



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Mount Vernon City School District	Denzel Washington School of the Arts	7-12

Collaboratively Developed By:

The Denzel Washington School of the Arts.

SCEP Development Team

Ms. Andrea M. Thomas (Principal)

Ms. Tara Lattimore – Wilson (Counselor)

Ms. Patricia Brown – Homeroom Teacher

Mr. Norman Martin – Teacher – SpEd

Ms. Karen Wheeler – Teacher (Open Assignment)

Teacher Assistant – Valrie Samuels

Parent – Ms. Herendyra Pereyra

Student – Arionna Strong

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

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Pre-AP curriculum for Math & Social Studies	☐ NEW ☒ EXPAND ☐ REFINE	Aligning with NYS Standards It prepares students for advance placement courses Students develop essential skills such as observation & analysis, evidence-based writing, high order questioning, and academic conversations. In addition, the College Board supports teachers with model lessons, assessment and instructional support. It promotes equity and aims to close the opportunity gap and expose all students to rigorous grade level instruction. The curriculum includes practice performance tasks which model questions from the AP and Regents. Research shows that even students below grade level can benefit from the Pre-AP approach to academic performance According to research, of all racial groups, Black students are the most severely underrepresented among AP examinees by approximately 50%. Whiting, G. W., PhD., & Ford, D. Y., PhD. (2009) Black Students and Advanced Placement Classes: Summary, Concerns, and Recommendations. <i>Gifted Child Today</i>, 32(1), 23-26.

Implementation

How will we do this?

KEY STRATEGY 1		PRE-AP EXPANSION
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
		When will this be in place?
Teachers registered for summer PD; did a crosswalk with NYS Standards and most of the work is aligned to NYS standard.		Sept. 1, 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Analyze midterm scores and data to see if the achievement gap has lessened due to pre-ap curriculum.		Jan. 2026
We will monitor progress to analyze the achievement of students (informative & summative)		
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Observe and analyze instruction to ensure consistency in what students are learning		April 2026

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	College Board Pre-AP Classroom	Improved test scores of 70% or better Curate assessment based on improvement or decline of test scores.	
Mid-Year Benchmark(s) (outcome data)	Midterms	50% of students improve scores on midterm (70% or better)	
End-of-the Year Targets (outcome data)	Students score better on final exams/Regents	65% of students scoring 70% or better on the Regents, midterms and finals	

Non-Instructional Key Strategies for Improvement

KEY STRATEGY 2		Addition of more Advanced Placement Classes
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
Certification of AP Art History, AP Psychology and AP Human Geography		When will this be in place?
Certifying faculty to teach these “new” classes during the summer of 25.		September
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
Student courses will reflect student interest		When will this be in place?
Offering rigorous electives		October
Complete schedules for all students		
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?
Increase the number of students taking AP classes		When will this be in place?
Students meet with counselors to request AP classes for the following year.		January

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	AP Classroom and analyze completion of lessons; survey the students and their interest in AP courses	Strong performance in AP in courses and AP exams; developing critical thinking skills, problem solving, time management, and study skills	
Mid-Year Benchmark(s) (outcome data)	Increase interest in AP courses for the following year	Students requesting AP courses	
End-of-the Year Targets (outcome data)	Scoring a 3 – 5 on AP exams	We are a Platinum school for Advance Placement	

Non-Instructional Key Strategies for Improvement

KEY STRATEGY 3		Arts Integration for all subject Areas
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
Curriculum has an arts integration component		When will this be in place?
PD for all staff on arts integration (refresher professional development)		Sept. 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
Audit teachers' lessons to ensure student-centered classroom		When will this be in place?
Provide dedicated time for collaborative planning among educators and incorporate direct arts integration strategies, standards alignment, and assessment practices.		On-going
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?
Gather data to determine current skill levels during the lesson. Examples include student observations, reflection journals, and presentations.		When will this be in place?
		May 2026

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Review rubrics to provide clear criteria for success.	Teachers provide opportunities for arts integration problems and examples.	
Mid-Year Benchmark(s) (outcome data)	Focus on observable skills and align them to curriculum standards.	Students reflect on implementing and producing feedback to each other, fostering critical thinking and communication.	
End-of-the Year Targets (outcome data)	Portfolio work and performance pieces.	Mastery at the end of the year with the arts fully integrated.	

