and content to achieve this commitment.	75% or more agree for each question	
	Helping students meet challenging academic goals is the primary focus of my school.		
	Students are learning what they need to be successful in the next grade or after graduation.		
	I am given the instructional support I need to teach my students.		
<b>Family Survey</b>	I am satisfied with the education my child receives in school.	75% or more agree for each question	
	My child's schoolwork is challenging.		
	I know what to do if my child is not doing well in one or more classes.		
	I understand how grades are assigned.		

Commitment 2

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)
<b>Mid-Year Benchmark(s)</b>	Attendance data	Student attendance rate at 78% or higher.	
	Mid-year surveys	75% report agreement on key survey questions	
	Grade reports	At least 76% of students are on track for course completion.	
	Lesson plans and comments with administrator walk-throughs	All classrooms will have clearly posted LT, rubrics, success criteria, evidence of writing every day.	
	Teacher Evaluations	At least 75% of observed lessons will consistently reflect the four lesson components.	
	Assessment and student work samples collected and analyzed by PLCs.	Student work samples show evidence of alignment to rubrics, standards, and data-driven, Direct instruction.	

Commitment 2

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>
<p><b>Student Data</b></p>	<p>Attendance Data including attendance for special events (award ceremony, school nights)</p>	<p>Increase in attendance rate overall (90% or above), and on special days (as compared to what was seen last year), along with evidence of increased parent involvement (20% increase overall).</p>	
	<p>Survey Data</p>	<p>Survey results will be at or above last Spring’s survey data on the items that pertain to teaching and learning.</p>	
	<p>Progress Reports</p>	<p>At least 80% of students are on track for course completion (passing at this time).</p>	
	<p>COST Reports/Grade Level Department Notes</p>	<p>Students who have been identified as “at risk” will have a support plan on each grade level; students report that they know what to do to get support with academic problems.</p>	
	<p>Class Attendance Data</p>	<p>Students' class attendance and punctuality is higher than last year at this time.</p>	


Commitment 2

<b>Adult/Schoolwide Behaviors and Practices</b>	PLC Attendance and Minutes	PLC agendas reflect the data cycle. Evidence of lesson development based on formative data is clearly delineated. Teachers are participating in their assigned coaching sessions.	
	Walkthrough Data	At least 80% of teacher practices are aligned to the instructional expectations and classroom discourse.	
	Infinite Campus Parent Notification Log & Referrals	Teachers provide or initiate tier 2 intervention for students who are “at risk” and include parents in the plan.	
	Focus Group Interviews	Teachers report that they understand the instructional goals and are getting support or there is a supportive plan in place to achieve this goal.	
<b>Student Behaviors and Practices</b>	Student participation in elective courses	Increased number of students participating in courses resulting in micro certification completion; students on track to complete the certifications.	
	Focus Group	Students report that they understand and are working toward meeting the criteria for academic success. Students report that they know how to gauge the quality of their work using checklists and rubrics.	

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><b>Create and implement unit and lesson plans that are aligned to the State Standards in all content areas.</b></p>	<p>Teachers will submit weekly plans using Department/District approved lesson plan templates to use universally. Plans must indicate an alignment between the standard, the learning target, the activities that students must engage in to access the content and the closing activity.</p> <p>Lesson design should address a variety of learners based on data analysis.</p> <p>Teachers will explicitly plan so that students will:</p> <ul style="list-style-type: none"> <li>• Understand the learning target and success criteria.</li> <li>• Participate in student-centered discussions and writing tasks with adequate work time to consolidate their learning and allowing for group or individual conferencing with the teacher.</li> <li>• Develop the five categories of interrelated skills that will allow them to become self-regulated learners</li> <li>• Frequently self-assess their products using rubrics &amp; check lists.</li> </ul> <p>Administrators will review and/or conduct classroom visits and provide prompt feedback that is specific to the alignment of the outlined components. Special emphasis will be placed on student writing samples and the interrelated skills of learning.</p>	<p>Time, usable templates, library of lesson plan exemplars</p> <p>Norming practices Frequent class visitations followed by feedback.</p> <p>Administrator availability.</p> <p>Coaching on EDI implementation.</p> <p>Support for teachers to use lesson planning templates.</p> <p>Scheduling communication – more than one-week advance notice of events that will impact lesson planning (Assemblies, House Events, PSAT/SAT testing, etc.)</p> <p>IB Approaches to Teaching and Learning (ATL) and Reflection Tool</p>
<p><b>Consistent Grading and Classroom Operation Policies</b></p>	<p>Teachers will</p> <ul style="list-style-type: none"> <li>• Create policies that are aligned with IB’s policies. This includes school-wide late work policy, academic integrity, and homework policy.</li> </ul>	<p>Norming practices Frequent class visitations followed by feedback.</p>

