New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

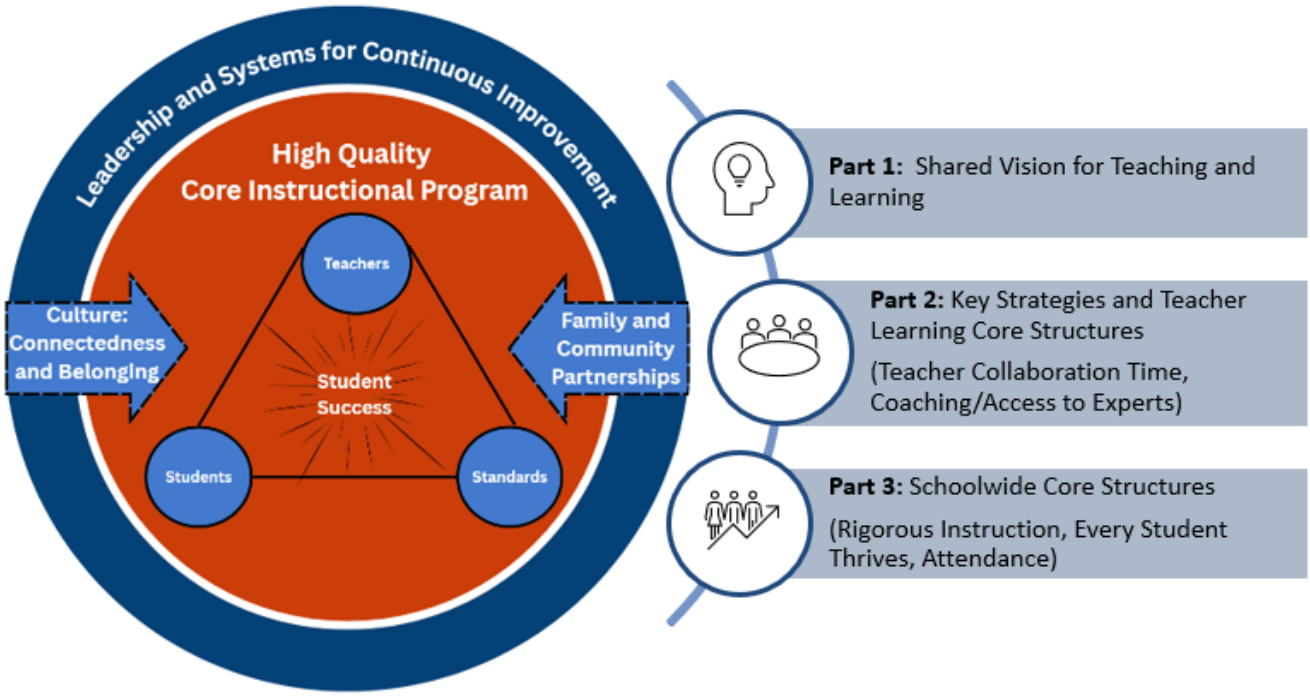
School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
Mount Vernon	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.



Part 1: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	At Mount Vernon High School, high-quality, equitable, and adaptive Tier 1 instruction reflects a shared expectation that every student engages in rigorous, grade-level learning within the classroom every day. Instruction is standards-aligned, purposeful, and designed to build deep conceptual understanding through clear learning targets, explicit instruction, and meaningful student discourse. Equity is embedded through consistent access to grade-level content for all students, supported by intentional scaffolds such as language supports, structured academic talk, and varied pathways for students to access and demonstrate learning, without reducing rigor or lowering expectations. At MVHS, adaptive Tier 1 instruction is responsive and data-informed, with teachers continuously using formative assessment to adjust instruction in real time. This includes strategies such as flexible grouping, targeted re-teaching, and extension opportunities built into the core lesson so that student needs are met within the classroom, not outside of it. In practice, Tier 1 instruction at Mount Vernon High School should feel engaging, inclusive, and student-centered, where students are actively participating, expectations are consistently high, and learning is supported through timely feedback and responsive teaching that ensures all students can access and succeed in grade-level work.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategies/Instructional Priorities

Schools collaborate with their district to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1**/Universal instruction
- Stable enough to allow for **deep learning and improvement over time,** yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)
Build coherence and consistency across classrooms through collaborative professional learning and shared instructional expectations.
Engage students in rigorous, standards-aligned learning through thinking, discourse, writing, and meaningful feedback.

