



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Mount Vernon City School District	Denzel Washington School of the Arts	6-12

Collaboratively Developed By:

The Denzel Washington School of the Arts SCEP Development Team

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*And in partnership with the staff, students, and families of
Denzel Washington School of the Arts.*



Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

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 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. 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

<p>What is one commitment we will promote for 2022-23?</p>	<p>Promote academic rigor and achievement for all middle and high school students.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The vision of the school is to expose students to curriculum that will promote rigor, dynamic thinking, and open choices for students beyond high school. Part of this is promoting student achievement early on, starting in middle school grades and along with encouraging student participation in advanced placement classes. Mere exposure to more rigorous coursework is shown to raise self-efficacy and ownership for students.</p> <p>According to the article "Advanced Placement" (<i>Education Week, October 2008</i>), "African American and Hispanic students who participated in the AP program...scored more than 100 points higher on composite scores on the PSAT, SAT and ACT than students who had not participated in the AP Program, according to the study, conducted by Lamont A. Flowers, a professor of educational leadership at Clemson University in Clemson, S.C."</p> <ul style="list-style-type: none"> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? Equity Self-Reflection? Student Interviews?</i> <p>Learning is multi-dimensional, contextual, and relational. The social interactions children build in the school setting help to shape their ability to learn. They must feel safe and respected so their ability to learn can be cultivated. This school supports their ability to think, reason and problem solve so that cognitive development of the whole child can be enhanced. Academic success can be achieved when all stakeholders work together. It is through focusing on the multi-dimensionality of the students that will lead to achievement of students through rigorous coursework.</p>

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>All 8th Grade Students will take and pass the Living Environment class and regents.</p>	<p>Students will start prepping for the Living Environment Classes starting in 7th Grade to give them the strategies needed to be successful in the 8th Grade. Students will also have Regents Prep to support their need to supplement their skills. Students will be exposed to the Regents format and questions starting in 7th grade.</p>	<p>Pre and post baseline tests for Living Environment. Pre and post-test for Regents Prep. Classroom Teacher will assess each topic for proficiency. All labs will be completed per NYS Standards and on time.</p>	<ul style="list-style-type: none"> • Regents Prep teachers • Lab teachers • Prep materials • Use of data to determine which student needs further assistance. • Supplement Math skills if needed for the Regents.
<p>All 8th Grade students will take and pass the Algebra 1 Regents.</p>	<p>Students will begin to gain the skills needed for success in the 7th grade. Students will also have Regents Prep to support their need for augmentation of their skills. “Students who don’t complete Algebra 1 have just a one in five chance of graduating from high school.” (Bill Gates)</p>	<p>Pre and post baseline tests for Algebra 1. Pre and posttest for Regents Prep. Classroom Teacher will assess each topic for proficiency.</p>	<ul style="list-style-type: none"> • Regents Prep teachers • Prep materials • Use of data to determine which student needs further assistance.

Commitment 1

<p>All incoming 9th graders without Living Environment & Algebra 1 credit will pass these subjects in the 9th Grade</p>	<p>Content Teacher will instruct, giving the student the skills necessary to be successful with both regents.</p>	<p>Teachers will administer pre- and post-tests to ascertain which skills should be emphasized. Teachers will also give formative and summative quizzes to ascertain full understanding of each topic.</p>	<ul style="list-style-type: none">• Use data to determine which student needs further assistance.• Regents Prep materials• Regents Prep Teacher



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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	How prepared are your teachers to teach the content area classes offered? 1 – Not prepared; 2 – Little prepared; 3 – Somewhat prepared; 4 – Prepared 5 – Extremely prepared.	70% - Prepared / Extremely Prepared
Staff Survey	How confident are you that your students will pass the regents the first time taken? 1 – Not confident; 2 – A little bit confident; 3 – Somewhat confident; 4 – Confident 5 – Extremely confident	70% - Confident / Extremely Confident
Family Survey	How confident do you feel about the rigor that is being offered at this school? 1 – Not confident; 2 – A little confident; 3 – Somewhat confident; 4 – Confident 5- Extremely confident	70% - Confident / extremely confident

