Mount Vernon City School District

FOCUSING ON EXCELLENCE

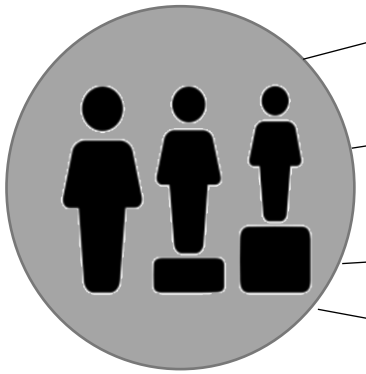
Office of School Improvement

Dr. Waveline Bennett-Conroy

Assistant Superintendent for School Improvement

March 19, 2019

Every Student Succeeds Act (ESSA) is Equity

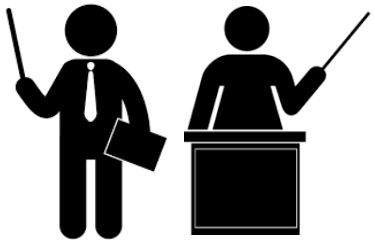


ESSA

- Emphasizes fostering equity in education for New York's students
- Expands measures for school support and accountability and student success
- Requires school-level improvement plans for the lowest performing schools overall
- Requires school-level improvement plans for the schools with the lowest performance for certain student populations

ESSA is Equity

EDUCATORS



- Strategies for supporting the professional growth of educators
- Address disparities in training to increase classroom effectiveness

SCHOOLS

- Increase fiscal transparency in school building spending

ALL STUDENTS

- Access to a well-rounded, culturally responsive education that supports students' academic and social-emotional development
- More access to rigorous high school coursework

MORE THAN AN ACCOUNTABILITY SYSTEM

Former School Designations

Reward School
Good Standing
Focus District/School
Priority District/School
Receivership

New School Designations Under ESSA

GS	Good Standing
CSI	Comprehensive Support and Improvement
TSI	Targeted Support and Improvement
TD	Target District
GS: PTD	Good Standing: Potential Target District in 2019-20
GS:PTSI	Good Standing: Potential TSI School in 2019-20

New District Designations Under ESSA

CSI-S	District has a school identified as CSI
CSI – D/S	District has a school identified as CSI and District's All students met CSI criteria
CSI- D	District's All Students subgroup met CSI criteria
TSI – S	District has a school identified as TSI
TSI – D/S	District has a school identified as TSI and District's subgroup met TSI criteria
TSI - D	District's subgroup met TSI criteria

Mount Vernon Schools' Status

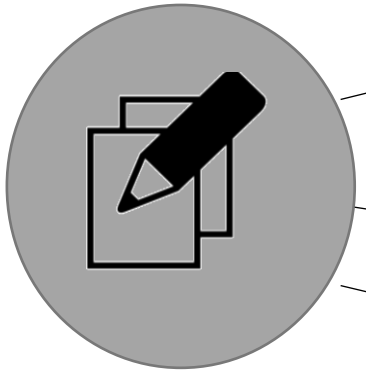
School
Cecil Parker
Columbus
Edward Williams
Graham
Grimes
Hamilton
Holmes
Lincoln
Pennington
Rebecca Turner Elementary
Traphagen
Benjamin Turner Middle
Thornton High
Mt. Vernon STEAM Academy
Mt. Vernon High
Mandela/Dr. Hosea Zollicoffer
A.B. Davis Middle School

Multiple Measures of Success

New York State will use multiple measures of success to identify schools, beginning with 2017-18 school year results.

Student Academic Achievement	For all schools, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), Math and Science. For High schools, also measures achievement on state assessments in Social Studies.
Student Growth	For Elementary and Middle schools, measures student growth on statewide assessments in ELA and Math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years.
Academic Progress	For all schools, measures student progress on state assessments in ELA and Math against long-term goals and measures of interim progress (MIPs).
Graduation Rate	For High schools, measures four, five, and six year cohort graduation rates against long-term goals and MIPs
English Language Proficiency	For all schools, measures the progress of English Language Learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT).
Chronic Absenteeism	For all schools, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs.
College, Career and Civic Readiness	For high school, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advance course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs.

Required Target District Interventions



DCIP

- Identify initiatives that will be implemented to positively affect student learning and address the accountability measures for which the district has been identified.
- Identify resource inequities.
- Explicitly delineate the plan for annually increasing student performance with a focus on the accountability subgroup(s) and measures for which the district and its schools have been identified.

All Target Districts are required to develop an annual District Comprehensive Improvement Plan (DCIP)

TSI Schools

- A school can be identified as TSI, if one or more of its student subgroups performs at level 1 on a combination of the new indicators.

- If a school was in Good Standing, it must have two years of low performance before the school can be identified as a TSI School.

Required TSI Schools Interventions

All Targeted Support & Improvement Schools are required to:

- TSI Schools will be required to develop a School Comprehensive Education Plan based on the results an on-site needs assessment and other data collected by the district.

- This annual improvement plan must include one evidence-based intervention.

