



School Comprehensive Education Plan 2023-24

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:
Andrea M. Thomas, Yvonne Wright, Karen Wheeler, Sonia Flannory, Stacie Deyglio, Elizabeth Smith**

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 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 2023-24 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 1

Our Commitment

<p>What is one commitment we will promote for 2023-24?</p>	<p>We commit to providing a welcoming and supportive environment for our scholars.</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>Our vision includes promoting social and emotional well-being in preparation for global citizenship. We seek to foster social emotional intelligence and well-being so that students are equipped with the tools to face the challenges they will encounter.</p> <p>This commitment emerged from the after-effects of the pandemic on our students. In addition to the events that have happened within our school community and the greater community at large.</p> <p>This commitment is influenced by a welcoming and affirming environment that feels safe. It is a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.</p> <p>Edifying the lives adolescents by putting this through the adolescent growth theory of the 21st century signifies how adolescents grow and learn; exemplifying how scholars grow and learn making this the right commitment to pursue.</p> <p>Building relationships with students and making them feel welcomed are key to creating a positive classroom and school environment. Establishing a nurturing learning environment and clear learning and behavioral expectations create better learning outcomes. 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 with the long-term expectation that scholars will be successful in career related post-secondary learning institutions and beyond.</p> <p>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>

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>School leadership team will monitor all aspects of the learning environment, make recommendations, and lead the implementation of plans.</p>	<p>The team will consist of administrators, teachers, cafeteria workers, security workers and students. The team’s responsibilities will include monitoring the ingress procedure to ensure that students feel welcome when they enter the building and enter each classroom, helping new incoming students transition to middle school, organizing quarterly orientation to include team building, school rules, grading criteria, and understanding that “I am a Denzel Washington School of the Arts Scholar. I am intelligent, gifted and talented, high achieving, focused and driven, serving my community with integrity. I am my brother’s keeper. I am a Rising Star!”</p> <p>The team will meet monthly to plan</p>	<p>Student council and student council representation from every grade level</p>	<p>Working lunches, student council meeting after school</p>

Commitment 1

	<p>ingress events, assess, and review data and strategies to determine the level of effectiveness.</p>		
<p>Provide time and opportunities for staff and students to</p>	<p>Semester based student-staff events i.e. “So you think you can dance” event in which students teach teacher/staff how to perform a short performance.</p>	<p>Less referrals to social worker & psychologist. Increased student engagement. Student sharing of involvement promoting the school.</p>	<p>Professional development time & training. Materials will be needed to support club activities.</p>

Commitment 1

<p>interact through participation in extra-curricular activities.</p>		<p>Feedback forms at the end of each marking period that assess students' connections with teachers.</p>	<p>Staff needed to organize and lead clubs.</p>
<p>Highlight materials that represent and affirm student identities.</p>	<p>Quotes that reaffirm positivity, meaning, welcoming, promotion of the DWSA creed. Homeroom will be valuable SEL time to check in with scholars, circle up, reaffirm the DWSA creed.</p> <p>Celebration and representation of the arts through signage and flags around the building.</p>	<p>Talking with parents and students.</p> <p>Parent and student survey results.</p>	<p>Signage representing different quotes around the building, representation of the DWSA creed translated into Portuguese, Spanish, French at the entrances, communal areas and exits.</p>
<p>Daily Announcements meant to inspire staff and students.</p>	<p>Daily repetition of the DWSA creed. Weekly newsletter from principal. Student driven teacher "spotlight" for the month i.e. a dedicated spot in the faculty parking lot. Family engagement bulletin board across from main office. Schoology page dedicated to daily announcements on DWSA Informational Page.</p>	<p>Student behavior, comments & conversation.</p>	<p>PA system, bulletin board materials, new Schoology page for announcements, and parent portal page.</p>

Commitment 1

<p>Students will have a voice in decision making through a student advisory council.</p>	<p>At least two representatives from each grade level will monitor the entire learning environment and will meet with the principal monthly to advise and discuss recommendations for adaptations. The students will act as liaisons between the student body and staff. Members will collect student feedback, encourage engagement, share resources, all to improve student experiences.</p>	<p>Student behavior. Student engagement. School climate. Student town hall discussions.</p>	<p>Time for students to meet. Student council faculty advisor.</p> <p>Funds to purchase material and fund events including food.</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 good 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	I feel accepted and welcomed by my teachers and staff when I arrive at DWSA daily.	90%
	Students do not bully or threaten each other in this school.	85%
	Students in this school are treated regardless of race, culture, religion, sexual orientation, gender or special needs.	85%
	Teachers treat students with respect.	70%
Staff Survey	I consistently welcome students daily into the school building and promote a positive rapport with my students.	90%
	Students treat staff members with respect.	75%
	Students meet behavioral expectations.	
Family Survey	Denzel Washington School of the Arts creates a welcoming and supportive atmosphere that my child enjoys attending daily.	70%
	Students respect teachers in this school.	70%
	Students do not threaten and/or bully each other.	80%

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.

