



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Mt Vernon City School District	MV STEAM Academy	9-12

Collaboratively Developed By:
The MV STEAM Academy SCEP Development Team

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And in partnership with the staff, students, and families of MV STEAM 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>Every child has the opportunity and authority to drive and shape their own learning through choice and differentiation.</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>This year we are still facing lingering challenges encountered during the pandemic. Our focus is to ensure that our scholars are ready for high school and post-secondary opportunities after graduation. This is a time for STEAMing ahead towards an exceptional educational experience - Success, Talent, Excellence, Achievement, Motivation. This commitment is influenced by the Student Interviews. Students expressed a need for their voices to be taken into consideration when planning and implementing learning approaches. This led us to consider practices we can improve on student’s ability to drive and shape their education. Under a new leadership, the STEAM Academy is focused on encouraging parent and student involvement to help build a STEAM culture.</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>
<p>End-Of-The-Year Goals</p>	<p>Participation in Focus Group Fridays</p> <p>Student participation surveys</p> <p>SDG Sustainable Goal projects</p>	<p>80% participation among all STEAM stakeholder groups.</p> <p>90% of students will complete student choice surveys.</p> <p>100% student participation in MVSA STEAM Expo.</p>	

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>
<p>Student Survey</p>	<p>1. STEAM Academy offered several ways for students to be a part of shaping their learning.</p>	<p>100%</p>	

Commitment 1

	<ul style="list-style-type: none"> 2. STEAM Academy has a Student Body Government that represents my class. 3. I participated in Focus Group Fridays. 	<p>100%</p> <p>75%</p>	
Staff Survey	<ul style="list-style-type: none"> 1. The school makes sure all students can experience success. 2. I believe STEAM Academy takes students' voices into consideration when planning & implementing its learning approaches. 3. I participated in Focus Group Fridays. 	<p>100%</p> <p>100%</p> <p>80%</p>	
Family Survey	<ul style="list-style-type: none"> 1. STEAM Academy offered several opportunities for families to partner with students and faculty as collaborative decision makers in their child's education. 2. I believe STEAM Academy takes students' voices into consideration when planning & implementing its learning approaches. 	<p>80%</p> <p>100%</p>	

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)	<p>Participation in Focus Group Fridays</p> <p>Student participation surveys</p> <p>SDG Sustainable Goal projects</p>	<p>75% participation among all STEAM stakeholder groups.</p> <p>75% of students will complete student choice surveys.</p> <p>Students will have selected a topic and begun outlining their project.</p>	

Commitment 1

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	Student participation surveys	75% of students will have participated in at least one student survey.	
Adult/Schoolwide Behaviors and Practices	Participation in Focus Group Fridays	50% of stakeholders will have participated in a Focus Group Friday session.	
Student Behaviors and Practices	SDG Sustainable Goal project outlines.	Students will be familiar with SDG Sustainable Goals and will have begun exploring ideas for projects.	

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?
Establish Focus Group Fridays	Provides an opportunity for different stakeholders in the STEAM Community to meet virtually and/or in-person with the principal and share their thoughts. Partnering with students and families as collaborative decision makers.	Schedule Focus Groups throughout the year. Dedicate time to ideas and suggestions made by stakeholders. Focus group Fridays have led to "Book a Chat with the Principal"
Use of surveys to enlist student choice	Setting up surveys for students to decide on student government representatives, movies for movie night, SEL guest speakers, school conditions and overall school experiences. Differentiated surveys for all levels of students.	Access* to Survey Monkey to create surveys and then share them on Schoology. *District license is needed.
Civic minded projects & School based student leadership opportunities	The school wide SDG Sustainable Goal Project provides opportunities for students to develop projects on social justice issues.	Materials for projects (TBD), time for teachers to plan projects.

Commitment 1

	<p>Create a Student Body Council to include a Student Body President and Vice President to support the grade level Class Officers.</p> <p>School wide Emotional Wellness Expo inviting experts to come in and speak with during monthly Emotional Wellness Sessions. Coping mechanisms to deal with emotional challenges.</p>	<p>Time to invite experts to come in.</p> <p>Time to establish Student Body Council.</p> <p>This will be implemented through a monthly speaker series centered around emotional wellness, technology and social media, science and the community and community connections.</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>As a fairly new high school, with only three graduating classes behind us, we commit to increasing our graduation rate by providing the highest quality education, while supporting our students in a caring environment.</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 STEAM Academy provides an exciting problem-based learning approach that integrates all subject areas around the Grand Engineering Challenges from the National Academies of Engineering and the United Nations Sustainable Development Goals. While fulfilling the New York State Graduation requirements, Mt. Vernon STEAM Academy scholars will incorporate project-based learning to develop critical thinkers and doers.</p> <p>The Mt. Vernon STEAM Academy faculty and staff members strive for nothing less than excellence in everything our scholars do. Their success is the most important aspect in our learning community. Students shared in interviews that there is an overwhelming need for access to and knowledge of social and emotional support services available to them.</p> <p>This commitment was chosen as it aligns with our ongoing vision and the feedback from both teachers and students</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	Student final averages.	100% students pass all classes.	
	Student suspensions School Climate.	100% participation in available Social and Emotional Support Services.	
	Attendance in Academic Power Hour/Saturday School.	30% of students will participate in extended day programs.	
	Student enrollment in Lehman College STEM PCOPP, Smart Scholars Program, ACE Mentor Program of Greater New York, Inc. in conjunction with Con Edison & Great Potential Liberty Partnership.	10% Increased enrollment in programs.	