Schools selecting "Other" should type the Key Strategy after the word "Other."

Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**
   Effective Teacher Collaborative Time should:
   - Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
   - Ideally occur during the school day
   - Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**
   Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:
   - Modeling lessons
   - Co-teaching
   - The Coaching Cycle
   - Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026 27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	**Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B**	☐ NEW ☒ REFINE
When and how often will this structure take place?	This structure will take place during monthly staff meetings, monthly department meetings, weekly PLCs, bi-monthly data review and planning meetings throughout the school year. PLC leaders will receive additional training and support to facilitate teacher learning and monitor implementation. • Weekly PLC's • Bi-monthly data meetings • Monthly department meetings • Monthly faculty meetings	
What does this entail?	**Instructional Priority: Build coherence and consistency across classrooms through collaborative professional learning and shared instructional expectations.** Teachers will engage in structured collaborative learning focused on creating consistent instructional experiences for students across classrooms. Through PLCs and collaborative inquiry cycles, teachers will establish common expectations for student engagement, classroom routines, academic discourse, writing, formative assessment, and feedback practices. **Professional Learning Communities (PLCs)** • Opening and Closing in each PLC • Identify one leader per PLC • Agenda present before the start of the PLC	

	• Note-taking part of the structure **Data Inquiry Cycles** **Student Work Protocols** **Collaborative Planning and Lesson Study** **Instructional Rounds and Learning Walks** **Peer Observation and Feedback** **Coaching Cycles** **Professional Learning Workshops**	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B**	☐ NEW ☒ REFINE
When and how often will this structure take place?	Teachers will participate in monthly instructional coaching opportunities, peer observations, demonstration lessons, and department-based instructional rounds throughout the school year. (scep example)	
What does this entail?	**Instructional Priority: Engage students in rigorous, standards-aligned learning through thinking, discourse, writing, and meaningful feedback.** Teachers will have opportunities to learn from instructional leaders, teacher leaders, administrators, and colleagues through observation, modeling, coaching cycles, and collaborative analysis of student work. Professional learning experiences will include: • **Peer Visitation:** Observation of model classrooms demonstrating rigorous instruction • **Worked Examples and Exemplar Lessons**: Demonstration lessons highlighting Visible Thinking Routines and HITS strategies • **Coaching cycles** involving planning, observation, reflection, implementation and feedback	

Implementation

Schools will identify how they will implement their Key Strategies/Instructional Priorities through the Teacher Learning Core Structures.

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
Define What "Strong" Looks Like (Shared Vision + Non-Negotiables) Students and teachers currently experience varying expectations across classrooms. Before implementation begins, the school must establish a shared understanding of what effective Tier 1 instruction looks like and what instructional practices should be consistently present in every classroom. • Define the school's instructional non-negotiables in the staff handbook. • Identify what high-quality instructional routines look like, including Do Nows, Exit Tickets, checks for understanding, and feedback practices. • Develop examples and non-examples to support calibration.	BEFORE SCHOOL STARTS September 2026
Create a Simple Design Framework Teachers Can Use Immediately	BEFORE SCHOOL

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

• Create a learning cycle/structure for teachers to use in PLCs • Classrooms follow district-wide rubric • Plan the differentiated PD pathways.	STARTS September 2026

Key Strategy 1

KEY STRATEGY 1	Build coherence and consistency across classrooms through collaborative professional learning and shared instructional expectations.