Non-Instructional Key Strategies for Improvement

KEY STRATEGY 4		Academic Performance of SpEd Students
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
Meet with all Special Education teachers, Teacher's Assistants and support staff to set expectations.		When will this be in place?
Review IEP and 504 plans to understand accommodations and modifications.		August
		August
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Administer Baseline Assessments to identify skill gaps.		September
Scaffold Instructional material and small group instruction		ongoing
Use Data to tier students for interventions		October
1 Family engagement event to fully amalgamate SpEd students		Oct - Nov
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Regents Boot Camps: Offer after-school or Saturday sessions focused on test-taking strategies and content review.		Jan - April
Recognize SPED student achievements to boost morale and motivation.		June
Facilitate end-of-year debriefs to plan for next year's SPED supports.		June

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	All teachers review IEPs and 504 plans to understand accommodations and modifications	The learning styles and needs of all SpEd Students.	
Mid-Year Benchmark(s) (outcome data)	Review diagnostic ELA and Math assessments to identify skill gaps.	Configure a structured plan to address these skills gaps.	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	10% increase in SPED Regents proficiency. 100% of students receive appropriate testing accommodation.	10% increase SPED student achievements on Regents and local exams	
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Academic Performance Targets

Mid-Year Benchmarks and End-Of-Year Targets

We believe the successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Midterm exam scores in Math, ELA, Social Studies, and Science	Pre-AP curriculum, AP course expansion, Arts Integration, SpEd academic supports	At least 50% of students scoring 70% or higher on midterms	
	Diagnostic assessments for SpEd students	SpEd academic performance strategy	Clear identification of skill gaps and implementation of targeted interventions	
	Student enrollment in AP courses	Expansion of AP offerings	10% increase in student enrollment in AP courses compared to previous year	
	Student reflections and peer feedback in arts-integrated lessons	Arts Integration across content areas	Evidence of critical thinking, collaboration, and content mastery through student work	
End-of-the Year Targets	Regents and final exam scores	Pre-AP curriculum, SpEd academic supports	65% of students scoring 70% or higher on Regents and final exams	
	AP exam results	Expansion of AP offerings	60% of students scoring 3 or higher on AP exams; Platinum AP School designation	
	Student portfolios and performance assessments	Arts Integration	Demonstrated mastery of content through arts-integrated projects	

Non-Instructional Key Strategies for Improvement

	SpEd Regents proficiency	SpEd academic performance strategy	10% increase in SpEd student proficiency on Regents exams	
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Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement (s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	My classes challenge me to think critically and prepare me for advanced coursework.	Pre-AP Curriculum Expansion		80% agree or strongly agree	
	My classes challenge me to think critically and prepare me for advanced coursework.	Pre-AP Curriculum Expansion		80% agree or strongly agree	
	I feel supported in choosing and succeeding in AP courses.	Expansion of AP Courses		75% agree or strongly agree	
	I receive the support I need to succeed in my classes.	Academic Performance of SpEd Students		80% agree or strongly agree	
Staff Survey	The Pre-AP curriculum has improved student engagement and academic rigor.	Pre-AP Curriculum Expansion		85% agree or strongly agree	
	Students are showing increased interest in enrolling in AP courses.	Expansion of AP Courses		80% agree or strongly agree	
	I regularly incorporate arts-based strategies into my instruction.	Arts Integration		85% agree or strongly agree	

Non-Instructional Key Strategies for Improvement

	I use data and IEPs to guide instruction for students with disabilities.	Academic Performance of SpEd Students		90% agree or strongly agree	
Family Survey	My child is being prepared for advanced coursework through challenging instruction.	Pre-AP Curriculum Expansion		80% agree or strongly agree	
	My child has access to AP courses that align with their strengths and interests.	Expansion of AP Courses		80% agree or strongly agree	
	My child shares projects or performances that connect the arts with academic subjects.	Arts Integration		85% agree or strongly agree	
	My child's learning needs are being met through accommodations and support.	Academic Performance of SpEd Students		85% agree or strongly agree	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** **DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.**

