



MHS Growth Plan

2023-2024

School Name	Grades Served
Monticello High School	9-12

Collaboratively Developed By:

The Monticello High School SIP Development Team

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And in partnership with the staff, students, and families of Monticello High School.

Guidance for Teams

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments. Commitments should be aligned to the MCSD Restoration Plan Themes and Goals.

To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2023-24?	Create a system that provides targeted social emotional learning supports that address student needs.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>	We believe that this commitment will result in helping students feel valued, accepted, and successful in their educational experience.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Educate the school community on strategies to support their academic, mental, social, and emotional health and well-being.</p>	<p>Use a variety of communication strategies to equip and empower our school community to more successfully support students. This will happen through physical and electronic mailings of resources each grading period (interim and marking period), phone calls, and individualized intervention and support meetings. Provide a toolbox of strategies for staff and students. Seek out students who need additional support.</p>	<ul style="list-style-type: none"> • Tracking the success of whether each grading period included relevant resources for parents/guardians related to this commitment (Measured quarterly). • Utilizing a survey to gauge whether the resources were meaningful/helpful for parents/guardians (Measured quarterly). • Tracking the student behavioral outcomes to determine whether improvement occurs over the course of the school year (Measured quarterly). • Data will be disaggregated by student demographics to explore outcomes related to diversity, equity, and inclusion (DEI). 	<ul style="list-style-type: none"> • Time for research and development of resources. • Training to access data and develop reports. • Purchase of ready-made materials for us to get started. • Money for the potential for after-school intervention or informational sessions.

Commitment 1

<p>Continue to implement RULER program and NO Place for Hate within the school for professional development and students to support student’s academic, mental, social, and emotional health and well-being.</p>	<ul style="list-style-type: none"> • Changing the way people speak to one another (student to student, adult to student, student to adult, and adult to adult). • Defining common terms for naming emotions and feelings to create a common language within the building. • Normalizing emotions. 	<ul style="list-style-type: none"> • Tracking the student behavioral outcomes, as it relates to violent and disrespectful behavior, to determine whether improvement occurs over the course of the school year. Ensure SchoolTool disciplinary violations are accurately and consistently entered. Measured by monthly data tracking. • Utilize the collection of “Mood Meter” data for staff (Measured quarterly). • Utilize the collection of “Mood Meter” data for students (Measured quarterly). • Data will be disaggregated by student demographics to explore outcomes related to diversity, equity, and inclusion (DEI). 	<ul style="list-style-type: none"> • Mood Meters and other materials, for Classrooms • Training time for students and adults. • Access to the RULER platform. • Materials for No Place for Hate
<p>Celebration and team building activities</p>	<ul style="list-style-type: none"> • Providing opportunities for staff and students to celebrate accomplishments • Incorporating team building activities into faculty meetings • Spirit weeks for students • Greeting staff in the hallways and entering the building 	<ul style="list-style-type: none"> • Tracking/recording celebrations • Documenting team building activities for staff • Tracking spirit week 	<ul style="list-style-type: none"> • Money for materials

Commitment 1

<p>An MTSS plan and system is in place.</p>	<p>Working with our faculty and staff to identify the MTSS plan and how it will be implemented in alignment with district expectations.</p>	<p>We have a coherent MTSS plan and system in place.</p>	<p>Professional development. Time for creation. Coaching.</p>
<p>Building stronger connections with students</p>	<ul style="list-style-type: none"> • Identify students who have low connections to staff • Welcome students to school each morning • Acknowledge students in the hallway 	<ul style="list-style-type: none"> • Have staff identify students who they know about outside of their classroom (beginning and end of year) • Record the number of students with two or less staff knowing them 	<ul style="list-style-type: none"> • Money for materials

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	There is an adult in this building that encourages me.	85% agree or strongly agree
Staff Survey	There is an administrator in this building that cares about me.	85% agree or strongly agree
Family Survey	My student believes that he/she is cared about in the school by at least one adult.	85% agree or strongly agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.

We will collect baseline data to inform relevant and meaningful changes to improve the academic, social, and emotional skills and dispositions of students. This will include

- 100% of classrooms will have the RULER poster.
- 100% of teachers will use the mood meter in their classroom.
- There is an increase in student affirmation and belonging in the school building as evidenced by more student celebrations and showcasing their participation/contribution to the school community.
- Creation and facilitation of surveys that provide us with comparative data using a scatterplot.