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Reintroduce Shared Instructional Expectations Across Classroom Administrators and teacher leaders will clarify and reintroduce common instructional expectations, learning routines, academic discourse practices, writing expectations, and formative assessment structures to create a more consistent learning experience for students across classrooms.	September 1-2, 2026
Strengthen PLC Structures and Collaborative Inquiry PLC leaders will facilitate collaborative inquiry cycles focused on student work, instructional practices, and common expectations to strengthen coherence and improve instructional decision-making across departments.	October 14, 2026
Monitoring System Administrators and teacher leaders will focus on the relationship component of the district walkthrough rubric. As the year progresses, based on student needs and teacher proficiency administrators and teacher leaders will choose the next component of the rubric to focus on. This will be on a two-three week cycle.	September – October 2026
Align Feedback and Monitoring Systems Administrators and teacher leaders will utilize the district walkthrough rubric for observation protocols, and feedback structures (Post-its) to monitor implementation and provide consistent support for instructional improvement.	September 14, 2026
Conduct Walkthroughs and Establish Baseline Groups Administrators and the ILT (Instructional Learning Team) will conduct learning walks and analyze implementation data to establish baseline levels of practice and identify differentiated support needs for teachers.	October 15, 2026
Launch Differentiated Professional Learning Teachers will participate in differentiated professional learning pathways that provide targeted support based on implementation data, instructional needs, levels of expertise, as well as self-selection.	November 3, 2026
Develop a Culture of Shared Responsibility	September – May

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Deepen Collaborative Inquiry Through PLCs PLC teams will engage in ongoing cycles of inquiry using student work, assessment data, and instructional evidence to identify effective practices and improve student outcomes.	February 2027 – June 2027
Refine Feedback and Coaching Cycles Administrators and teacher leaders will provide targeted feedback and differentiated support based on walkthrough evidence, instructional goals, and teacher needs.	February 2027 – June 2027
Build Sustainability The school will strengthen teacher leadership, refine collaborative structures, and institutionalize effective practices to sustain instructional consistency and continuous improvement beyond the 2026–2027 school year.	February 2027 – June 2027

Key Strategy 2

KEY STRATEGY 2	Engage students in rigorous, standards-aligned learning through thinking, discourse, writing, and meaningful feedback.

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	**When will this be in place?**

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Establish a Shared Definition of Rigorous Instruction School leaders and teachers will develop and calibrate a shared definition of rigorous, standards-aligned instruction, including common expectations for student thinking, discourse, writing, and evidence-based responses.	BEFORE SCHOOL STARTS (September 2026)
Prepare Professional Learning Resources The school will develop and curate professional learning resources, exemplar lessons, worked examples, and student work protocols that support implementation of rigorous instructional practices.	BEFORE SCHOOL STARTS (September 2026)
Align Walkthrough and Feedback Tools Administrators and teacher leaders will establish common instructional look-fors, walkthrough tools, and feedback protocols aligned to rigorous instruction and student thinking.	BEFORE SCHOOL STARTS (September 2026)
Launch Professional Learning Around Rigorous Instruction Teachers will engage in professional learning, calibration activities, and collaborative analysis of instructional tasks and student work to build a common understanding of rigor and cognitive demand.	(September–November)
Implement Thinking and Discourse Strategies Teachers will implement instructional practices that promote student thinking, academic discourse, problem-solving, and evidence-based reasoning through the use of Visible Thinking Routines, HITS strategies, modeling, and worked examples.	(September–January)
Strengthen Writing and Feedback Practices Teachers will establish common expectations for writing and provide timely, actionable feedback that supports student growth, reflection, and deeper understanding.	(September–November)
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Deepen the Quality of Rigorous Instruction Teachers and PLC teams will refine instructional practices by analyzing student work and classroom tasks to increase cognitive demand, student reasoning, and opportunities for rigorous learning.	(Feb–June)
Expand Student Work Analysis Cycles PLC teams will engage in ongoing student work analysis to identify trends in student thinking, address misconceptions, and inform instructional decision-making.	(Feb–June)
Strengthen Feedback and Reflection Cycles Teachers and administrators will utilize walkthrough evidence, student work, and reflective practices to refine instruction, strengthen feedback, and share effective practices across classrooms.	(Feb–June)

