



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Syracuse City School District	Henninger High School	9-12

Collaboratively Developed By:
The Henninger High School SCEP Development Team

And in partnership with the staff, students, and families of Henninger High School.

Guidance for Teams

Goals & Actions

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?**”

Resources for the Team

- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)

Graduation Rate Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal		2019-20 Graduation Rate	
All Students	4-year	67.9% Graduation Rate	4-year	62.2%
	5-year	66.4% Graduation Rate	5-year	68.7%
	6-year	66.2% Graduation Rate	6-year	67.3%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Graduation Rate? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content?)
Lack of sufficient outreach, including mentoring, provided to struggling students.	All
Inefficient bootcamp results and credit recovery process due to inconsistent implementation of tier 2 and tier 3 supports, and underdeveloped systems for bootcamp and credit recovery.	All
Gap of implementation of AVID strategies due to insufficient training for teachers and administrators on AVID and writing across the content areas, and a follow-up coaching system to support teachers as needed.	All

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/21	1/22	Provide admin and teachers with training on the schoolwide instructional practices that include AVID WICOR and writing across all content areas including specials.	Admin/ Instru Coach
8/21	1/22	Align the focus of instructional strategies with the priorities of the feeder schools.	Admin/ Instructional Coach
8/21	1/22	Develop and provide PD for teachers and update the required district-wide PD Plan at least quarterly to reflect the trainings.	Admin/ Instructional Coach
8/21	1/22	Monitor implementation through daily classroom walkthroughs with actionable feedback to teachers within 48 hours in all content areas and special areas. Provide each teacher with feedback a minimum of bi-monthly. Incorporate AVID WICOR and writing in the walkthrough	Admin/ Instructional Coach

		tool (“DIN” & “Tickets Out the Door”). Communicate with District Leads any HHS specific look-fors that will be incorporated in Whetstone and to include in T & L walkthrough feedback.	
8/21	1/22	Participate in the monthly District AVID Site Team meetings and use the information to plan support and next steps for the HHS rollout.	Admin/ Instructional Coach
8/21	1/22	Use weekly surveys (as part of HHS Canvas page, Knightly Dispatch) with teachers to determine what teachers feel confident with and what they need additional support and training with/and also highlight and celebrate teachers to share best practices.	Admin/ Instructional Coach
8/21	1/22	Provide teachers with additional support during Coach Office Hours as needed and/or requested by teachers.	Admin/ Instructional Coach
10/21	1/22	Work with teachers on a Collaborative Coaching and Learning System to provide teachers with access to best instructional practices and improve teacher instructional planning and delivery during weekly PLC time to discuss and address ways to meet the needs of individual students and to share ideas.	Admin/ Instructional Coach
10/21	1/22	Work with department heads to develop schedule for cycle of CCL and monitor progress monthly.	Admin/ Instructional Coach
10/21	6/22	Create, implement and monitor a system for marking period and credit recovery that includes monitoring student grades and credits, monitoring student goals, and implementing interventions and “Sprints”. <i>The above represents a suggested revision to more explicitly connect to the action steps in January to June below. No new strategies were added by the District SCEP Team as the information was taken from the action steps below.</i>	Admin
10/21	6/22	Develop and implement lunch groups and create opportunities for 12th graders to mentor 9 th graders.	Admin

Gauging Success: Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2021.

Cohort Group	On-Track in January 2021	January 2022 Target
4-year	50% (2020)	65% have 17.5 credits towards graduation earned
5-year	64% (2020)	65% have earned 19.5 credits towards graduation earned
6-year	64% (2020)	66.2% have earned 19.5 credits towards graduation earned