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
SEL development and our Wellness room	☐ NEW ☒ EXPAND ☐ REFINE	Wellness rooms provide a quiet, calming space where students can step away and distress, reducing anxiety and promoting academic well-being When students are calmer and more focused, and able to regulate, they are better equipped to learn and participate in class, leading to improved academic outcomes. Help us to identify students with mental health challenges and connect them to appropriate services before the issues escalate

Implementation

(How will we do this?)

KEY STRATEGY 1 SEL & WELLNESS	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
Ensure that the Wellness room is active; Ribbon cutting ceremony	When will this be in place?
Orientation will explain the purpose of the Wellness room	
We are a certified grief sensitive school	
FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Monitor student and staff use of the Wellness suite for effectiveness	
Utilization and early milestones of SEL Resources	
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Reduction in conflict and self-regulation	
Utilize suspension and detention data to inform our next steps	
Increase in positive communication with parents and positive reinforces for students	

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Establishing protocols, procedures and expectations for utilizing the wellness room; overview of the wellness resources; early survey and orientation	Proper utilization of the wellness room; an awareness and respect of the wellness space and resources	

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	Suspension and detention data; reviewing sign-ups of utilization of the wellness room and resources	Reduction in suspensions and detention; increase in students seeking out counselors and SBST to discuss any concerns; increase in staff & students' mindset and approach to wellness and SEL	
End-of-the Year Targets (outcome data)	Reduction in suspensions & detentions	Students are having healthy conversations about mental issues and concerns	

Non-Academic Performance Targets

Mid-Year Benchmarks and End-Of-Year Targets

We believe the successful implementation of these non-instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Suspension and detention data	SEL and Wellness Room	20% reduction in suspensions and detentions compared to same time last year	
	Wellness room usage logs and counselor referrals	SEL and Wellness Room	Increased student-initiated use of wellness resources and counseling services	
	Student and staff SEL survey responses	SEL and Wellness Room	75% of students and staff report improved emotional regulation and school climate	
End-of-the Year Targets	Year-end suspension and detention totals	SEL and Wellness Room	30% reduction in disciplinary incidents compared to 2024–25	
	Student wellness and SEL survey results	SEL and Wellness Room	80% of students report feeling supported and safe at school	
	Parent communication logs and feedback	SEL and Wellness Room	Increase in positive parent-school interactions and student recognition events	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	I know how to use the Wellness Room when I need support.	SEL and Wellness Room		85% agree or strongly agree	
	I feel safe and supported at school.	SEL and Wellness Room		80% agree or strongly agree	
Staff Survey	The Wellness Room has helped reduce student behavioral incidents.	SEL and Wellness Room		80% agree or strongly agree	
	I feel supported in addressing students' social-emotional needs.	SEL and Wellness Room		85% agree or strongly agree	
Family Survey	My child feels safe and supported at school.	SEL and Wellness Room		80% agree or strongly agree	
	The school provides resources to support my child's emotional well-being.	SEL and Wellness Room		85% agree or strongly agree	

Non-Instructional Key Strategies for Improvement

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 "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

The Denzel Washington School of the Arts assembled a diverse SCEP team to ensure meaningful stakeholder engagement in the improvement planning process. Led by Principal Andrea M. Thomas, the team included Counselor Tara Lattimore-Wilson, Homeroom Teacher Patricia Brown, SpEd Teacher Norman Martin, Open Assignment Teacher Karen Wheeler, Teacher Assistant Valrie Samuels, Parent Herendyra Pereyra, and Student Arionna Strong. This cross-section of staff, family, and student voices collaboratively analyzed data, shared insights, and co-developed strategies. Their inclusive participation fostered ownership, reflected varied perspectives, and ensured the plan addressed academic and social-emotional priorities aligned with the school's vision for equity and excellence.

Our Team's Steps

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

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team members' participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Next Steps

[illegible]