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategy 1

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	**Mid Year Indicators** (complete after quarter 1)	**End of Year Indicators** (complete midyear)
Evidence of Student Learning Improving	• At least 78% of students who participate in the TFI survey will report consistent routines and expectations across classrooms. • At least 55% of students meet and exceed the grade-level standards on each benchmark (common) assessment. • At least 55% of student work samples demonstrate students responding in complete sentences and include reasoning and explanation. • Students show at least a 5% growth between the pre- and post-survey data on the NYSED Needs Assessment- Instructional Aligned Rigor.		
Evidence of Teacher Practice Changing	• At least 75% of the classrooms are aligned to the SCEP priorities and standards and the instructional non-negotiables are observable. • At least 90% of our PLC teams regularly meet using established protocols and focus on student learning, instructional practices, and student work analysis. • Teachers utilize common instructional expectations and language across classrooms, as reported in		

	the NYSED Needs Assessment Question • *The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen* at least 75% agree. • *Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction* at least 75% agree. • Walkthrough data demonstrates increased consistency in classroom routines, student engagement structures, and formative assessment practices. • At least 75% of teachers agree that *Collaborative time leads to meaningful changes in instructional practice across our team.*		

What is our end-of-the-year vision for this Key Strategy?

	End of the Year Vision (set in advance)	Mid Year Reassessment **(update mid year)**
Students will be…	• At least 83% of students who participate in the TFI survey will report consistent routines and expectations across classrooms. • At least 60% of students meet and exceed the grade-level standards on each benchmark (common) assessment. • At least 60% of student work samples demonstrate students responding in complete sentences and include reasoning and explanation. • Students show at least a 10% growth between the pre- and post-survey data on the NYSED Needs Assessment-Instructional Aligned Rigor.	
Teachers will be…	• At least 80% of the classrooms are aligned to the SCEP priorities and	

	standards and the instructional non-negotiables are observable. • At least 95% of our PLC teams regularly meet using established protocols and focus on student learning, instructional practices, and student work analysis. • Teachers utilize common instructional expectations and language across classrooms, as reported in the NYSED Needs Assessment Question • *The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen* at least 80% agree. • *Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction* at least 80% agree. • Walkthrough data demonstrates increased consistency in classroom routines, student engagement structures, and formative assessment practices. • At least 80% of teachers agree that *Collaborative time leads to meaningful changes in instructional practice across our team.*	

REMOVE THE SECOND KEY STRATEGY IF THE SCHOOL ONLY HAS IDENTIFIED ONE.

Key Strategy 2

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	**Mid Year Indicators** (complete after quarter 1)	**End of Year Indicators** (complete midyear)
Evidence of Student Learning Improving	• At least 78% of students who participate in the TFI survey will report consistent routines and expectations across classrooms. • At least 55% of students meet and exceed the grade-level standards on each benchmark (common) assessment. • At least 55% of student work samples demonstrate students responding in complete sentences and include		

	reasoning and explanation. • Students show at least a 5% growth between the pre- and post-survey data on the NYSED Needs Assessment- Instructional Aligned Rigor.		
Evidence of Teacher Practice Changing	• At least 75% of the classrooms are aligned to the SCEP priorities and standards and the instructional non-negotiables are observable. • At least 90% of our PLC teams regularly meet using established protocols and focus on student learning, instructional practices, and student work analysis. • Teachers utilize common instructional expectations and language across classrooms, as reported in the NYSED Needs Assessment Question • *The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen* at least 75% agree. • *Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction* at least 75% agree. • Walkthrough data demonstrates increased consistency in classroom routines, student engagement structures, and formative assessment practices. • At least 75% of teachers agree that *Collaborative*		

	time leads to meaningful changes in instructional practice across our team.		