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

- Assessment scores – classroom and common assessment data should reflect progress/growth.
- PLC (Professional Learning Communities) agendas should reflect strategies used to address issues from assessment.
- All three surveyed groups should show a maintenance or growth in their perception of confidence regarding rigor in the classroom and preparedness.
- Classroom observations and instructional plans should reflect alignment to the standards.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>All scholars should complete and pass all Regents with at least a score of 70 by Grade 11.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>A major objective of the school is to prepare students for a professional career in the arts industry and college, with an emphasis on excellence in the arts and academics. Through the implementation and adherence of rigorous New York State Common Core standards, and the national standards for the Arts. The regent's exam allows us to ensure the most qualified and talented students are selected for matriculation.</p> <p>This goal emerged as something to commit to as the Regents exam allows the teachers to stay focused on curriculum, but it allows students to be better intellectuals. The questions help students to be better thinkers by requiring them to examine, synthesize and organize information from various sources.</p> <p><i>In what ways is this commitment influenced by the "How Learning Happens" document? Equity Self-Reflection? Student Interviews?</i></p> <p>Learning is multi-Dimensional, contextual, and relational. Social interactions children build in the school setting help to shape their ability to learn. They must feel safe and respected for their ability to learn can be cultivated. This school supports the ability to think, reason and problem solve so that cognitive development of the whole child can be enhanced. Academic success can be achieved when all stakeholders work together. It is through focusing on the multi-dimensionality of the students that will lead to achievement of students through rigorous coursework</p> <p>This is the right commitment to pursue because the regents track, and exams will help students become better prepared for their studies in college.</p> <p>This fits into the school's long-term plan because it ensures that students stay on track for graduation. Some colleges will exempt students from taking remedial courses in college. This will underscore our efforts to keep rigor in the classroom high.</p>

Commitment 2



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 teach study skills as a part of their curriculum.</p>	<p>Teacher will embed regents' questions into every lesson, so that students will become familiar with the types of questions and how to answer them.</p>	<p>Teachers will know this strategy is working, by benchmark measurements. The scores should constantly be changing. (increasing)</p>	<p>Teachers will need the standards that are most tested, and access to previous questions from older regents.</p>
<p>The school will offer Regents Prep for every exam being given.</p>	<p>Teachers and students will have prep after school for 2 hours M, T, Th. Teachers will work with students to analyze and break down questions, derive answers and prove their answers with evidence.</p>	<p>Teachers will start with a baseline exam and measure progress every 3 weeks.</p>	<p>Prep Teachers, Scheduled Prep Time, Budget to pay teachers, Prep materials etc.</p>

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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	How prepared are your teachers to teach the regents prep classes offered? 1 – Not prepared; 2 – Little prepared; 3 – Somewhat prepared; 4 – Prepared 5 – Extremely prepared.	70% - Prepared / Extremely Prepared
Staff Survey	How confident are you that your students will grow from prepping for the regents and pass it the first time taken? 1 – Not confident; 2 – A little bit confident; 3 – Somewhat confident; 4 – Confident 5 – Extremely confident	70% - Prepared / Extremely Prepared
Family Survey	How confident do you feel about the quality of prep that is being offered at this school? 1 – Not confident; 2 – A little confident; 3 – Somewhat confident; 4 – Confident 5- Extremely confident	70% - Prepared / Extremely Prepared

Commitment 2

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

- Benchmark assessment scores – baseline and progress assessment data should reflect progress/growth.
- All three surveyed groups should show a maintenance or growth in their perception of confidence regarding preparation for regents in the classroom and preparedness.
- Classroom observations and instructional plans should reflect alignment to the standards.



COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Increase AP Participation by 45%</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The vision of DWSA (Denzel Washington School of the Arts) includes exposing students to a rigorous curriculum that will help students prepare for the expectations of college and career.</p> <p>For all students to have exposure to more rigorous content, students should have exposure</p> <ul style="list-style-type: none"> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? Equity Self-Reflection? Student Interviews?</i> <p>Learning is multi-Dimensional, contextual, and relational. Social interactions children build in the school setting help to shape their ability to learn. They must feel safe and respected for their ability to learn can be cultivated. This school supports the ability to think, reason and problem solve so that cognitive development of the whole child can be enhanced. Academic success can be achieved when all stakeholders work together. It is through focusing on the multi-dimensionality of the students that will lead to achievement of students through rigorous coursework.</p>