Planning for January to June

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

Start	End	Action	Lead
1/22	1/22	Check for student goals achieved and celebrate successes.	Admin
1/22	6/22	Hold weekly check ins with the mentees by the mentor at a minimum	Mentors
1/22	6/22	Implement Tier 2 interventions using student support staff.	Mentors
1/22	6/22	Implement Tier 3 interventions using the student intervention team.	SIT
1/22	6/22	Complete team study of student report cards	Mentors
1/22	6/22	Complete audit of student transcripts	Admin
1/22	6/22	Hold weekly meetings to discuss student progress and develop interventions when needed.	Communicators
1/22	6/22	Provide "Sprint" for students who need additional support for credit recovery.	Admin
1/22	6/22	Continue to provide admin and teachers with training on the schoolwide instructional practices that include AVID WICOR and writing across all content areas including specials.	Admin/ Instructional Coach
1/22	6/22	Continue to develop and provide PD for teachers and update the PD Plan at least quarterly to reflect the trainings.	Admin/ Instructional Coach
1/22	6/22	Continue to monitor implementation through daily classroom walkthroughs with actionable feedback to	Admin/ Instructional Coach

		teachers within 48 hours in all content areas and special areas. Provide each teacher with feedback a minimum of bi-monthly. Incorporate AVID WICOR and writing in the walkthrough tool (“DIN” & “Tickets Out the Door”). Communicate with District Leads any HHS specific look-fors that will be incorporated in Whetstone and to include in T & L walkthrough feedback.	
1/22	6/22	Continue to participate in the monthly District AVID Site Team meetings and use the information to plan support and next steps for the HHS rollout.	Admin/ Instructional Coach
1/22	6/22	Continue to use weekly surveys (as part of HHS Canvas page, Knightly Dispatch) with teachers to determine what teachers feel confident with and what they need additional support and training with/and also highlight and celebrate teachers to share best practices.	Admin/ Instructional Coach
1/22	6/22	Continue to provide teachers with additional support during Coach Office Hours as needed and/or requested by teachers.	Admin/ Instructional Coach
1/22	6/22	Continue to work with teachers on a Collaborative Coaching and Learning System to provide teachers with access to best instructional practices and improve teacher instructional planning and delivery during weekly PLC time to discuss and address ways to meet the needs of individual students and to share ideas.	Admin/ Instructional Coach
1/22	6/22	Continue to work with department heads to develop schedule for cycle of CCL and monitor progress monthly.	Admin/ Instructional Coach

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team’s plan for Graduation Rate.

- Students shared that they would like to have more opportunities to interact with peers and staff. We are developing lunch groups and opportunities for 12th graders to mentor 9th graders.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for Graduation Rate.

- The team shared that they thought it was important to consider culturally responsive practices and engage in positive interaction with students and staff. See activities defined in the Survey Goal.

ELA Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index/Baseline Data
All Students	150.4 Academic Achievement Index	102.4
All Students NWEA Reading	10%-point decrease in Level 1 from September baseline 5%-point increase in Level 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
<p><u>Area of need and data reviewed to determine root cause and action plan:</u> ELA passing rates have dipped. Tier 1 instructional practices have been linked to Regents and NWEA data. Other data include student participation rates in Regent's review; walk-through observations; and SchoolTool. Based on the data, coaches, PL leadership team, and teacher leaders design PD to grow effective tier 1 practices, including: questions techniques; personalized learning; social emotional learning; and data drive practices.</p> <p><u>Root Cause:</u> Inconsistent training, monitoring and personalized goals and support for teachers on effective tier 1 practices, including: question techniques; personalized learning; social emotional learning; and data driven practices.</p>	Content Areas

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead

8/21	9/21	<p>Teacher Growth-</p> <p>Develop a PD plan surrounding support in three areas: Lesson Objectives matched with standards using Costa’s levels of questioning; Organization, including writing and goal setting; and authentic engagement, including personalized learning and project-based learning. Capture the trainings in the district-required PD Plan template and update quarterly as needed.</p> <p>Teachers will identify specific areas where they need support along with indicators for how that growth will be measured.</p>	Instructional Coach
9/21	1/22	Instructional Goals – Departments and interdisciplinary teams will engage in peer-coaching using indicators to drive feedback. Teams will consider collaborative re-teaching of concepts that the students struggle with.	Admin/Depart. Chairs/Teacher Leads
9/21	1/22	Offer additional support for math during math lab and math lunch.	Department Chairs/Admin
9/21	1/22	Create a plan with department chairs/lead teachers to set goals with teachers. Teachers will create a goal they want to achieve for the year. They will set a benchmark to check progress.	Admin/Department Chairs
9/21	1/22	Create a walkthrough schedule with admin to collect data to drive PD.	Instructional Coach
9/21	1/22	Set up and hold meetings with students to assist in developing a plan to create a positive school environment.	Admin

