



School Comprehensive Education Plan 2024-25

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

Collaboratively Developed By:

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Ms. Jennita Faulkner, Parent
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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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

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. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention

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

Evidence-Based Intervention Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	This will support Commitment 1 and Commitment 2.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	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 intervention, 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 Identified	N/A
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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Identified	MTSS & Early Warning Intervention and Monitoring System (e.g. COST)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 and 2.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	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 support that they need to overcome barriers to success.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to providing a safe, welcoming, and supportive environment for our staff and scholars.</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 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 2024-2025 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, 52 % of students 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. During the 2023-2024 school year, some staff were diligent in implementing the use of PBIS in their classrooms, but not all staff used the system. 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>

Commitment 1

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Establish and communicate a clear vision for behavior expectations, rewards, and consequences.	<input type="checkbox"/> <input type="checkbox"/> EXPAND <input type="checkbox"/>	We will implement professional development at the beginning of the year to train staff and reinforce the use of PBIS. Additionally, we will implement a new disciplinary referral system.
The Safety team develops and implements a uniform vision and mission that aligns with the school's goals.	<input type="checkbox"/> <input type="checkbox"/> EXPAND <input type="checkbox"/>	Develop a diverse collaborative team including various stakeholders within the school community.
Teacher inclusivity in decision-making processes.	EXPAND	Continue creating opportunities for collaboration outside of PLCs for all stakeholders to be involved. Create a space/suggestion box for people who have questions/suggestions to support others.
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. Utilized Restorative Justice Circles to build community.	EXPAND	Continue creating staff/student activities that create connectivity.

Implementation

KEY STRATEGY 1	Establish and communicate a clear vision for behavior expectations, rewards, and consequences.
<p style="text-align: center;">IMPLEMENTATION</p> <p>What is our plan for implementing Key Strategy 1? What steps are involved? When will this be in place?</p>	

Commitment 1

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.	<input type="checkbox"/> by EPM <input type="checkbox"/>
Teachers help create a clear vision around ISS (in school suspension) and restorative practices implemented to increase student accountability and support.	<input type="checkbox"/> by EPM <input type="checkbox"/>
Support students with transportation difficulties.	<input type="checkbox"/> by EPM <input type="checkbox"/>
Implementation of school-wide cell phone policy. Grade 9 & 10 teachers will have a lock box to store cell phones.	<input type="checkbox"/> by EPM <input type="checkbox"/>
Dedicated Behavior Support staff to manage a Restorative Justice Circles & Calm Room	By EPM

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time and team of adults and students to work on document.	
Time for a team of faculty and staff to create a cohesive vision for ISS.	
Time and funding for system and rewards.	
Free bus passes for students to improve their attendance.	
Funding & time to train staff in Restorative Justice Circles.	
Staff to supervise and manage Restorative Justice Circles and Calm Room.	

KEY STRATEGY 2	The Safety team develops and implements a uniform vision and mission that aligns with the school's goals.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
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.	<input type="checkbox"/> by EPM <input type="checkbox"/>	
Conflict resolution and de-escalation training at least twice per year.	<input type="checkbox"/> by EPM <input type="checkbox"/>	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time for safety team to have regular meetings pertaining to schoolwide vision.	
Safety Monitor Retreat to establish a vision and review systems and expectations for the school building.	

KEY STRATEGY 3	Teacher inclusivity in decision-making processes.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Weekly newsletters will recognize "Knights Caught Being Awesome" as recognized by departments as well as administration.	<input type="checkbox"/> <input type="checkbox"/> by MYB	
Increase opportunities for collaboration within and across departments.	<input type="checkbox"/> <input type="checkbox"/> by MYB	
Increase opportunities for teacher ownership over schoolwide policies, systems, and changes.	<input type="checkbox"/> <input type="checkbox"/> by MYB	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Commitment 1

Time for teachers to participate without taking up Lunch/Prep time or after-school time.
Opportunities should avoid adding to teacher workload or hours as much as possible.