- In addition, TSI Schools will be required to survey parents, staff, and students annually.

Whole Systems Approach to School Improvement

Office of School Improvement convened a school leaders meeting during the 2016-2017 to discuss strategic planning.	Used the New York State Education Department Strategic Plan for School Excellence to develop long-term strategic plans for student and teacher improvement: • Multi-year rather than annual improvement plans for identified schools • Professional development sessions in Albany for school leaders and staff to receive support in creating the SCEP – School Comprehensive Education Plan.

Whole Systems Approach to School Improvement

Implementation of NYS School Review Process Districtwide beginning in 2016-2017	Each school leader and their communities received objective qualitative feedback: • Feedback explicitly outlines the school leader's and staff's next steps toward increasing student achievement. • Led to district-wide improvements, including one school being announced as the New York State Education Department Reward School.

Whole Systems Approach to School Improvement

School leaders met to evaluate the literacy practices during the 2017-2018 school year.	Principals' Professional Learning Community to: • Discuss and learn about strategies that teachers can use to address students' understanding and improvement. • Determine literacy components which work best in each school community to address their students' needs.

Office of School Improvement's Current Strategies

Academic Support	• Increase in schools offering afterschool tutorial programs called Academic Power Hour. ➢ Targets all students inclusive of subgroups and are closely monitored to ensure rigor instructional effectiveness and student attendance. • Increased the number of students who received Academic Intervention Services. • Literacy Enrichment for students attending Sylvan Learning Center. • Summer STEAM Camps – in 2018, we held 9 different locations • MBK Summer Reading program for black and brown boys
Funding/Grant Funding	• Providing all schools with equitable distribution of grant funds to strategize interventions and programs that led to increase in students' academic performance. • Securing more grant opportunities for the District in order to grow funding source for the school improvement interventional programs. - Select examples **: Title IA , Title II, Title III – Immigrant Education and MLL, Title IV, Universal PreK, My Brother's Keeper, School Improvement Grants (SIG), NYSIP- PLC, NYGEARUP, Community School Grant, Mentor Teacher Internship Program, Homeless Children** **Year 2018 $17.87 Million** **Year 2019 $16.25 Million**
Professional Development	• Providing intensive teacher training in Guided Reading. • Continued to provide school leaders and their staff with intensive professional development to address student achievement in literacy and other instructional practices via yearlong courses, in-school professional development, and student leader professional learning communities during the 2018-2019 school year.

Office of School Improvement's Current Strategies

Analyze Data/Assessment Surveys	• Critical conversations with building principals around their schools performance data on NYSED Assessment exams. • Analyzing student data on all levels, i.e. Assessment data, Graduation Rate, Student Absenteeism. • Use of Needs Assessment Surveys that provide us with real live data on the needs of the schools. • Conducting DTSDE Reviews and follow up meetings with principals and their leadership teams in order to review the DTSDE team's findings. These findings helped building principals adjust instruction, provide purposeful PD for the staff during their monthly curriculum meetings, and bring awareness of areas in school systems that may not be aligned to the school's School Comprehensive Educational Plan.
Partnerships	• Maximize District's partnerships with Community Based Organizations (CBOs) to enhance afterschool and Saturday Academy offerings. Draw upon the talents of our consultants in the following capacities: ▪ **Scholastics Education** – Literacy material ▪ **Just Inspire** – Grant writing, Data management ▪ **R.E.A.C.H., LLC** – Family and Community Engagement, Professional Development for Parent Liaisons, Literacy Coaching ▪ **Lehman College** – Pipeline to College Program ▪ **St. Rose College** – Principal Preparedness Program ▪ **Sylvan Learning Center** – Tutoring ▪ **Mount Vernon City's Youth Bureau –** After-school programs

Office of School Improvement's Current Strategies

Family and Community Engagement	• Increase family connections to support teaching and learning at home and improve family engagement attendance at: ➢ Family Math Nights ➢ Academic Knights Regents Study Skills and College/Career Readiness ➢ Graduation 2019-Focus on increasing high school average daily attendance and participation in APH and Regents Prep ➢ Targeted family engagement for Veteran's families and fathers • Improve effectiveness of **Parent Liaisons** with weekly training meetings that allow us to provide consistent parental support • Family Microsoft Office Workshops – to ensure parents can assist their children with homework and projects • Teaching Arabic parents English through English as a Second Language classes • Increase community partnerships to support student success • Promote early literacy and learning readiness through the **Mount Vernon Basics**