COMMITMENT 2

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

Our Commitment

What is one commitment we will promote for 2022-23?	Increase the 4-year, 5-year, and 6-year graduation rate for students
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>	We believe that this commitment will result in helping students feel supported, value learning and self, and empowered while making meaningful and relevant contributions to the classroom and school community.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Teachers will utilize EduPlanet21 to align curriculum and plan inquiry-based instruction.</p>	<ul style="list-style-type: none"> Teachers will complete curriculum mapping in EduPlanet21. Teachers will plan and use inquiry-based instruction. Administrators will note inquiry-based instruction during teacher evaluations. Use a variety of formative assessments, portfolio assessments, and standards-based summative assessments to monitor student learning. Use differentiated instruction to address student learning needs. Conduct learning walks which will allow staff to observe various teaching strategies. 	<ul style="list-style-type: none"> Collect data on student achievement from formative assessments. Observational data. Survey data from teachers. Survey data from students. Teachers will create common assessments. Teachers will engage in Data Meetings Curriculum mapping via EduPlanet21 will be monitored quarterly. 	<ul style="list-style-type: none"> Training and coaching, as needed, for teachers on inquiry-based instruction and EduPlanet 21 curriculum mapping. Time and money for professional development on inquiry-based instruction and EduPlanet21 curriculum mapping.
<p>Students will be scheduled for academic interventions during and after school.</p>	<ul style="list-style-type: none"> Credit recovery opportunities will be planned. MTSS will be implemented to address students with learning deficits. 	<ul style="list-style-type: none"> Collect data on student achievement (5 wk intervals) Academic achievement data disaggregated by student demographics 	<ul style="list-style-type: none"> Funds for credit recovery and after school tutorial. Personnel to facilitate programming.

	<ul style="list-style-type: none"> Teachers will monitor student learning to identify students not making adequate progress. 	to explore outcomes related to diversity, equity, and inclusion (DEI).	<ul style="list-style-type: none"> Time to determine best instructional approach and interventions.
Identifying students with high absenteeism	<ul style="list-style-type: none"> Establish attendance committee to review student absenteeism. Have guidance counselors and social workers contact families and meet with students. 	<ul style="list-style-type: none"> Collect student attendance data. Collect data on phone calls, emails, and meetings with students and parents. 	<ul style="list-style-type: none"> Schedule time for attendance meetings. Time for guidance counselors and social workers to meet with parents and students.
Students will be scheduled for academic interventions in school.	<ul style="list-style-type: none"> Guidance counselors and teachers will identify students in need of academic intervention services (AIS). Guidance counselors will schedule students for (AIS) and credit recovery. Students will be placed in Reading Intervention classes based on need as per the evaluation of multiple indicators (course achievement, Reading Inventory scores, NWEA scores). 	<ul style="list-style-type: none"> Collect data on student achievement. Academic achievement data will be disaggregated by student demographics to explore outcomes related to diversity, equity, and inclusion (DEI). 	<ul style="list-style-type: none"> Personnel AIS programming. Time to meet to review student data. Collecting and providing data in accessible format.
Teachers will deliver inquiry-based instruction.	<ul style="list-style-type: none"> Continue to build teacher capacity to use inquiry and problem-based approaches. Provide instruction that is engaging for students. Use of DEI lens. 	<ul style="list-style-type: none"> Collect student achievement data from formative assessments. Survey data from teachers. Survey data from students. Academic achievement data will be disaggregated by 	<ul style="list-style-type: none"> Training, as needed, for teachers on inquiry-based instruction. Aligning content with content standards

		student demographics to explore outcomes related to diversity, equity, and inclusion (DEI).	<ul style="list-style-type: none"> • Potential culturally responsive teaching training
Increase student performance on Regents exams	<ul style="list-style-type: none"> • Ensuring curricula are aligned to NYS standards, in their academic courses. • Develop common assessments which mirror Regents exams. • Identify students in need of AIS and Regents prep. • Use item analysis data to identify areas of curriculum which need reinforcement. 	<ul style="list-style-type: none"> • Increase the number of students achieving proficiency by at least 5% over the 2022-23 school year. • Review Regents data to identify areas of the curriculum to be strengthened. 	<ul style="list-style-type: none"> • Time to evaluate Regents data • Time to revise curriculum and find resources to support student learning.

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	The academic resources and supports made available to you were useful.	85% agree or strongly agree
Staff Survey	Professional development provided was useful in preparing you for inquiry-based instruction.	85% agree or strongly agree
Family Survey	The academic resources and supports available to your student were useful.	85% agree or strongly agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.

We will collect baseline data to inform relevant and meaningful changes to improve

- The planning of inquiry-based instruction.
- Scheduling of tutoring after school.
- Scheduling of academic interventions during school.
- The quality of resources families are receiving to improve the academic success of students.
- The delivery of inquiry-based instruction.
- The number of students scoring above a 65% on Regents exams will increase by at least 5% over the 2022-23 school year.