KEY STRATEGY 4	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.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
Identify students with specific criteria and place them in teams so that teams are representative of the larger school body.	<input type="checkbox"/>	<input type="checkbox"/> by MYB
At least once per marking period, staff will have the opportunity to engage with students outside of the classroom.	<input type="checkbox"/>	<input type="checkbox"/> by MYB
Continue the House system with competitions and challenges occurring at least once per quarter.	<input type="checkbox"/>	<input type="checkbox"/> by MYB
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.	<input type="checkbox"/>	<input type="checkbox"/> by MYB
Dedicated grade level administrators		
Grade 9 Knights Day will focus on building community through Restorative Justice Circles.	By MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Team of house leaders		
Teacher Teams		
Time dedicated to quarterly events		
Funds		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 1

<p>Establish and communicate a clear vision for behavior expectations, rewards, and consequences.</p>	<p>Student Data</p> <p>Student Behaviors and Practices</p>	<p>Student attendance excluding no-shows will be at least 78%.</p> <p>Initial Survey results on par or higher than prior year.</p> <p>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.</p> <p>Decrease in referrals and repeaters. Decrease by 5% out of the 44% referral repeaters.</p>	
<p>The Safety team develops and implements a uniform vision and mission that aligns with the school's goals.</p>	<p>Adult/Schoolwide Behaviors and Practices</p> <p>Student Data</p>	<p>Initial Survey results on par or higher than prior year.</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>	

Commitment 1

<p>Teacher inclusivity in decision-making processes.</p>	<p>Student Behaviors and Practices</p> <p>Focus Group Data</p>	<p>Evidence of lesson development and implementation incorporating cooperative learning and cultural sensitivity practices.</p> <p>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.</p> <p>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>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.</p>	<p>Student Behaviors and Practices</p> <p>Adult/Schoolwide Behaviors and Practices</p> <p>Survey Data (Fun Dial)</p>	<p>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>Students feel that they are part of their school community and can build relationships with members outside the classroom.</p>	

Commitment 1

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	Attendance Rate	Teacher attendance rate at 88% or higher. Student attendance rate at 80% 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	At least 70% of 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

End-of-the Year Targets	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. 2023-24 data was 53%.</p> <p>At least 88% of faculty and staff will report that they feel supported (2023-24 data showed 92.72%) and at least 75% will report they feel important (2023-24 data showed 78.15%).</p>
	Attendance Data	
	PBIS Referral Data	<p>Attendance should match Survey Responses, with Student Attendance rates at 75% or higher and Faculty/Staff Attendance at 85% or higher.</p> <p>At least 75% of students will have no behavioral referrals to ISS and OSS for the school year.</p> <p>At least 50% of students who have been referred to ISS or OSS will have no more than one referral for the school year.</p>

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey)</i>

Commitment 1

				results are available)
Student Survey	I feel accepted and welcomed by my teachers and staff when I arrive daily/I feel connected to others at school.	74.9 % agree	78%	
	I have been concerned about my physical safety at school	46.82% agree	50%	
	Students at this school are treated fairly by other students regardless of race, ethnicity, or culture	85.35% agree	88%	
	Adults in this school treat all students with respect	75% agree	80%	
Staff Survey	Teachers at my school treat students fairly regardless of race, ethnicity, or culture			
	Students treat staff members with respect.	63% agree	66%	
	Students at my school demonstrate behaviors that allow teachers to teach, and students to learn	53% agree	56%	
		53% agree	56%	
	I feel safe at my school	51% agree		
	If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.	93% agree	55% 95%	
I feel like I am an important part of my school				
Family Survey	MVHS creates a welcoming and supportive atmosphere that my child enjoys attending daily.	75%	78% 78%	

Commitment 1

	Teachers at my school treat all students with respect.	75%	65%	
	My students feel safe at school.	60%		

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</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>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>72% 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. The application of DDI will support not only our general student population but also our targeted groups of SWD (Students with Disabilities), ELL (English Language Learners), and Hispanic students by providing differentiated resources and support for these students. But also, our targeted groups of SWD (Students with Disabilities), ELL (English Language Learner), and Hispanic students by providing differentiated resources and support 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>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In

Commitment 2

column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Create and implement unit and lesson plans aligned to the State Standards in all content areas.	<input type="checkbox"/> <input type="checkbox"/> REFINE	Identify teachers who need support in developing effective lesson plans. Use PLCs and Department meetings to support teachers in need. Also, we will implement classroom intervisitations.
Consistent Grading and Classroom Operation Policies One-on-one Coaching	<input type="checkbox"/> REFINE	Create a team of teachers who will work together to make a uniform policy for late work, missed assignments and classroom rules.
Professional Learning Communities adhere to the data cycle– applying data to instructional shifts through common benchmark assessments.	<input type="checkbox"/> <input type="checkbox"/> REFINE	PLC will track and interpret data to make common assessments and changes to instruction based on the results of those assessments.