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>Parent outreach and informational sessions.</p>	<p>Starting in grade 9, parents will receive information via email and the school-wide communication system (Blackboard) regarding sessions. Administrator(s) and teachers will prepare information regarding their courses, the expectations, and the benefits of AP. Informational sessions will take place at least once per year.</p>	<ul style="list-style-type: none"> • Check in with parents in the PTA Meetings. Field any questions they may have about AP classes and exams. • Teachers will give mock AP Sessions in preparation for exams. 	<p>After school Informational sessions. Paid after school time for teachers to present to parents.</p>
<p>Identify students who are eligible for the Advanced Placement classes. Students who score an 85 or higher in their classes. Core teachers will recommend these students to the guidance counselor.</p>	<p>Research confirms that students who take AP classes will do better in college. Teacher will aid students pre–mid and post during the year to encourage them to do their best. Teachers will also use data to measure the progress of the students in the classes</p>	<ul style="list-style-type: none"> • Use data to make sure that students are staying on track. • AP Prep for all students in all subjects. • A score of 3 or better on all the exams. 	<p>Resources for AP Prep Teachers. After school AP Prep Classes.</p>

Commitment 3

<p>Teacher training in AP courses/curriculum and pedagogy.</p>	<p>Teachers will refresh themselves in the AP pedagogy as often as the College Board offers.</p>	<p>AP Coordinator will audit classes for rigor. AP Coordinator will create a rubric with “Look Fors” in the AP Classroom for improved instructional delivery and rigor</p>	<p>Resources for AP teachers to take refresher classes. Resources for AP Coordinator to work on rubric and such like.</p>



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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	How prepared are your teachers to teach the AP and AP Prep classes offered? 1 – Not prepared; 2 – Little prepared; 3 – Somewhat prepared; 4 – Prepared 5 – Extremely prepared.	70% - Prepared / Extremely Prepared
Staff Survey	How confident are you that your students will grow from prepping for the regents and pass it the first time taken? 1 – Not confident; 2 – A little bit confident; 3 – Somewhat confident; 4 – Confident 5 – Extremely confident	70% - Prepared / Extremely Prepared
Family Survey	How confident do you feel about the quality of AP prep that is being offered at this school? 1 – Not confident; 2 – A little confident; 3 – Somewhat confident; 4 – Confident 5- Extremely confident	70% - Prepared / Extremely Prepared

Commitment 3

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2022-23 Goal
	1*	25%	8%	3%
	2*	26%	9%	5%
	3	39%	43%	60%
	4	8%	21%	40%
	5	2%	19%	30%

Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2022-23 Goal
	1*	34%	43%	20%
	2*	29%	21%	16%
	3	30%	32%	45%
	4	5%	4%	15%
	5	1%	0%	10%

COMMITMENT 4

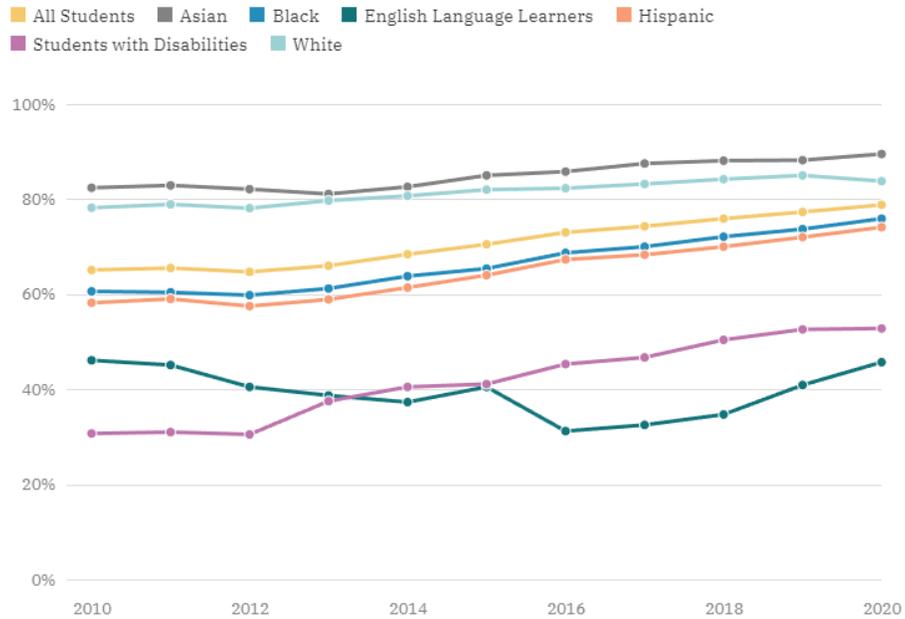
This section can be deleted if the school does not have a fourth commitment.