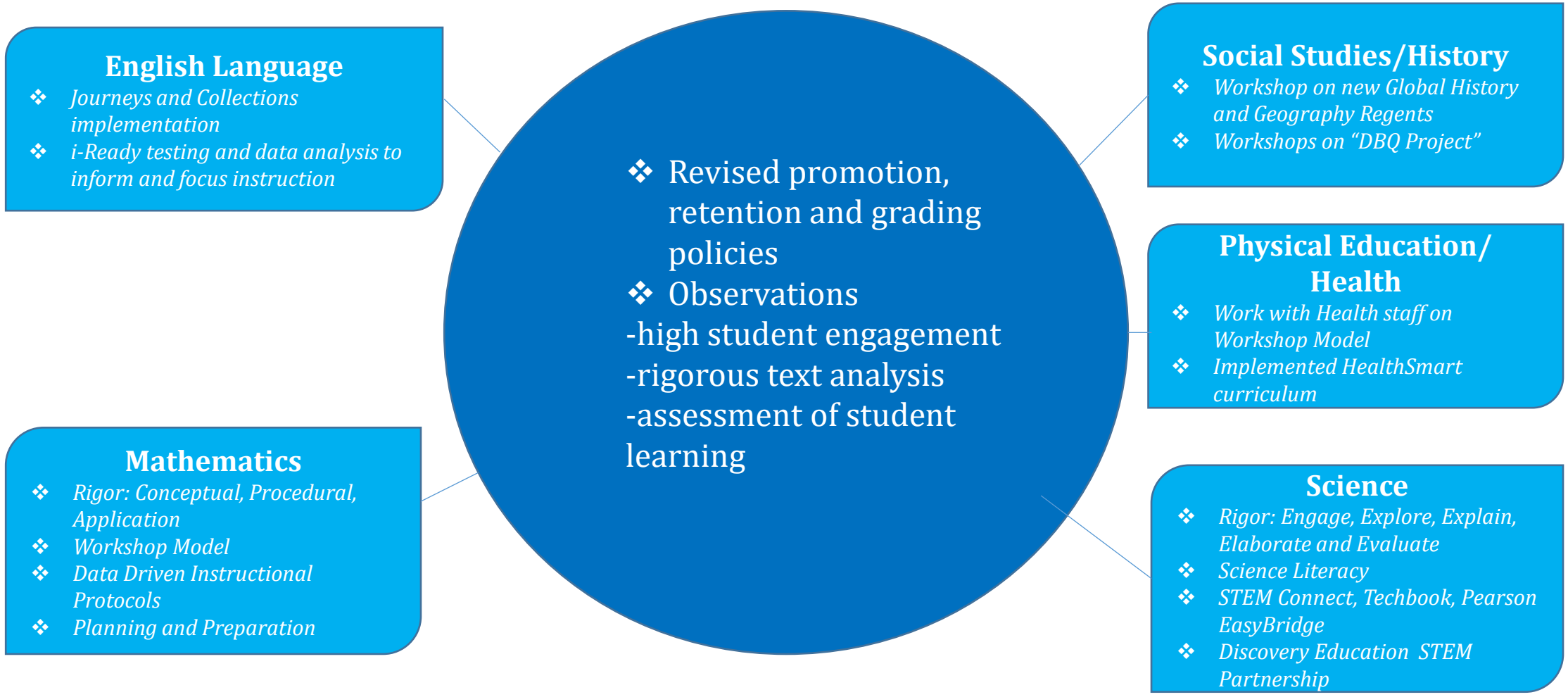
Office of School Improvement's Next Steps

- Proactive efforts to cultivate a college going and career readiness culture
- Culturally responsive sustaining practices to improve authentic family and community engagement (FACE)
- NYSIP – New York State Integration Project
- Middle States Accreditation for Lincoln School and Rebecca Turner School
- MVCSD Mobile Van Family Resource Center
- Aspiring Leaders Principals' Preparation Program