Implementation

KEY STRATEGY 1	Create and implement unit and lesson plans aligned to the State Standards in all content areas.	
IMPLEMENTATION		
	What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	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. Teachers will embed SEL (Social Emotional Learning) focus in their classroom discourse primarily through cooperative learning activities and cultural sensitivity.	<input type="checkbox"/> by EPM
	Lesson design should address a variety of learners based on data analysis.	<input type="checkbox"/> by EPM <input type="checkbox"/>
	Teachers will explicitly plan so that students will: <ul style="list-style-type: none"> Understand the learning target and success criteria. 	<input type="checkbox"/> by EPM <input type="checkbox"/>

Commitment 2

<ul style="list-style-type: none"> • 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. • Develop the five categories of interrelated skills that will allow them to become self-regulated learners • Frequently self-assess their products using rubrics and checklists 	
<p>Administrators will review and/or conduct classroom visits and provide prompt feedback on aligning the outlined components. Special emphasis will be placed on student writing samples and the interrelated skills of learning.</p>	<input type="checkbox"/> by EPM <input type="checkbox"/>

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Time, usable templates, library of lesson plan exemplars

Norming practices

Frequent class visitations followed by feedback.

Administrator availability.

Coaching on EDI implementation.

Support for teachers to use lesson planning templates.

Scheduling communication – more than one-week advance notice of events that will impact lesson planning (Assemblies, House Events, PSAT/SAT testing, etc.)

IB Approaches to Teaching and Learning (ATL) and Reflection Tool

At least once per week teachers must include a cooperative learning activity.

Teachers will train students on how to participate in a cooperative learning activity.

Teachers will have a refresher course at the beginning of the school year on how to teach students to engage in cooperative learning activities.

Teachers will receive training on cultural sensitivity in the classroom.

This strategy will be monitored through frequent walkthroughs, focus group interviews and student work analysis.

Commitment 2

KEY STRATEGY 2	Consistent Grading and Classroom Operation Policies One-on-one Coaching	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Teachers will	<ul style="list-style-type: none"> Create policies that are aligned with IB’s policies. This includes school-wide late work policy, academic integrity, and homework policy. 	<input type="checkbox"/> by EPM <input type="checkbox"/>
Teachers will:	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.	<input type="checkbox"/> by EPM <input type="checkbox"/>
Teachers will:	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.	<input type="checkbox"/> <input type="checkbox"/> by MYB
New teachers and teachers whose regents and course scores are not aligned will be assigned a coach within the first 4 weeks of school.		<input type="checkbox"/> by EPM <input type="checkbox"/> <input type="checkbox"/>
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Norming practices Frequent class visitations followed by feedback.		
Coaching Schedule		

KEY STRATEGY 3	Professional Learning Communities adhere to the data cycle– applying data to instructional shifts through common benchmark assessments.	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Teachers are assigned rotating roles in their respective PLCs and lead the PLC meetings and department chairs or assistant principals monitor.		<input type="checkbox"/> by EPM <input type="checkbox"/>
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:		<input type="checkbox"/> by EPM <input type="checkbox"/>
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Refresher training for PLC members and leaders on the PLC Process/cycle.		
Monthly PLC leader meetings to align PLC goals.		
Training to ensure that all educators know how to analyze data and adjust instruction.		

Commitment 2

<p>Time to unpack and implement the strategies learned in training</p> <p>Knowledgeable trainers (internal and external to MVCSD) who can lead the 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>

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
<p>Create and implement unit and lesson plans aligned to the State Standards in all content areas.</p>	<p>PLC Attendance and Minutes</p> <p>Walkthrough Data</p> <p>Infinite Campus Parent</p> <p>Focus Group Interviews</p>	<p>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.</p> <p>At least 80% of teacher practices are aligned to the instructional expectations and classroom discourse.</p> <p>At least 85% of teachers provide or initiate tier 2 intervention for students who are “at risk” and include parents in the plan.</p> <p>At least 80% of teachers report that they understand the instructional goals and are getting support or there is a supportive plan in place to achieve this goal.</p>	