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Keep and maintain 100% graduation for every scholar in Grade 12.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The school is determined that 100% of all graduates attend college. According to www. Healthypeople.gov. A high school diploma is a standard requirement for most jobs—and for higher education opportunities. Dropping out of high school is linked to a variety of negative health impacts, including limited employment prospects, low wages, and poverty. This school seeks to promote high school success and students moving beyond high school to a successful career.</p> <p>This commitment is influenced by the "How Learning Happens" document because the document emphasizes a strong narrative in which all stakeholders are accountable. A strong narrative will help our young people decide the proper path for their future. If all students believe that they can be successful in high school, then college will naturally be the next step in the educational journey.</p> <p>This is the right commitment to pursue because graduation rates from urban high schools are statistically down.</p>

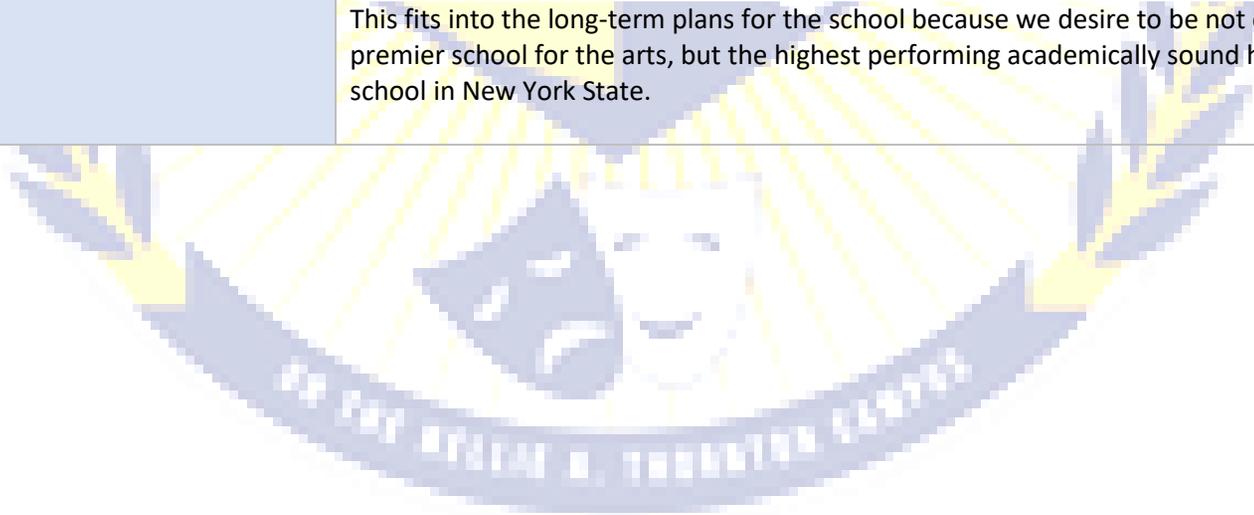
Commitment 4

Over the past decade, graduation rates are up dramatically in New York City. There have been significant changes in the state's graduation requirements in recent years. That is especially true of last year, when the state suspended its Regents exit exams due to the coronavirus pandemic.



Source: NYC Department of Education
Credit: Sam Park, Chalkbeat

This fits into the long-term plans for the school because we desire to be not only the premier school for the arts, but the highest performing academically sound high school in New York State.