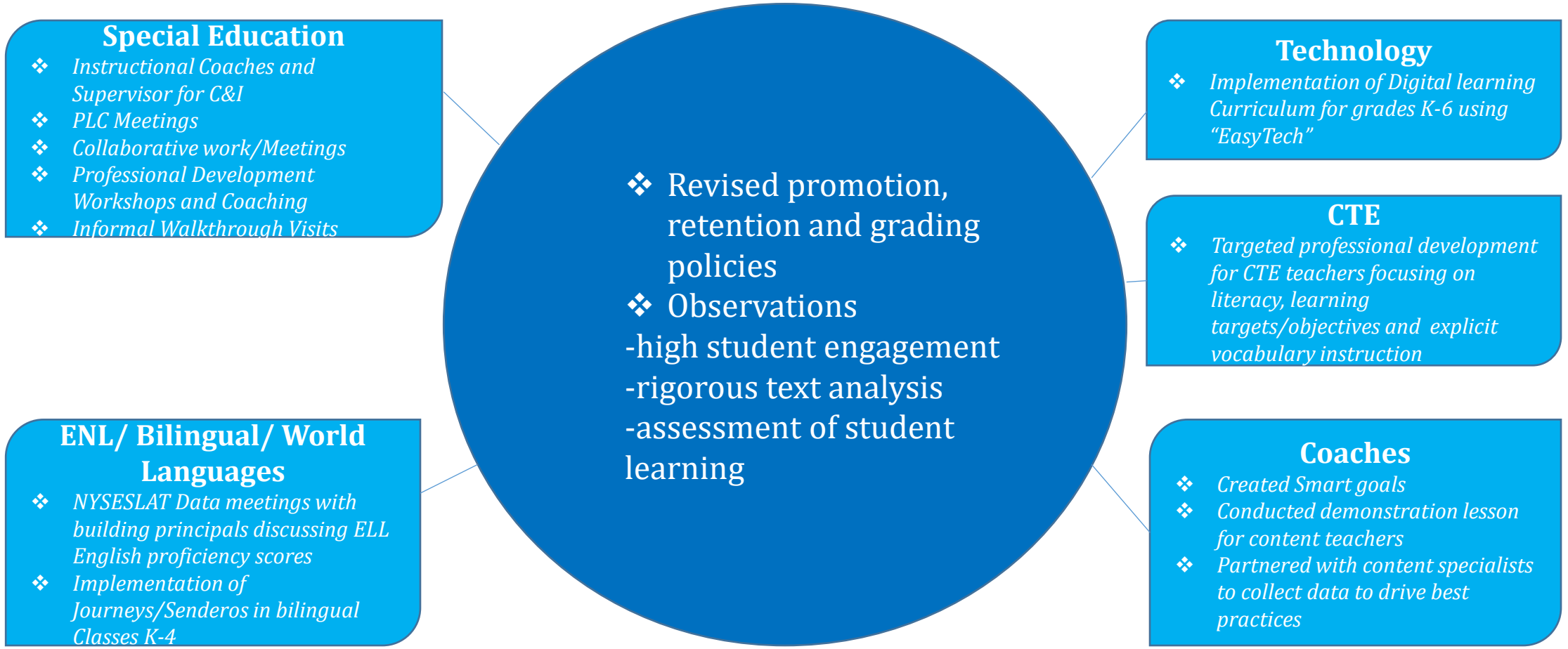
Office of School Improvement's Next Steps

- Access to a rigorous curriculum, aligned to the CCLS standards, early literacy and college/career readiness
- Targeted academic supports and interventions for students performing below grade level-RTI, AIS
- Extended learning opportunities-APH, Tutorials, Before school and afterschool
- Programs to meaningfully and appropriately serve MLLs, Special Education and Gifted students
- Ongoing assessments of student performance and data-driven instruction
- Strong focus on teacher and leadership development