Commitment 2

<p>Consistent Grading and Classroom Operation Policies One-on-one Coaching</p>	<p>Student participation in elective courses</p> <p>Focus Group</p>	<p>Increased number of students participating in courses resulting in stackable credential or certification completion by at least 5%.</p> <p>Increased number of students on track to complete the certifications by at least 5%.</p> <p>At least 70% of students report that they understand and are working toward meeting the criteria for academic success.</p> <p>At least 70% of students report that they know how to gauge the quality of their work using checklists and rubrics.</p>	
<p>Professional Learning Communities adhere to the data cycle—applying data to instructional shifts through common benchmark assessments.</p>	<p>Attendance Data including attendance for special events (award ceremony, school nights)</p> <p>Survey Data</p> <p>Progress Reports</p> <p>COST Reports/Grade Level Department Notes</p> <p>Class Attendance Data</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 results will be at or above last Spring’s survey data on the items that pertain to teaching and learning.</p> <p>At least 80% of students are on track for course completion (passing at this time).</p> <p>All 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>At least 75% of students’ class attendance and punctuality are higher than last year.</p>	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

Commitment 2

	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>
<p>Mid-Year Benchmark(s)</p>	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

<p>End-of-the Year Targets</p>	<p>Walk-Through Data</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 77% or above, current graduation rate is 76.5%.</p> <p>Increased completion of micro certifications versus prior year in the following: Seal of Civic Readiness, Seal of Biliteracy, CTE (Career & Technical Education) certifications, IB (International Baccalaureate) course certificates and diplomas.</p>	
	<p>Final Grade Reports and Transcripts.</p>	<p>The attendance rate is 82% or above, the current attendance rate is 79%. Attendance is a key factor in course completion.</p>	
	<p>Attendance</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>Survey Data and Focus Groups</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 each of the Danielson Domains. The current rate is 67.7%.</p>	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I know what it takes to do well on tests.	76% agree	79%	
	I feel prepared to do well on class assignments.	76% agree	79%	
	I understand how grades are assigned.	76% agree	79%	
	I feel my school has high standards for achievement.	76% agree	79%	
Staff Survey	I feel that I have enough resources, strategies, and content to achieve this commitment.	54.97% agree	58%	
	Helping students meet challenging academic goals is the primary focus of my school.	No Data	75%	
	Students are learning what they need to be successful in the next grade or after graduation.	No Data	75%	
	I am given the instructional support I need to teach my students.	54.97 % agree	60%	
Family Survey	I am satisfied with the education my child receives in school.		75%	
	My child’s schoolwork is challenging.	No data	75%	
	I know what to do if my child is not doing well in one or more classes.		75%	

Commitment 2

	I understand how grades are assigned.		75%	
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Commitment 3

Commitment 4

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>02/01</i>	<i>3/21</i>	<i>4/24</i>	<i>5/15</i>	<i>2/14</i>	<i>4/17</i>	<i>6/22, 6/26</i>
Dr. Pauline Pearce	Principal	X	X	X	X	X	X	X
Tiffany Izzo	Assistant Principal	X	X		X			X
Ayami Abel	Math Teacher	X			X			X
Jasmin Cooper	ENL Teacher	X	X	X	X	X	X	X
Gabrielle Flowerman	School Psychologist	X	X	X			X	
Natasha Henry	Teaching Assistant	X	X	X	X	X	X	X
Alexandra Sherlock	ELA Teacher	X	X	X	X	X	X	X

Our Team's Process

Megan Reynolds	Special Education Teacher	X	X	X	X	X	X	X
DellaPorte	ELA Teacher	X	X	X	X	X	X	X
Anderson-Grant	SS Teacher	X	X	X	X	X	X	X
Ms. Reid	Crisis Intervention Specialist	X	X			X		
Jennita Faulkner	Parent	X	X			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

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.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The strategies in this plan will likely result in improved subgroup performance because programs like PBIS will reward students' efforts and positively impact attendance. Also, by improving the safety team's efforts, the school will be a more welcoming and safer environment for all students. Additionally, by ensuring that lessons are more engaging students in subgroups will likely be more engaged in their learning.

Next Steps

Sharing the Plan

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 compare the completed plan to the [SCEP Rubric to consider where there may be opportunities to strengthen the plan](#)**. After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric to consider where there may be opportunities to strengthen the plan](#)**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.