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>Middle States Accreditation</p>	<p>According to https://www.msa-cess.org/; Accreditation is a self-evaluation process that schools and school systems voluntarily use to demonstrate they are meeting a defined set of research-based performance standards. The standards examine schools in a holistic way, supplementing student testing data to provide a more complete measure of a school’s performance and chart a strategic and realistic course for continuous school improvement. The reasons to pursue accreditation are:</p> <ol style="list-style-type: none"> 1. Helps the principal and her colleagues successfully establish and reach goals, develop a strategic plan, promote staff development and more. 2. Gives staff a sense of pride in their work and provides opportunities for professional development. 3. Builds coalitions of parents, teachers, and administrators and unites diverse groups in the effort to provide the best outcomes possible for your students. 	<p>Recent research suggests the critical differences between schools that make the grade and those that struggle is the:</p> <ul style="list-style-type: none"> • Degree to which the school clearly understands what it needs to do to improve. • Extent to which the plan to improve is supported by school and community stakeholders; and, • Capacity of, and commitment by, the school to implement and sustain its plan to improve over time. <p>Middle States accreditation helps a school critically</p>	<p>The Dues for the process The resources for application The improvements the school needs for accreditation. The teams needed for candidacy and team study. Accreditation Volunteer Visiting Team Costs – Although the MSA-CESS Visiting Team are volunteers, the candidate institution is responsible for the expenses associated with travel, lodging and meals during the visit.</p>

Commitment 4

	<p>4. Gives your school an advantage with parents who want their children to attend a school with exacting standards where student achievement is paramount.</p> <p>5. Without accreditation, graduates of your schools may not be able to attend certain colleges or qualify for federal grants or loans that make college possible for many students.</p> <p>Accreditation encompasses the following areas:</p> <ul style="list-style-type: none">MissionGovernance and LeadershipSchool Improvement PlanningFinancesFacilitiesSchool Organization and StaffHealth and SafetyEducational ProgramAssessment and Evidence of Student LearningStudent ServicesStudent Life and ActivitiesInformation Resources	<p>review its current performance, set a course for positive change, and build the commitment and support necessary for significant and long-term improvement.</p> <p>Accreditation helps ensure that schools are making the most efficient use of available resources. Middle States accredited schools are better positioned to use time, talent, and money in the most efficient and effective way possible.</p>	
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Commitment 4

<p>Counselors will track and audit grades and transcripts of seniors every 2 months.</p>	<p>With graduation on the horizon, this remains an integral part of a high school counselor’s role. They provide aptitude assessments and individual planning to help identify a student’s interests and abilities. They also will help students stay on track for graduation.</p>	<p>This strategy will help students because staying on track is essential to help students with graduation.</p>	
<p>Counseling and intervention of any senior that is not on track to graduate.</p>	<p>There will be a quarterly audit of transcripts to see who is on track for graduation. All students who are not on track will have intervention plans in place to aid in their progress.</p>	<p>This strategy will help students because staying on track is essential to help with students’ completion of high school.</p>	

Evidence-Based Intervention

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 commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards with Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Dr. Evelyn Collins	Principal
Andrea Thomas	Assistant Principal
Sonia Flannory	ENL Teacher- Administrative Intern
Tanya Mack	Homeroom Teacher
Hiram Allen	SpEd Teacher
Chinsha Chance	Teacher Assistant
Jody-Kay Mickens	Guidance
Ria Williams	Math Teacher
Latoya Anderson	Parent
Simone Smith	Student

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

During the student interviews, students provided suggestions on how to improve school culture, programs and communication. Students preferred in person learning to remote. They expressed that they were more engaged this school year, 2021 –2022, compared to the 2020-2021 school year that was spent remote. When asked, what could the teachers have done better during the COVID-19 crisis last school year to help you get the most out of your studies? Students responded that more teacher interaction including both words and action would have been more helpful in their learning. Additionally, most of the students stated that they did not feel they had the necessary support and resources needed to effectively study from home during the coronavirus crisis last school year.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Denzel Washington School of the Arts has always been a school that provides a safe and welcoming environment for all stakeholders. Students are comfortable asking questions and participating in discussions in and out of the classroom. Teachers facilitate current skills using New York State Learning Standards for the Arts, Common Core and Next Generations learning standards to promote engagement, independent thinking, project-based learning and collaboration. We have integrated social – emotional learning programs such as mindfulness. We constantly assess our school climate through student, staff and parent surveys, and the principal holds monthly meetings with each grade level. It is embedded into the fabric of our staff to self- reflect daily on our areas of strength and weaknesses. We deliver rigorous instruction in the

Learning As A Team

Arts and academics in a welcoming and safe environment, we know that there is always room for improvement in our craft. Based on our reflection we see our next step as providing more professional development to all stakeholders.



Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. 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: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2022.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2022-23 school year.
2. The approved CSI and TSI plans will need to be posted on the district's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2022-23 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and adjust their plans when appropriate.