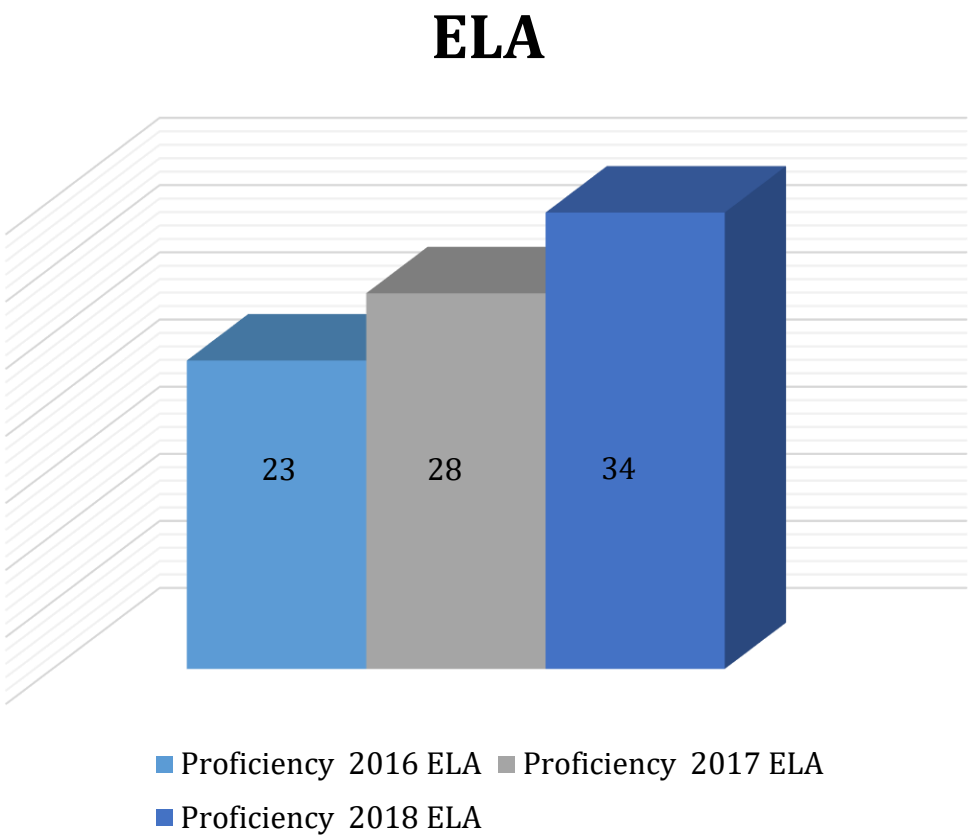
Curriculum and Instruction

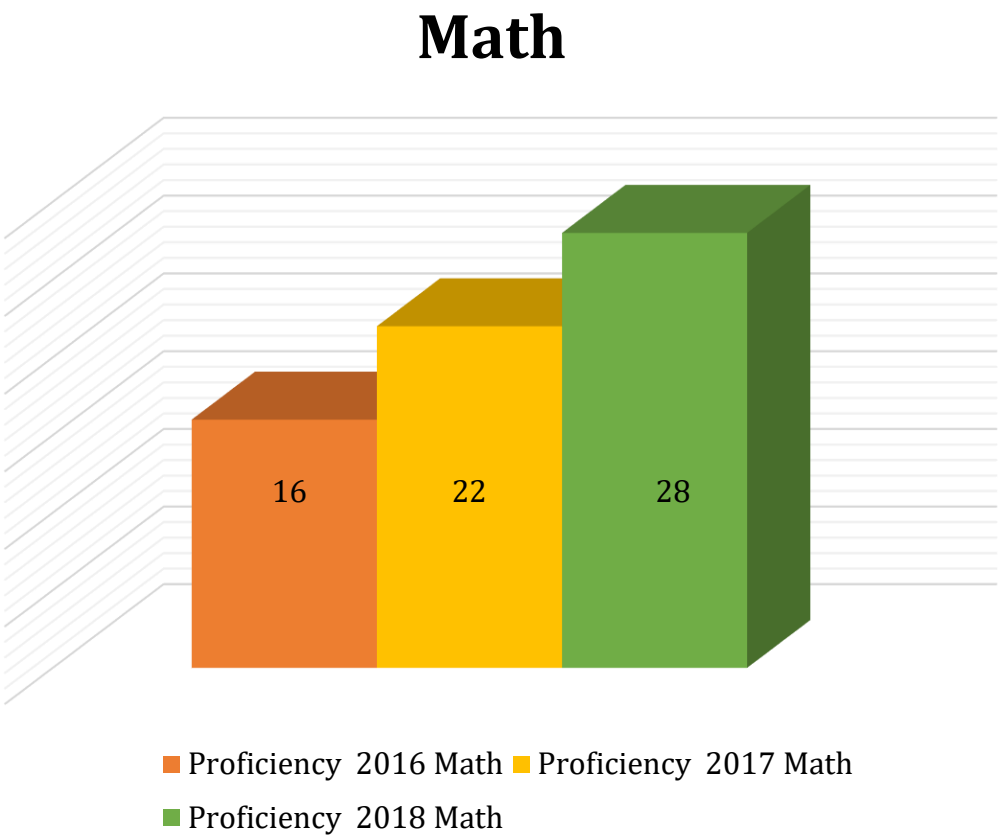


Curriculum and Instruction