Commitment 1

1. Increase in student participation in class and after-school activities (measured by report card comments from teachers and sign-ups for student after-school activities).
2. Increase in student attendance rate (as compared to the previous year 2023-2024).
3. Decrease of student tardiness (as compared to the previous year 2023-2024).
4. Decrease in suspension rate.
5. Increase in parental involvement (as compared to the previous year 2023-2024).

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2023-24?</p>	<p>We commit to delivering an academically rigorous and challenging curriculum.</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>Our vision explicitly states that our classes will have rigorous instruction and that we will establish a culture of high standards and expectations.</p> <p>This commitment was chosen as part of our ongoing vision of DWSA and the feedback from both teachers and students.</p> <p>Some students wanted more challenging and diverse classes as well as the desire to provide input into additional desired classes. Teachers felt that during the pandemic students had fallen behind in their overall content knowledge as well as their ability to make cohesive connections with instruction & content. Learning is multidimensional, contextual, and relational.</p> <p>Delivering rigorous and challenging curriculum will provide our scholars with the necessary skill set & background knowledge in their chosen field prepare them for future endeavors.</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>Create and implement unit and lesson plans that are aligned to the district’s curriculum guides and Next Generation Standards.</p>	<p>Unit plans will address Dufour’s 4 questions and include research-based intervention strategies for groups of students: including adaptations and interventions as appropriate.</p> <p>PLC, department, and curriculum meetings will include time for teachers to identify focus indicators and explore intervention strategies across grade levels.</p> <p>Use of technology and software monitor, track to support learning goals and assist students in self-evaluation.</p>	<p>Student products.</p> <p>Teams will meet on a biweekly basis to report on the success or lack of success on the use of different strategies through the analysis of student work.</p> <p>Individual teachers will gauge their success through formal and informal assessments.</p> <p>Students will evaluate their success and individual learning outcomes.</p>	<p>Curriculum guides are needed for Advisory.</p> <p>Adhere to the department meeting schedule.</p> <p>An assessment calendar will help focus and keep everyone on track.</p> <p>Teacher leaders are needed to assume roles in the professional learning community.</p> <p>Coaching in sorting activities that support acquisition, making meaning and transfer.</p>

Commitment 2

<p>Increase intentional cooperative learning and collaborative activities focused on student acquisition of study skills.</p>	<p>Teachers will be intentional about grouping of students and providing a system for working within cooperative groups.</p>	<p>Teacher and team evaluation of process and products in team or department meetings.</p> <p>Student products & student evaluation.</p>	<p>Professional development centered around training students for collaborative work, rubrics, check lists and success criteria.</p>
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Commitment 2

<p>Monitor student progress through 6 to 8 weeks data cycles.</p>	<p>Teachers will identify targeted students list and submit an intervention plan for each student at the first “one on one” conference.</p> <p>Teachers will track student’s assessment data, writing samples, performance tasks etc.</p> <p>Teachers will assess, regroup, and monitor student progress every 6-8 weeks.</p> <p>Targeted students including ELL’s and SWD’s will be placed in differentiated groups in class and receive additional support in pullout and afterschool special programming.</p> <p>Grade level teams will plan and implement RTI Plan as indicated.</p>	<p>Student learning progressions, student reflections, teacher reflections and test scores from formative assessments and I-Ready's B.O.Y, M.O.Y and E.O.Y. assessments.</p>	<p>Assessment calendar</p> <p>One-on-one conferencing with building administration or district standards administration.</p> <p>Professional development centered around small group instruction and progress monitoring.</p> <p>Grade level planning time.</p>
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Commitment 2

<p>Teachers will embed Explicit Direct Instructional strategies in their practice.</p>	<p>Teachers will explicitly plan so that students will:</p> <ul style="list-style-type: none"> • Understand the learning target and success criteria. • Participate in student-centered discussions and tasks with adequate work time to consolidate their learning and allowing for group or individual conferencing with the teacher. • Frequently self-assess their products using rubrics & check lists. 	<p>Homework completion will increase.</p> <p>Improved quality of student work.</p> <p>Improved test scores.</p> <p>Student reflections and feedback.</p>	<p>Frequent class visitations followed by feedback.</p> <p>Coaching on EDI implementation. Coaching on small group instruction.</p>
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I know what it takes to do well on tests.	80%
	I feel challenged at school.	80%
	I learn from class lessons.	80%
	I feel prepared to do well on class assignments.	80%
	My teachers expect me to do my best.	80%
	I understand how grades are assigned.	80%
	My school sets high learning standards.	80%
Staff Survey	I feel that I have enough resources, strategies and content to achieve this commitment.	90%
	Helping students meet challenging academic goals is a primary focus of my school.	90%
	Students are learning what they need to be successful in the next grade or after graduation.	90%
	I am given the instructional support I need to teach my students.	90%

Commitment 2

Family Survey	I am satisfied with the education my child receives in school.	80%
	I am satisfied with the quality of my child’s math instruction.	80%
	I am satisfied with the quality of my child’s reading instruction. I am satisfied with the quality of my child’s writing instruction. My child’s schoolwork is challenging.	80%
		80%
	I understand how grades are assigned	80%