Commitment 2

	<ul style="list-style-type: none"> <li>• Establish processes for teachers to show they are following the policy, for students to acknowledge that they understand the policy, and counselor/administrator support to ensure both students and teachers follow the policy without exceptions. Both teachers and students must be willing to accept the consequences of not following the policy.</li> <li>• Address the five interrelated skills to support students in learning how to learn: Self-management skills, Social and communication skills, thinking skills and research skills.</li> </ul>	
<p><b>One-on-one Coaching</b></p>	<p>New teachers and teachers whose regents and course scores are not aligned will be assigned a coach within the first 4 weeks of school.</p> <p>Teacher and coach will select one principle from the 7 Principles of Effective Instruction that will propel the teacher to the next level of the teaching continuum and meet biweekly to discuss the teacher’s progress toward that goal and plan next steps.</p>	<p>Coaching Schedule</p>
<p><b>Professional Learning Communities adhere to the data cycle—applying data to instructional shifts through common benchmark assessments.</b></p>	<p>Teachers are assigned rotating roles in their respective PLCs and lead the PLC meetings and department chairs or assistant principals monitor.</p> <p>Utilizing teachers’ professional learning community (PLC) meeting time, (weekly for 40-minutes), to discuss students’ data and determine ways to adapt the curricula. That is, PLCs will adhere to the PLC data cycle:</p> 	<p>Refresher training for PLC members and leaders on the PLC Process/cycle.</p> <p>Monthly PLC leader meetings to align PLC goals.</p> <p>Training to ensure that all educators know how to analyze data and make adjustments to instruction.</p> <p>Time to unpack and implement the strategies learned in training</p> <p>Knowledgeable trainers (internal and external to MVCSD) who can lead the</p>

Commitment 2

		<p>trainings and support the ongoing implementation of DDI</p> <p>Training for PLC members and leaders on the PLC Process/cycle.</p> <p>Training on IB-aligned Approaches to Teaching and Learning for all faculty and staff.</p> <p>Master Schedule to allow for maximum attendance at PLC meetings.</p>
<p><b>Teachers will embed SEL (Social Emotional Learning) focus in their classroom discourse primarily through cooperative learning activities and cultural sensitivity.</b></p>	<p>At least once per week teachers must include a cooperative learning activity.</p> <p>Teachers will train students on how to participate in a cooperative learning activity.</p> <p>Teachers will have a refresher course at the beginning of the school year on how to teach students to engage in cooperative learning activities.</p> <p>Teachers will receive training on cultural sensitivity in the classroom.</p> <p>This strategy will be monitored through frequent walkthroughs, focus group interviews and student work analysis.</p>	<p>PLC agendas must reflect this strategy.</p> <p>Outsource trainers for cultural sensitivity training and what that looks like in the classroom.</p>



### Commitment 3

## Commitment 4

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	This will support Commitment One and Commitment Two.
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	The need for shared decision making and planning amongst staff and students as evidenced by staff and student focus groups and the Envisions session.

**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:

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

**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.

<b>Evidence-Based Intervention Strategy Identified</b>	Early Warning Intervention and Monitoring System (e.g. COST)
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 1 and 2.
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	The focus groups and Envision activity revealed the need for the establishment and implementation of pathways for faculty and students to access the services and supports that they need to overcome barriers to success.
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	<a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a>

## 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
Dr. Pauline Pearce	Principal
Ayami Abel	Math Teacher
Jasmin Cooper	ENL Teacher
Natasha Henry	Teaching Assistant and Crisis Intervention Specialist
Gabrielle Flowerman	School Psychologist
Kristina Spychala	Special Education Teacher
Alexandra Sherlock	English Teacher
Erica Peterson	Parent
Jennita Faulkner	Parent
Ana De Leon	Student
Britaney Sinclair	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	Met: Utilize BOCES Or State Rep as a resource	Listen: Interviewing Students Or teachers	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example</i> 4/6/21				x		x		
5/20/23		X						
5/30/23		X						
6/05/23		X				X		
6/08/23		X	X	X				
6/15/23	X		X					
6/20/23	X				X			
6/21/23			X			X		
6/23/23			X					
6/26/23					X			
7/5/23					X		X	
7/7/23								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**

The student interview process informed our plan because we could look closer at the responses to the survey data. During the student interviews we focused on asking clarifying questions which enhanced our understanding of what is working and areas of growth. We identified the following areas of growth that will enhance learning and participation from students. 1. Students want their voices represented in the decision making and such participation can occur by increasing the number of town halls, surveys, etc. 2. Students wanted more engaging classroom lessons thus our focus on increasing our collaborative practices in the classroom and amongst faculty.

### Equity Self-Reflection

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

The equity self-reflection informed the team's plan and is reflected in both commitments. MVHS will continue to develop a Welcoming and Affirming Environment. We will focus on High Expectations and rigorous Instruction which manifests primarily in commitment two. 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.

## 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.