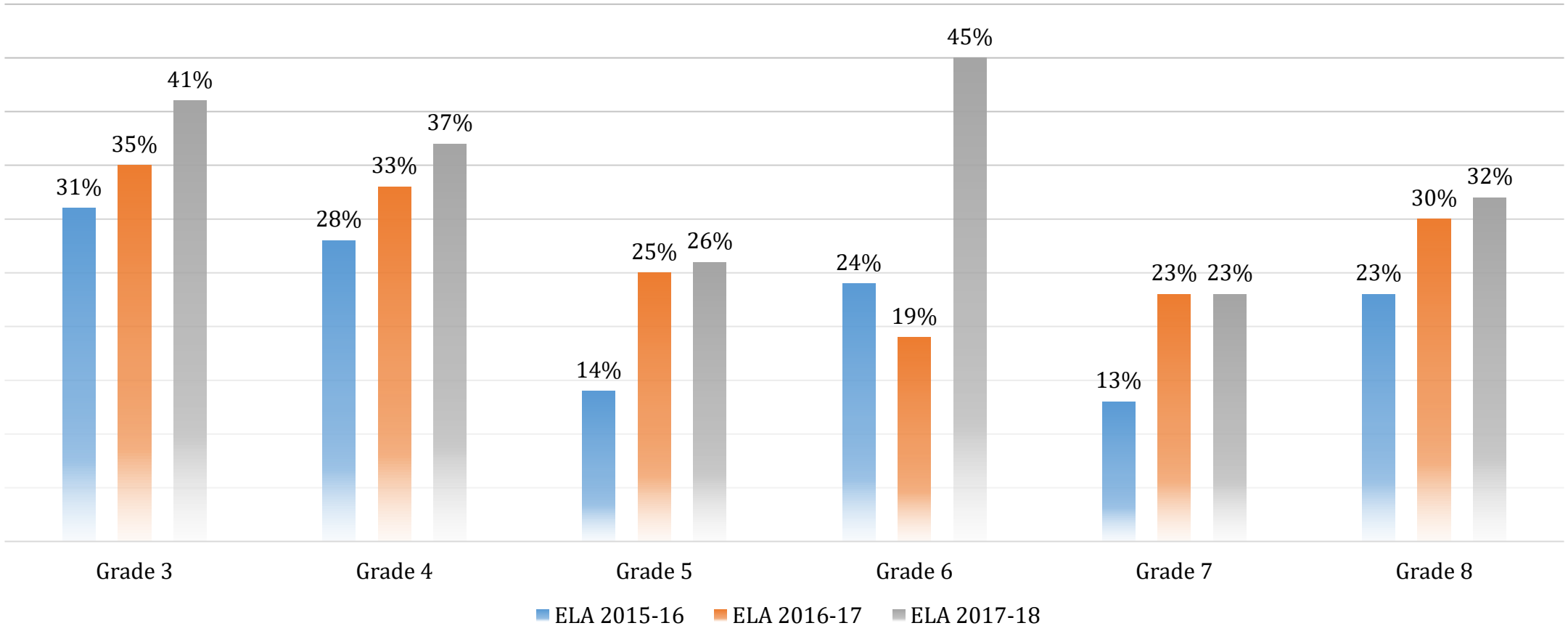


Mount Vernon District's Performance

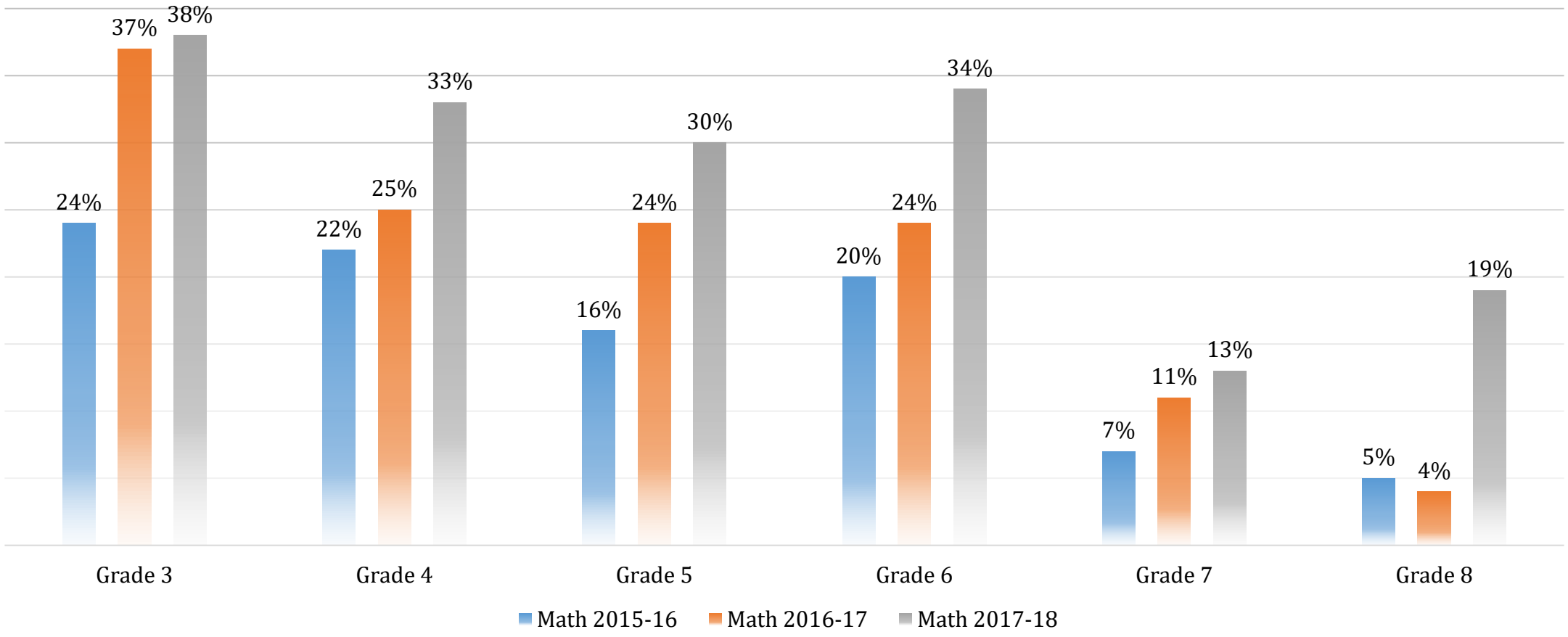




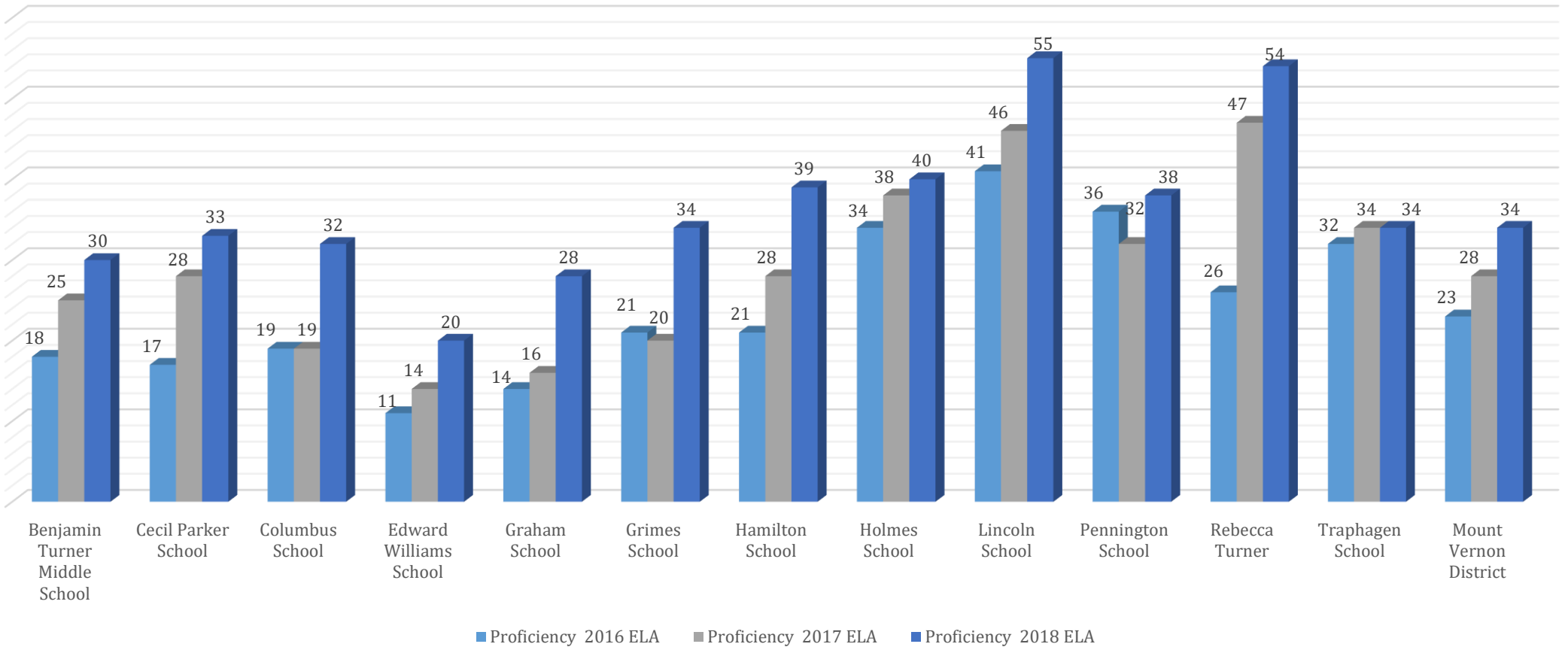