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	End of the Year Vision (set in advance)	Mid Year Reassessment **(update mid year)**
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Teachers will be…	• At least 80% of the classrooms are aligned to the SCEP priorities and standards and the instructional non-negotiables are observable. • At least 95% of our PLC teams regularly meet using established protocols and focus on student learning, instructional practices, and student work analysis. • Teachers utilize common instructional expectations and language across classrooms, as reported in the NYSED Needs Assessment Question • *The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen* at least 80% agree. • *Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction* at least 80% agree. • Walkthrough data demonstrates increased consistency in classroom routines, student engagement structures, and formative assessment practices. • At least 80% of teachers agree that *Collaborative time leads to meaningful*	

	changes in instructional practice across our team.	

Survey Monitoring

Directions: Identify 1 or 2 teacher survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Collaborative time leads to meaningful changes in instructional practice across our team.	6%	3.6 %	26. 5%	42. 2%	15.7 %	6%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction	4.8 %	8.4 %	21. 7%	39. 8%	19. 3%	6%
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026 27? *Schools should outline 1 2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure 1	Schoolwide Rigor and Instructional Monitoring Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Instructional Leadership Team will meet monthly to review implementation of rigorous, standards-aligned instruction. Learning walks, student work reviews, PLC artifact reviews, and department calibration activities will occur throughout the year and inform monthly ILT discussions and action planning.	

	Learning Walk and Classroom Evidence Review • Conduct learning walks using the district rubric. • Collect evidence of student thinking, academic discourse, writing, engagement, and formative assessment practices. • Identify trends and patterns across classrooms and departments. **Student Work Analysis** • Review student work samples across content areas and grade levels. • Examine evidence of critical thinking, reasoning, problem-solving, and written explanation. • Determine whether instructional tasks reflect rigorous, standards-aligned learning. **PLC and Instructional Artifact Review** • Review PLC agendas, instructional materials, common assessments, and lesson artifacts. • Examine alignment between instructional practices, standards, and schoolwide priorities. **Professional Learning Response and Action Planning** • Use evidence from monitoring activities to identify professional learning needs. • Develop action plans and targeted supports. • Adjust coaching, PLC focus areas, and professional learning based on findings.	
	Schoolwide Coherence and Consistency Review Cycle	☐ NEW ☒ REFINE
	The Instructional Leadership Team will meet monthly to monitor implementation of shared instructional expectations and classroom routines. Walkthrough data, PLC artifacts, student work, and student perception data will be reviewed throughout the year to evaluate consistency across classrooms and inform continuous improvement efforts.	
	Learning Walk Review • Review walkthrough data related to instructional expectations, learning routines, and formative assessment practices. • Identify trends, strengths, and areas of inconsistency. **PLC Monitoring and Support** • Review PLC agendas, artifacts, and action plans. • Monitor the quality and consistency of collaborative professional learning. **Student Voice Review** • Review survey results, focus group data, and other student perception measures. • Identify gaps between adult intentions and student experiences. **Action Planning and Monitoring** • Develop action steps based on identified needs. • Assign responsibilities and monitor progress toward implementation goals.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Building Level Team will: • Conduct monthly learning walks using a common rigor look-for tool. • Review student work samples and common assessments.

	• Analyze evidence of student thinking, discourse, writing, and use of feedback. • Monitor implementation of Visible Thinking Routines, HITS strategies, and worked examples. • Review student survey and focus group data related to academic challenge, engagement, and rigor. • Use findings to adjust professional learning, coaching, and PLC priorities.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The Building Level Team will: • Review walkthrough data related to classroom routines, Do Nows, Exit Tickets, and instructional consistency. • Monitor PLC implementation through agendas, artifacts, and action plans. • Analyze student and teacher perception data regarding consistency of expectations and support. • Review student work and formative assessment data across departments. • Examine implementation of differentiated professional learning and PLC leadership structures. • Identify areas of variation and develop action plans to improve coherence across classrooms.