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	1. My school has helped me develop the skills and knowledge I will need after I graduate.	80%	
	2. There are bulletin boards promoting Social and Emotional Health Support Services that are available to me.	90%	
	3. I participated in the Academic Power Hour and/or Saturday School.	80%	
	4. STEAM offers programs that introduce students to a post-secondary educational experience.	90%	
Staff Survey	1. I feel that I have the resources, strategies, and content to achieve this commitment.	100%	
	2. I am given the instructional support I need to teach my students.	80% 90%	

Commitment 2

	3. I am given the time to collaborate with my peers to share best practices and develop lessons.		
Family Survey	1. Students receive the support they need for academic and career planning.	90%	
	2. My child feels connected to the MV STEAM Academy family.	90%	
	3. MV STEAM creates a welcoming and supportive atmosphere that my child enjoys attending daily.	95%	

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)	<p>Student mid-term grades.</p> <p>Student suspensions School Climate.</p> <p>Attendance in Academic Power Hour/Saturday School.</p> <p>Student enrollment in Lehman College STEM PCOPP, Smart Scholars Program, ACE Mentor Program of Greater New York, Inc. in conjunction with Con Edison & Great Potential Liberty Partnership.</p>	<p>100% students pass all classes.</p> <p>100% participation in available Social and Emotional Support Services.</p> <p>30% of students will participate in extended day programs.</p> <p>10% Increased enrollment in programs.</p>	

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>
Student Data	5 Week Progress Reports/Report Cards	90% of our students will be making satisfactory progress in all core courses.	
Adult/Schoolwide Behaviors and Practices	PLC Meeting notes.	80% of students making academic progress as a result of teacher collaboration.	
Student Behaviors and Practices	Enrollment in Lehman College STEM PCOPP, Smart Scholars Program, ACE Mentor Program of Greater New York, Inc. in conjunction with Con Edison & Great Potential Liberty Partnership.	40% of our students taking advantage of these cooperative programs.	

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?
Involve teachers more in students' personal lives, at the students' request.	Counselors participating in the PLCs with teachers to share minimal information relating to students' academic success and needs.	Schedule PLC Meetings.
Make students more aware of services and opportunities that are available to them.	Promote Social and Emotional Support Services through Schoology and other online platforms,	Available services posted in daily announcements & Schoology messages.

Commitment 2

	bulletin boards, class visitations, homeroom announcements. Take What You Need Bulletin board with access to your counselor.	Bulletin board displays.
Academic Power Hour and additional academic and social/emotional supports that may include Saturday School	Teachers will identify struggling students in need of remediation and schedule them for the Academic Power Hour and Saturday School Program.	Funding for after school programs.
Provide students with the skills necessary to be successful in high school while also preparing them for post-secondary education.	Expand cooperation with local colleges and universities, such as Lehman College STEM PCOPP Program, which exposes students to STEM courses in a college setting in addition to implementing more opportunities for dual enrollment. Expand the Great Potential Liberty Partnerships Program. ACE Mentor Program of Greater New York, Inc. in conjunction with Con Edison. Smart Scholars partnership with Mercy College.	Schedule - time in 9 th grade classes to promote programs. Schoology Groups Announcements when a program is recruiting students via Schoology messages, class visits, Guidance Counselors.
Supporting students by using best practices and lessons.	Teachers will collaborate and share best practices during daily PLC meetings and staff development days.	Schedule PLC Meetings. Year Long Professional Development Workshops.

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
Lillian Serret-Morales	Principal
Thomas Pufahl	Teacher
Laura Grosso	Library Media Specialist
Cintia Conrad	Teacher - ENL
David Bendlin	Teacher – Special Education
Lynise Blake	Teaching Assistant
Iris Pogue	Guidance
Janet Boney	Parent
Ines Dos Santos Oliveira	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: 4/6/21</i>				x	x		
6/2/23	x	x	X	X	X		
6/5/23	X	X	X	X	X		
6/9/23		X	X	X		X	
6/16/23						X	X
6/21/23						X	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

We used the information we collected from the Student Interview process to design a plan that is centered around the needs of our students. Our commitments were selected based on the feedback students provided during the interview process.

Our student responses pointed to the need for students to be more involved with their overall education and Social and Emotional Well Being. They want to be a part of shaping their education. Given that we serve a high school population, the team agreed we must address this in our commitments.

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.