District's Overall Percentage Increase in ELA by Grade



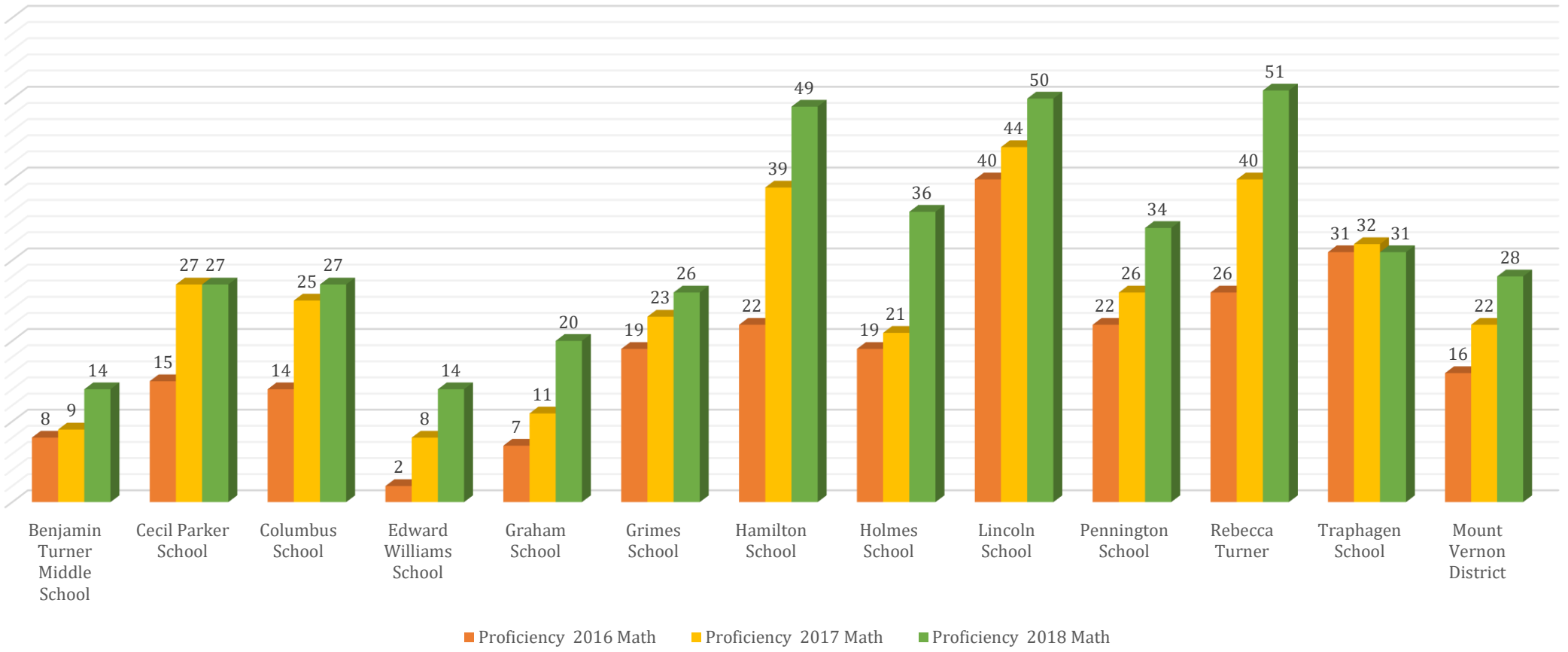
District's Overall Percentage Increase in MATH by Grade