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	If you polled a dozen or so colleagues and administrators in our building, we would all define high-quality instruction in very similar terms.	2.4 %	8.4 %	25.3 %	49.4 %	9.6 %	4.8 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	The amount of challenge in my classes feels about the same from one class to another.	9.5 %	22.6 %	38.5 %	23.8 %	4%	1.6 %

26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult,** with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student "slips through the cracks."
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content,** ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels,** identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers,** ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely supports, and access to rigorous grade-level learning?

What structures and routines will support this in 2026 27? ***Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.***		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure 1	Universal Student Wellness and Support Monitoring Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	This structure will occur three times annually through the administration of the mySAEBRS student self-assessment screener, monthly Student Success Team meetings, and monthly leadership team reviews of student academic, behavioral, attendance, and social-emotional data.	
What does this entail?	Instructional Priority: Ensure all students experience academic, behavioral, and social-emotional growth, engagement, belonging, and access to the support needed to meet expectations.	

	School leaders, counselors, psychologists, and teachers will utilize universal screening and progress-monitoring data to identify student strengths and needs and coordinate timely supports. Core structures include: • Universal administration of the mySAEBRS screener to monitor student social-emotional well-being and school connectedness. • Monthly Student Success Team meetings organized by grade level and house teams to review academic, attendance, behavior, and social-emotional data. • Development of targeted support and enrichment plans based on identified student needs. • Small-group student support meetings facilitated by administrators, counselors, psychologists, and support staff. • Monthly review of intervention effectiveness and student progress. • Leadership team reflection and adjustment cycles to identify trends and strengthen schoolwide support systems. The purpose of this structure is to ensure every student is known, monitored, supported, and connected to appropriate academic and social-emotional resources.	
Every Student Thrives Core Structure 2 (if applicable)	Student Engagement, Belonging, and Recognition Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	This structure will occur quarterly through student recognition events, monthly review of student engagement data, and ongoing implementation of the Achievement Center throughout the school year.	
What does this entail?	Instructional Priority: Ensure students are motivated, recognized for their efforts, connected to school, and provided with opportunities to access academic support and enrichment. School leaders and staff will implement systems that promote student ownership, belonging, achievement, and engagement through recognition and support structures. Core structures include: • Implementation of the Achievement Center as a dedicated space for academic support, enrichment, and student recognition. • Establishment of clear criteria for student access through Honor Roll achievement, teacher recommendations, and demonstrated effort and growth. • Promotion of student goal-setting, academic ownership, and achievement. • Regular monitoring of student achievement, attendance, behavior, and participation data. • Recognition of student success through schoolwide celebrations and incentives. • Ongoing review of student feedback and engagement data to improve access and inclusivity. The purpose of this structure is to increase student motivation, strengthen belonging, celebrate achievement, and ensure all students have access to meaningful academic support and enrichment opportunities.	

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	7.4 %	24. 7%	24. 7%	29. 6%	8.6 %	4.9 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	The school is a place where students like me are respected and valued.	8.7 %	11. 4%	41. 3%	29. 1%	8.3 %	1.2 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

What structures and routines will support this in 2026 27? *Schools should outline 1 2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure 1	Tiered Attendance Intervention and Student Support Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	The MVHS Attendance Team will review attendance, tardiness, and engagement data monthly to identify students demonstrating early warning signs of attendance concerns, including chronic absenteeism, chronic tardiness, class cuts, and patterns of disengagement. The Attendance Team will collaborate with grade-level COST Teams to coordinate interventions, monitor student progress, and ensure supports are implemented consistently across grade levels.	
What does this entail?	Establishing and communicating consistent attendance expectations and intervention thresholds. • Utilizing attendance data to identify students requiring additional support. • Conducting attendance conferences and problem-solving meetings with students and families. • Developing individualized attendance improvement plans based on identified barriers and student needs. • Coordinating academic, behavioral, social-emotional, and family supports through the Attendance Team and COST Teams.	