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

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.</p> <ul style="list-style-type: none"> • At least 60% of Math and ELA iReady scores increase by at least one grade level. • Overall school performance for NYS Math and ELA performance will increase by at least 10% and 15% respectively. • Student work products reflect quality work aligned to rubrics and/or checklists. • At least 90% of students can lead a conference around their progress. Students will be able to talk about their data and their next steps to achieve personalized goals.
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Commitment 2

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 2023-24?</p>	<p><i>One World</i> is an international, nonprofit education organization that “prepares youth for the complex challenges and opportunities of the 21st Century by helping them become leaders of character, knowledgeable of the world around them and capable of changing it for the better.”</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>Since its founding ten years ago by Joe Carvin, <i>One World</i> has championed three foundational principles:</p> <ul style="list-style-type: none"> · All human beings share an essential human connection · Humanity needs new forms of global cooperation · Humanity needs to generate respectful, fallible conversations to understand the opportunities and challenges of our increasingly complex world. <p>One World:</p> <ul style="list-style-type: none"> · Develops curriculum on global education, financial readiness and technology literacy · Trains and supports teachers as they incorporate the curriculum into their classroom and form One World Clubs · Helps schools network their students and teachers with other One World schools and clubs throughout the world · Presents courses on global education, financial readiness and technology literacy directly to students and adults · Facilitates global forums and global groups of learning and practice <p><u>-Long term effects:</u> SEL, Character building, Financial Literacy, (College and Career Readiness) Literacy, and Family and community building</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Start with the end in mind	To educate global citizens. Students will exchange ideas with students around the world; sharing cultural perspectives and being open to learn from each other	Weekly contact with students from around the world through inquiry. Sharing their performances throughout the year.	Access to the media lab and ensuring per session compensation for lead teachers.
Leverage collective intelligence	By facilitating global interactions among students and teachers. Teachers will utilize the curriculum to assess how students are interacting with each other	Workshops in which teachers will be able to turn-key information to the staff to ensure transparency.	Access to the curriculum and the One World website; traveling to various countries for conferences
Learn by doing	Engaging in service-learning projects. Projects will be presented and/or demonstrated to determine if students have met the objectives for the assignment utilizing a rubric.	Projects will have direct impact on the school culture; it will be inter-connected involving academics, SEL, and the arts: Students will present a cultural event by the end of the year	Performance space, props, lighting and sound equipment, costumes, arts & crafts tools/sources
Engage Students	Students will have discourse involving real problems and by inviting students to try out solutions to those problems: Students will identify problems in the school and devise solutions to those problems (I.e. flooding in the school due to extreme rain fall)	Implementation of solutions and the effects that it has on our school community	Space for workshops (classroom)
Collaborate	Educators will work in tandem with other global educators; students will work with each	Students and teachers will articulate their level of	Classroom availability; access to technology

Commitment 3

	other to address global issues as well as domestic issues	collaboration and produce some tangible result	and other necessary resources.
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Commitment 3

Commitment 3

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel optimistic about my future?	80%
	I understand other cultures because of the “One World” initiative.	80%
	Sharing my art with other cultures has given me a larger purpose.	80%
	I understand my place in the world and can contribute to it.	80%
	I can identify global issues and speak to them intelligently with research.	75%
Staff Survey	Student interactions with each other are more positive because of the “One World” Curriculum.	80%
	Students are more engaged because of the service-learning projects.	80%
	My students understand that our world is more complex and are prepared to communicate about change because of this program.	80%
	My students understand that all humans share a common connection and can speak to this concept effectively.	80%
Family Survey	My scholar is paying attention to global issues and is speaking about them at home.	80%
	I noticed that my scholar is more respectful toward others.	80%
	The connection to the world has made my scholar more aware of global issues.	80%

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

Commitment 3

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

By the end of the year, our scholars should be able to articulate how the “One World” curriculum has inspired them to be a better human being and a contributor to society on a whole. It will serve to help them identify issues and articulate solutions that may help to make their lives better.

Commitment 3

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2023-24?	
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 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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

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.

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
Ms. Andrea Thomas	Principal
Ms. Yvonne Wright	Assistant Principal
Ms. Karen Wheeler	Teacher
Ms. Sonia Flannory	ENL Teacher
Dr. Stacie Deyglio	Teacher
Ms. Elizabeth Smith	Parent

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

We used the information that we learned from the students' perspectives to decide on our top commitments for next year. Most of our student responses point to the need to be intentional around the school environment and how our procedures and practices impact their social and emotional development. Given that we serve a middle school aged population, we collectively agreed that this must be addressed before any other commitments.

Equity Self-Reflection

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

Student and staff interview questions included aspects of the Equity Self-Reflection. We committed to two of the four core principles, Welcoming and Affirming Environment and High Expectations and Rigorous instruction, as they are explicitly stated in the school's vision and mission statements. Our self-reflection results indicated that we are emerging in these areas. Our goal is to integrate and sustain an exemplary level of practice given the age group of our student population and what we learned from the student interviews.

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, 2023.

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 2023-24 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 2023-24 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 2023-24 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2023-2 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.