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Fall 2021 Baseline	January 2022 Target
Reading	TBD in Fall 2021	7%-point decrease in Level 1 from baseline
NWEA		3%-point increase in Levels 3-4 from baseline

Planning for January to June

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

Start	End	Action	Lead
1/22	6/22	Teachers will revisit personal goals that were set. They will assess whether they have achieved the goal, and if so, they will create new goals for the second semester.	Teachers
1/22	6/22	Continued targeted academic support with more choice in format provided by teams.	Instruc Coach/Admin
2/22	6/22	Use interim/Regents data to determine spring action plan for language and linguistics.	
4/22	6/22	Staff will revisit methods for reviewing with students, collaborating to offer choice for students who need review classes...Saturday sessions, School Break Study Camps, before and after school. Review sessions will be more strategically planned so students can attend all the sessions they need.	Teachers/Instruc. Coach
5/22	6/22	Regents review that is strategically grouped by content in a league format for 4 weeks before Regents.	Teachers/Instruc. Coach

Learning As A Team

Directions

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

Student Interviews

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

- The responses from students were that they want to build positive relationships with students and staff. Students want to enjoy learning. They would like more credit recovery (CR) activities.

Equity Self-Reflection

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

- We considered that it was important to create a school culture that students want to learn and take pride in. We are setting up meetings with students to assist in developing a plan to create a positive school environment.

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 Math Academic Achievement Index
All Students	97.7 Academic Achievement Index	72.4 Academic Achievement Index
All Students NWEA Math	10%-point decrease in Level 1 from September baseline 5%-point increase in Level 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Gaps in training and consistent classroom walkthroughs to monitor and improve instruction.	Core Classes
Algebra passing rates are low. Tier 1 instructional practices have been linked to Regents and NWEA data. Other data includes student participation rates in Regents review; walk-through observations; and Schooltool. Based on the data, coaches, PL leadership team, and teacher leaders design PD to grow effective tier 1 practices. Professional development on effective tier 1 practices has not consistently been provided nor monitored.	
Students lack academic language, conceptual understanding, and requisite foundational skills needed for success.	

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
9/21	10/21	Continue to implement support in three areas: Lesson Objectives matched with standards, using Costa's levels of questioning; Organization, including writing and goal setting; and authentic engagement, including personalized learning and project-based	Instructional coach

		learning. Capture the trainings in the district-required PD Plan template and update quarterly as needed.	
		Teachers will continue to identify specific areas where they need support along with indicators for how that growth will be measured.	
10/21	1/22	Monitor implementation through daily classroom walkthroughs with actionable feedback to teachers within 48 hours.	Admin/ Instruct. Coach
10/21	1/22	Instructional Goals - Teachers will use guiding documents from "Teacher Growth" to set personal goals; departments and interdisciplinary teams will engage in peer-coaching using indicators to drive feedback. Teams will consider collaborative re-teaching of concepts with which students struggle.	Instructional coach
9/21	1/22	Offer academic math support to students during lunches.	Teachers Teams
9/21	1/22	Continued use of personalized learning Core-4 strategies and practices, with embedded support in classrooms.	Teachers
9/21	1/22	Implement language-based strategies for vocabulary instruction and support specific to constructed responses.	Teachers/ Instructional coach

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Fall 2021 Baseline	January 2022 Target
Math	TBD in Fall 2021	7%-point decrease in Level 1 from baseline
NWEA		3%-point increase in Levels 3-4 from baseline

Planning for January to June

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

Start	End	Action	Lead
-------	-----	--------	------

1/22	6/22	Revisit personal goals set in September and set new goals for the second semester; departments and interdisciplinary teams will continue with peer-coaching using indicators to drive feedback. Teams will continue to consider innovative approaches to re-teaching.	Teachers
1/22	6/22	Continued targeted academic support with more choice in format provided by teams.	Instructional coach
1/22	6/22	Continued use of Personalized Learning Core-4 strategies and practices, with embedded support in classrooms.	Teachers/ Instructional coach
1/22	6/22	Continue to monitor implementation through daily classroom walkthroughs with actionable feedback to teachers within 48 hours.	Admin/ Instruct. Coach
2/22	6/22	Use interim/Regents data to determine spring action plan for language and linguistics.	Instruc coach/admin
4/22	6/22	Revisit methods for reviewing with students, collaborating to offer choice for students who need review classes, e.g., Saturday sessions, vacation bootcamps, before school. Review sessions will be more strategically planned so students can attend all the sessions they need.	Depart. Chairs/instructional coach/admin/ Staff
5/22	6/22	Provide Regents review that is strategically grouped by content in a "league" format for the five Saturdays before Regents.	Instructional coach/admin