	• Providing targeted interventions including mentoring, counseling, academic assistance, family outreach, and referrals to community resources. • Monitoring student progress and adjusting interventions based on attendance outcomes. The purpose of this structure is to ensure students receive timely, coordinated, and increasingly intensive supports before attendance concerns become chronic barriers to success.	
	Attendance Data Inquiry and Continuous Improvement Cycle	☐ NEW ☒ REFINE
	Attendance and tardiness data will be reviewed monthly by the Attendance Team and every five weeks by school leadership and grade-level teams to evaluate trends, monitor progress toward attendance goals, and identify opportunities for system improvement. Findings will be shared with staff throughout the year to guide adjustments to attendance practices and student support systems.	
	• Analyzing attendance, tardiness, class cuts, and chronic absenteeism data across grade levels, student groups, courses, and reporting periods. • Identifying attendance trends, disparities, and root causes impacting student engagement and attendance. • Reviewing the effectiveness of attendance interventions and support systems. • Examining patterns related to school climate, student engagement, course performance, and attendance outcomes. • Using attendance data to inform schoolwide initiatives, family engagement efforts, and resource allocation. • Sharing attendance data with relevant stakeholders to strengthen coordinated responses to attendance concerns. • Developing action plans and adjusting schoolwide practices based on findings and progress monitoring. The purpose of this structure is to ensure attendance improvement efforts are data-driven, equitable, responsive to student needs, and continuously refined based on evidence of impact.	

Attendance Monitoring

Directions: In the table below, input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26									
2026-27									

Grade	ATT	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
9	79.64%	81.4%	80.8%	83.8%	76.03%	76.03%	78.46%	79.24%	80.01%	75%	80.68%
10	76.14%	81.7%	78.7%	82.2%	73.21%	73.21%	75.23%	75.02%	75.43%	71%	77.67%
11	77.12%	82.1%	79.8%	83.0%	73.15%	73.15%	76.33%	77.27%	76.59%	72%	78.16%
12	79.81%	85.7%	81.3%	84.8%	77.83%	77.83%	78.73%	81.16%	79.12%	73%	78.60%
TOTAL	78.25%	82.5%	80.2%	83.4%	75.07%	75.07%	77.25%	78.18%	77.92%	73%	78.93%

Part 3: Schoolwide Core Structures

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below:

The 2025–2026 school year was marked by several significant winter storms, resulting in five school closures and periods of hazardous travel conditions that affected students' ability to safely commute between home and school.

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	2. I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	13.3	22.9	22.9	27.7	9.6	3.6
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	2. If I miss school, someone checks in to understand what's going on.	12.2	18	27.1	27.5	9.4	5.9
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team." The "Our Team's Process" section outlines how we worked together to develop our 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 remaining 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	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Dr. Pauline Pearce	Principal	*6/1*	*6/5*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Ms. Tiffany Izzo	Assistant Principal	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Ms. Alexandra Sherlock	ELA Teacher	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Ms. Jennifer Roxas	Special Education Teacher	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Ms. Margarite Tsiakas	Math Teacher	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Ms. Sonia Flannory	ENL Teacher	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Ms. Katherine Rodriguez	CTE Teacher	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Ms. Takisha Sales	School Counselor	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Christopher Macaluso	Parent	*6/1*	*6/2*	*6/8*	*6/8*	*6/10*		*6/11*	*6/18, 6/19, 6/22*
Timothy Jenkins	Student			*6/8*		*6/10*		*6/11*	*6/18, 6/19, 6/22*

Our Team's Process

Ja'mere Brown	Student			*6/8*		*6/10*		*6/11*	*6/18, 6/19, 6/22*

Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets **NYSED's Minimum Expectations.**

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.