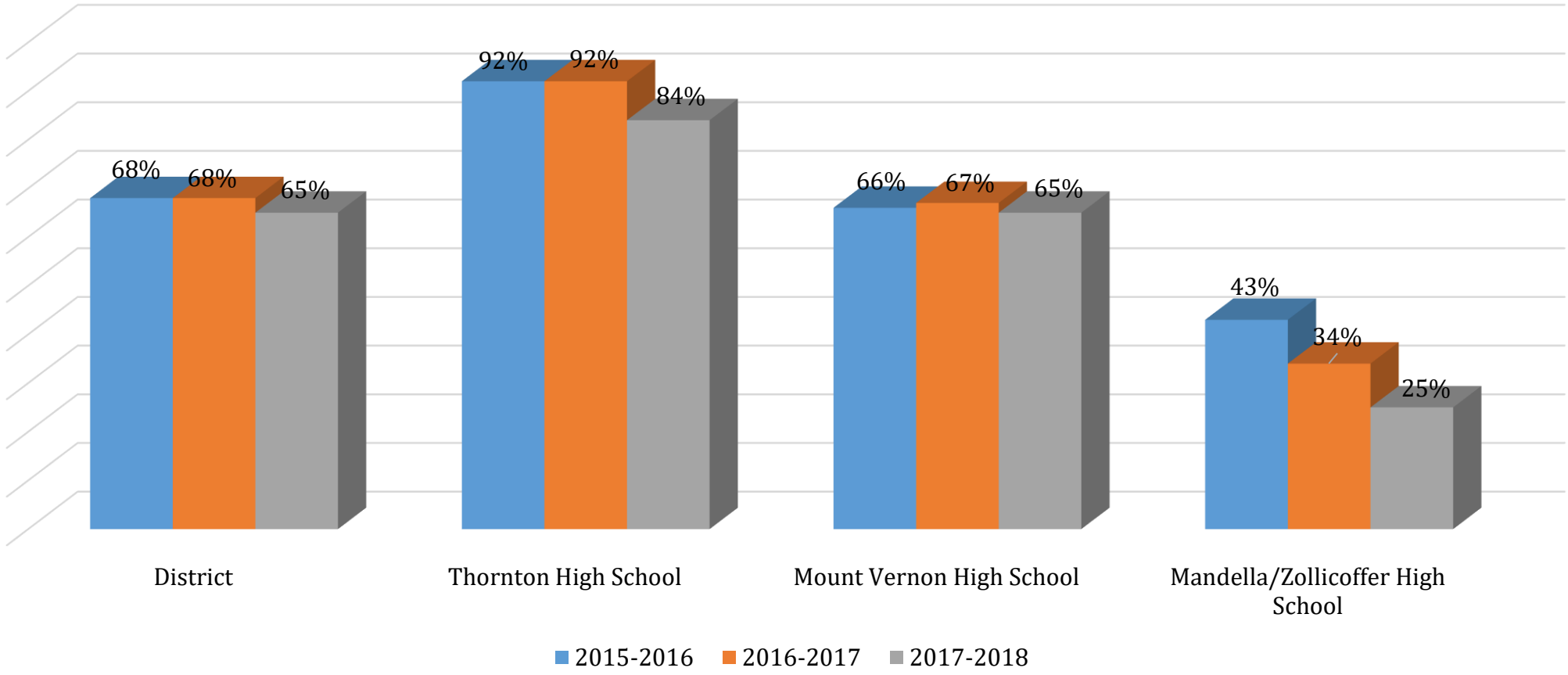
District's Overall Percentage Increase in ELA by School



District's Overall Percentage Increase in Math by School



Mount Vernon High Schools' 4 year Graduation Rate (Including August)



SAVE THE DATE
Celebrate
OUR CHILDREN'S SUCCESS ON
MAY 10!
PARADE STARTS AT 11 A.M.
at The Mount Vernon High School
and concludes at Holmes School
CONGRATULATIONS
MOUNT VERNON CITY SCHOOL DISTRICT!
14 SCHOOLS IN GOOD STANDING
MOUNT VERNON CITY SCHOOL DISTRICT
MV
Since 1894
New York

Video

Questions and Discussion