Learning As A Team

Directions

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

Student Interviews

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

Students shared how difficult it was to learn during the pandemic. They shared stories about how they were affected mentally. Teams will collaboratively re-teach concepts with which students struggle. Students will be offered academic math support to students during lunches and provided targeted academic support with more choice in format provided by teams.

Equity Self-Reflection

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

We will utilize the opportunities students have with additional math support to assess student progress. Integrate math games when there are opportunities. Students will be offered academic math support to

students during lunches and provided targeted academic support with more choice in format provided by teams.

Survey Goal End-of-the-Year Desired Outcomes

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Students	Is it important to have opportunities to discuss race and racism?	85% strongly agree or agree	47%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Survey ? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not offered enough opportunities for students to express their thoughts and feelings about social justice. Students lack the skills to deal with and respond effectively to injustice. If students have more opportunities to partake in more CRE, they may learn to respect one another's differences.	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?

Start	End	Action	Lead
8/21	8/21	Meet with environmental teacher to develop a plan for September.	Teacher Dowdell
8/21	8/21	Meet with students and teacher to listen to student plan.	Teacher Dowdell
8/21	8/21	Meet with Chief Buckner and outside agencies to discuss additional support and resources to develop students' plans.	Dowdell
9/21	6/22	Students will participate in various aspects of decision-making groups/committees within the school (student government, PTSO, SCCT, SLT, Superintendent's Cabinet, KIA).	Teacher Student Admin

10/21	10/21	Create campaign to launch within the school building (Clean Schools, An Environment of Respect, Be On Time, Let's Come to School, Get Involved) Come up with incentives for each month.	Students
11/21	11/21	Meet with students to create an environmental social justice section in the Henninger Knightly newsletter.	Students Teachers
12/21	12/21	Hold school-wide door decorating contest. Students organize, judge, and make presentations.	Students

Gauging Success: Mid-Year Benchmark

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

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

Data Source	January 2022 Target
Issue a survey to students.	80% of students report strongly agree or agree.

Planning for January to June

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

Start	End	Action	Lead
1/22	1/22	Get feedback from outside agencies about our student's level of engagement and contribution.	Teacher Admin
1/22	6/22	Review student progress and involvement in environmental social justice club	Student Teachers
1/22	5/22	Prepare students for the end of the year student summit.	Teachers
6/22	6/22	Hold student summit.	Students Teachers

Learning As A Team

Directions

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

Student Interviews

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

- We realized that our students do not have many positive outlets. They hear and see a lot of bad and negative things that happen in our communities. It is not our “normal.” Students do not know how to get involved and make a difference. We want to empower our students to be civic ready to get involved in their community.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for Survey

- We want our students to know we hear them, and we will assist with the resources they need to make a difference. They also need to know that their level of involvement is based on their level of comfort. It will look different for all students.

English Language Proficiency Goal End-of-the-Year Desired Outcomes

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
1.00 ELP Success Ratio for All Students subgroup	0.95 ELP Success Ratio for All Students subgroup
National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Writing June 2021 School Rate of Success: 42%
National Geographic Assessment Vocab, Grammar, Comprehension - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Target: 15%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELP? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Gaps in effective Tier 1 instructional practices and teacher modifications, scaffolds, and supports for ENL students in content area classrooms to address gaps in academic language, background knowledge, conceptual understanding, and requisite foundational skills requisite for success and extension of current student learning.	ENL
Inconsistent collaboration between ENL teachers and content subject area teachers to plan and effectively implement best practice modifications, scaffolds and supports to make learning comprehensible and accessible to ELL students.	ENL
Gaps in efficient delivery of socio-emotional support to students to address student chronic absenteeism and skipping of classes which cause further gaps in student learning.	ENL

