2021-22
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon City School District	Denzel Washington School of the Arts	Dr. Evelyn Collins	6-12

2018-19 Accountability Data – N/A

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students						

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as "TSI" based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
Example: 3/6/20	*x*	*x*			
11/18	X	X			
12/21	X		X		
1/8		X			
2/1			X		
3/16				X	X
4/14					X
5/4					X

TSI Schools Only -N/A

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated.   The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*										Signature
		11/18	12/21	1/8	2/1	3/16	4/14	5/4				
Dr. Evelyn Collins	Principal	X	X	X	X	X	X	X				
Andrea Thomas	Assistant Principal	X	X	X	X	X	X	X				
Ria Williams	Math Teacher			X		X						
Kerry MacEntee	Humanities Chair	X	X	X	X	X	X	X				Addendum Attached
LaTanya Beavers	STEM Chair					X	X	X				Addendum Attached
Judith Bennett	Student						X	X				Participated via Zoom

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ **State-Supported Evidence Based Strategy**

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

Strategy Identified	
SCEP Goal(s) this strategy will support	

☐ **Clearinghouse-Identified**

If "X' is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy Identified	
SCEP Goal(s) this strategy will support	
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	

X   ☐   **School-Identified**

If "X' is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	Increase graduation rate from 84% to 100%
SCEP Goal(s) this strategy will support	100% Graduation rate
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	• https://doi.org/10.1080/13613324.2021.1924141

ELA Goal
Goal

Directions: the HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. In the left column, identify the subgroup for which the school is generating a goal. CSI Schools should use "All Students." TSI Schools with multiple subgroups, and additional rows to that each identified subgroup has its own goal.

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2021-22 Goal
	1*	22%	8%	100%
	2*	10%	17%	5%
	3	26%	43%	65%
	4	19%	21%	50%
	5	25%	19%	45%

For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0 – 54) are counted as the same as the students that receive a 2 (55 – 64). To increase the school's ELA performance for accountability purposes, the school should look to increase the number of students receiving a 3,4, or 5.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Students struggle to apply the strategies learned for their essay writing. In addition, student's comprehension of material may be flawed therefore hindering them from completely answering the questions critically.	English 8, 9/ Social Studies 8, 9 and SPED students.

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
August	December	Teachers will participate in curriculum vertical alignment that prepare scholars for skills necessary to be successful on Regents' exam.
August	December	Department leaders will identify 2 strategies from the curriculum that support skills necessary to be successful on Regents' exams and teachers will use those identified strategies to support student success.
August	December	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom

		instruction as needed to meet the diverse needs of scholars at least every 6 weeks.
August	December	School leaders will conduct walkthroughs and collect sample lesson plan exemplars as needed to monitor progress toward ELA Regents readiness skills.

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
Common Assessment	N/A	75% should score a 75 or better on the common assessment given.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January	June	Teachers will continue to follow curriculum to improve Regents' scores as evidenced through classroom observations and lesson planning.
January	June	Teachers will align their classroom assessment with Regents format and will incorporate Regents preparation strategies as identified from mid-year common assessments.
January	June	School leader will continue to conduct learning walks and look at lesson plans as needed to monitor progress toward Regents readiness skills.
January	June	Department leader will identify writing strategies that will strengthen the essay results for the English Regents.

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**. *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Students need to increase the amount of time they spend with the writing and editing process. This will help with improving their writing skills.	Give students a platform internally to publish and shar with other students. Students need a venue for sharing their writing with audiences.	August - June
Teachers need to find common planning time to address the needs of the COVID slide	How one skill affects the other grade by grade. For example: What 6th grade skills will be mastered for student to be successful in 7th Grade.	September - June

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
	To increase the overall performance on State test data from 47% to 65%.	

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Students need mor exposure to how they will use the information learned to real world connections.	9th / 10th

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
September	January	**Teacher will participate in curriculum vertical alignment that prepares scholars for skills necessary to be successful on Regents' exam.**
September	January	**Teachers will follow curriculum to improve Regents scores as evidenced through classroom observations and lesson planning, as well as the data tracker.**
September	January	**Department leader will identify 3 strategies for each subject area that support skills necessary to be successful on Regents' exam and teachers will use those identified strategies to support student success.**
September	January	**Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 6 weeks (about 1 and a half months).**
September	January	**School leaders will conduct learning walks and collect lesson plan exemplars as needed to monitor progress toward Math Regents readiness skills.**

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2022 Target
Common Assessment		75% will be proficient on the common assessment.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January	June	Teachers will continue to follow curriculum to improve Regents scores as evidenced through classroom observations and lesson planning.
January	June	Department leader will identify 3 strategies for each subject area that support skills necessary to be successful on Regents' exams and teachers will use those identified strategies to support student success.
January	June	Teachers will continue to align their classroom assessment with Regents format and will incorporate targeted Regents preparation strategies as identified by Department Leader.
January	June	School leaders will continue to conduct learning walks to ascertain whether academic alignment and goals are being met.

Addressing COVID-19 Related Challenges – Math Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify

the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Students not having the fluency and numeracy for advanced classes	Schedule AIS classes for our students who need additional help with numeracy and fluency	September 2020
Students need daily reinforcements with Math skills.	Schedule students for Academic Power Hour	September - June

ELP or School-Selected Goal

June 2022 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Results	January 2021 Target

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
Hispanic	27.1%	32.1%
ELL	41.9%	46.9%
SWD	40.8%	45.8%

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Students arriving late to school	11th / 12 grade

11th / 12 grade

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
9/2021	10/2021	Monitoring attendance
9/2021	12/2021	Parental Conference
10/2021	12/2021	1 – 1 Meetings with students who are chronic absentees

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences (*replace with alternate data source if not using a CA goal*)	Hispanic/SWD/ELL/ED students	33.9%	28.9%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
1/2022	6/2022	Incentives and Awards for Perfect Attendance
1/2022	6/2022	Guest Speakers and Awards for Perfect attendance

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results *(if no survey was conducted in 2020, indicate that the results are from 2019)*

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

3. X The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

4. XX The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
   - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
   - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).