Gaps in consistent classroom walkthroughs to monitor and improve instruction.	ENL
---	-----

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
9/21	9/21	Administer Foundational Skills/Content Knowledge Assessments to students entering each grade level subject area to identify areas of gaps in student learning and plan and administer reteaching to prepare students for success in the subject areas. Work with grade level subject area teachers to determine assessments to be administered.	Teachers Dept. Chairs
9/21	1/22	Facilitate students to set goals per marking period and reflect on goals regularly.	Teachers
9/21	9/21	Use guiding documents from “Teacher Growth” to set personal goals.	Teachers Instructional Coach
9/21	1/22	Engage in peer-coaching monthly using indicators to drive feedback.	Depts/Inter Disciplinary teams
9/21	1/22	Collaborative re-teaching of concepts with which students struggle.	Teachers Instructional coach
9/21	12/21	Train (PD) teachers to implement best practice strategies for teaching ENL/ELL students in content area subjects, including use of content and language objectives, a variety of learning resources and visuals, modification of content to student proficiency levels, integration of reading, writing, listening, and speaking activities into instruction, building background knowledge, linking new learning to previous learning, vocabulary instruction (both Tier 1 and academic vocabulary) clear explanations, use of modeling, visuals, demonstrations and gestures, frequent questioning, checks for understanding, opportunities for student interaction and dialogue, immediate and specific feedback, formative assessments. Capture the trainings in the district-required PD Plan template and update quarterly as needed.	Instructional coach
9/21	12/21	Collaborate continuously with ENL teachers to provide appropriate modifications, scaffolds, and supports to ENL/ELL students with respect to curriculum and instruction.	Instructional coach
10/21	12/21	Utilize classroom walkthrough tool for a minimum of bimonthly for each teacher, with actionable feedback within 48 hours, data collection and analysis from walkthroughs, attendance team, and SIT reports to monitor above strategies identify areas for more targeted coaching and support and provide such coaching and support.	Admin
9/21	12/21	Partner with Northside CYO to utilize college tutors and supports and resources for our students.	Admin Teachers

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline 2021 Performance	January 2022 Target
National Geographic Assessment	<p><i>(This is a new assessment with baseline success rate data calculated in June 2021. No January 2021 School Rate of Success data in January 2021.)</i></p> <p>National Geographic Assessment Writing - June 2021 School Rate of Success Baseline: 42%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Baseline: 15%</p>	<p>National Geographic Assessment Writing: 67%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension: 58%</p>

Planning for January to June

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

Start	End	Action	Lead
1/22	6/22	Continue to facilitate students to set goals per marking period and reflect on goals regularly.	Teachers
1/22	6/22	Capture the trainings in the district-required PD Plan template and update quarterly as needed.	Instructional Coach/Admin
1/22	5/22	Progress monitor goals and subgoals, determine potential pass rate for NYSESLAT using collected data to analyze upon return of official NYSESLAT data.	Teachers
1/22	6/22	Revisit personal goals set in September and set new goals for the second semester; departments and interdisciplinary teams will continue with peer-coaching using indicators to drive feedback. Teams will continue to consider innovative approaches to reteaching.	Teachers
1/22	6/22	Continue targeted academic support with more choice in format provided by teams.	Teachers
1/22	6/22	Utilize classroom walkthroughs with actionable feedback to teachers to monitor implementation of: Tier 1 instructional strategies Use of AVID strategies Use of modifications, scaffolds, and supports to ENL students	Instructional Coach/ Admin

	Collect and analyze data from classroom walkthroughs and monthly progress reports of students in credit recovery classes.	
	Identify areas for more targeted support and coaching and provision of such supports and coaching.	

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan for ELP
We notice our students experienced many challenges this past school year. We need to support them as they transition back into the school setting. Therefore, we will partner with Northside CYO to provide supports and resources for our students.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for ELP
We believe we can supplement resources and support for our students by reaching out to the community. There are many organizations that offer resources for our students and families. We will connect with these agencies and build a bridge for our students to encourage their success.

Chronic Absenteeism Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	34.7% Chronic Absenteeism Rate	39.4%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Gaps in efficient delivery of socio-emotional supports and identification of socio-emotional need of students and families to address student chronic absenteeism.	No
Gaps in effective Tier 1 instructional practices to address gaps in student foundational skills and content knowledge requisite for success at each grade level and extend current student learning.	No
Lack of implemented tiered interventions, including specific feedback, scaffolds and analysis of data, for students who are chronically absent or at-risk of being chronically absent.	No

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above?

Start	End	Action	Lead
8/21	9/21	Create tiers of chronically absent students and match them with tiered interventions and supports including assigned support staff.	Attendance SIT Teams
9/21	1/22	Conduct personal phone calls to each student who is chronically absent and their parents/guardians. Engage teachers in contacting any student they may have personal connections with.	Attendance SIT Teams
8/21	9/21	Collaborate to develop new/more efficient and student individualized initiatives to effectively engage more students and families with school.	Admin
9/21	10/21	Create and implement a formalized process for reaching out to students and capturing the information about the contacts. Collaborate with District Leaders to contact, engage and make accurate enrollment information for students.	Admin Teachers
9/21	1/22	Conduct weekly SIT and Attendance Team Meetings using data to monitor progress of implementation of student socio-emotional support initiatives.	Admin SIT Attendance Teams
9/21	1/22	Clean up the attendance data based on the district protocols to reflect the accurate percentage of students attending. Including providing students with support related to enrolling in a different district if they have moved but are still on our roster.	Admin
9/21	12/21	Utilize classroom walkthroughs with actionable feedback to teachers to monitor implementation of: Tier 1 instructional strategies, use of AVID strategies, use of feedback, modifications, scaffolds and supports, collect and analyze data from classroom walkthroughs weekly. Identify areas for more targeted support and coaching.	Admin

Gauging Success: Mid-Year Benchmark

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

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

Data Source	Subgroup	Fall 2021 Results (baseline)	January 2022 Target
Chronic Absenteeism Rate	All Students	TBD	38.8%

Planning for January to June

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

Start	End	Action	Lead
-------	-----	--------	------

1/22	6/22	Continue to use attendance and anecdotal data to monitor progress of tiered socio-emotional supports for students and to inform more targeted interventions	Attendance and SIT teams
1/22	6/22	Continue to create tiers of chronically absent students and match them with tiered interventions and supports including assigned support staff.	Attendance and SIT teams
1/22	6/22	Continue to implement individualized student and family engagement plans and monitor bi-weekly the impact on student attendance. Adjust plans as needed.	Attendance and SIT teams
1/22	6/22	Continue to conduct personal phone calls to each student who is chronically absent and their parents/guardians. Engage teachers in contacting any student they may have personal connections with.	Attendance SIT Teams
1/22	6/22	Continue to utilize classroom walkthroughs with actionable feedback to teachers to monitor implementation of: Tier 1 instructional strategies Use AVID strategies Use of feedback, modifications scaffold and supports Collect and analyze data from classroom walkthroughs weekly. Identify areas for more targeted support and coaching and provision of such support and coaching.	Admins and instructional coach

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan for CA.

We realized the students had various learning experiences over this past year. Some students were able to identify their learning style and advocate for how they learn best. It is important as we go into this school year that we give opportunity for students to have personalized learning opportunities and receive individualized student plans.

Equity Self-Reflection

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

Each grade level admin will work with grade level teachers and department chairs to ensure that students are supported during their academic learning experience. Admin will monitor student progress throughout the year to inform and provide targeted interventions.

College, Career, & Civic Readiness Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 CCCR Index
All Students	88.2	83.4

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for CCCR? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not made known to students the available opportunities to take part in or receive and have not provided adequate supports to ensure their success in doing so.	All
We have not promoted student ownership of the school community by communicating common expectations for respecting one another and the school environment to all stakeholders.	All

Targeted Monitoring

Prior to the start of the school year, all schools completing this goal should calculate the anticipated CCCR index of its 2018 cohort based on what the school sees as the likely results at the end of the 2021-22 school year.	
Initial Anticipated Score of 2018 cohort	At least 90
Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5.	
Schools should identify below the specific readiness measures that the school will promote, support, and monitor so that the CCCR index for the 2018 cohort improves.	
Readiness Measure to receive additional support and monitoring	
Student enrollment in AP and Dual Credit courses	
Student enrollment in courses leading to a CTE Endorsement	
Student participation in Seal of Biliteracy	
Students on-track to receive a Regents diploma with Advanced Designation	

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/21	9/21	Choose Knights in Action that have times in their schedule to mentor 9 th grade students. KIA will also offer additional support in math classes for 9 th and 10 th graders.	SCC/Admin
9/21	12/21	Develop a mentoring plan for 9 th graders.	SCC

		Share the plan with staff. Choose students based on school counselor's recommendations. Set marking period goals.	
11/21	12/21	Create Community and Culture building through student mentors. Review student progress. Adjust goals where necessary. Set new goals for marking period. Make a plan to achieve goal.	KIA/SCT
9/21	1/22	Progress monitor the mentoring plan by collecting and analyzing data on each mentee.	SCC
9/21	9/21	Complete the ESSA Indicators Worksheet to determine the anticipated CCCR index for 2018 cohort based likely results at the end of the 2021-22 school year.	Admin
9/21	9/21	Identify a larger number of students for AP and Dual Credit Classes, courses leading to a CTE endorsement, participation in Seal of Biliteracy, and Regents Diploma with Advanced Designation whose increased academic performance can increase the school's CCCR Point Total.	School counselors
9/21	10/21	Identify/develop interventions to be provided to these students to increase their successful academic performance in these advanced classes, with the goal of meeting the CCCR target goal.	School counselors Admin
9/21	12/21	Identify data and intervals for data collection for monitoring progress of these students towards specified targets/goals.	Admin
9/21	12/21	Analyze collected data, progress monitor weekly, identify areas for improvement, and provide more targeted interventions to improve students' performance.	Admin

Gauging Success: Mid-Year Benchmark

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection by assigning the highest value to each student in the 2018 cohort that the school is relatively certain can be achieved.

The school's mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated. The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated

Initial Anticipated Score	Mid-Year Anticipated Score Goal	End-of-the-Year Goal
90	75	88.2

Planning for January to June

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

Start	End	Action	Lead
1/22	6/22	Continue to monitor progress of identified students for CCCR Points.	Instructional Coach/Transition Counselor/ Senior Cohort Admin.
1/22	6/22	Continue to monitor progress of students in credit recovery classes.	Guidance Counselor
1/22	6/22	Continue to analyze collected data, progress monitor, identify areas for improvement, and provide more targeted interventions to improve students' performance.	Admins/ Guidance/ Instructional Coach/Grade Level Admin
1/22	6/22	Continue to hold weekly SIT and Attendance Team Meetings to monitor progress of implementation of student socio-emotional support initiatives.	Special Education Teachers/ School Counselors/SIT/ Attendance Team
1/22	6/22	CDOS- administer Skills USA (or whatever career assessment we are using this year- we were looking at changing last year and then COVID happened) to every student.	CDOS Coordinator

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan for CCCR.

Student responses caused us to realize that students had many struggles during the past year. They are ready for some things to be "normal". They said they struggled with virtual learning and are excited to be back. Many remote students stated it was a difficult learning year. We will focus on Community and Culture building through student mentors.

Equity Self-Reflection

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

We want to support our students as they transition back into the school building. Students need time to acclimate to an in person academic routine. We will focus on Community and Culture building through student mentors.

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following goal(s) as follows	Graduation Rate, ELA, Math, ELP, CCCR

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
Shirelle Dowdell	Principal
Nadia Essi	AI
Colleen Osterman	Instructional Coach
Mindy McCarthy	Teacher
Kate Rood	Teacher
Allyssa Nicotra	Teacher
Todd Germain	Teacher
Joanne Spohn	Teacher
Abby Dempsey	Teacher
Lorraine Liepke	Teacher
Laurie Collins	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
3. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
4. Determining priorities and goals based on the needs identified
5. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
6. Identifying resources for each goal

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	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals	Identifying Resources
6/3/2021	X	X				
6/9/2021	X	X				
7/23/2021					X	X
7/27/2021					X	X
8/10/2021			X	X		
8/11/21			X	X	X	

Submission Assurances

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.