

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010000
School Name:	Huntington PreK-8 School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Joanne Harlow	Title	School Principal
Phone	315-435-4565	Email	jharlow@scsd.us
Website for Published Plan	www.scsd.us		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent	<i>Sharon L Contreras</i>	Sharon L. Contreras, Ph.D.	Jul-15
President, B.O.E. / Chancellor or Chancellor's Designee	Not Applicable	Not Applicable	Not Applicable

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- | | |
|-----|--|
| N/A | 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers |
| NA | 2. <i>If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,</i> it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver." |
| x | 3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |
| x | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
| x | 5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c. |
| x | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| x | 7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices. |
| NA | 8. <i>If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f,</i> the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school. |

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
October 6, 2014	Huntington PreK-8 School	2-Mar-15	Huntington PreK-8 School
November 3, 2014	Huntington PreK-8 School	13-Apr-15	Huntington PreK-8 School
December 1, 2014	Huntington PreK-8 School	4-May-15	Huntington PreK-8 School
January 5, 2015	Huntington PreK-8 School	8-Jun-15	Huntington PreK-8 School
Feb. 2, 2015	Huntington PreK-8 School	15-Jul-15	Huntington PreK-8 School

Name	Title / Organization	Signature
Deb Poswiata	Teacher	
JoAnn Bolduc	Teacher	
Terry Cameron	Teacher	
Elana Stroman	Teacher	
Millie Lazzaro	Teacher	
Erin Palmer	Teacher	
Louanne Guiffrida	Teacher	
Jennifer DeCarlo	Teacher	
Amy Quade-King	Teacher	
Matthew Meagher	Teacher	
Michelle Musumeci	Teacher	
Gia Palermo	Parent	
Kathy Dempf-Aldrich	ELA Instructional Coach	
Alana Castrello	Math Instructional Coach	
Joanne Harlow	Principal	
Ric Ballenger	Vice Principal	
Leanna Kirch	Vice Principal	
Cindy Watkins	Vice Principal	

School Information Sheet							
Grade	PreK-8	Total Student	982	% Title I		% Attendance	92.5
% of Students	65	% of Students	2	% of Limited	13	% of Students	17

Racial/Ethnic Origin of School Student Population											
% American	1	% Black or	34	% Hispanic or	8	% Asian, Native	8	% White	33	% Multi-Racial	6

School Personnel							
Years Principal Assigned to	2	# of Assistant Principals	3	# of Deans	0	# of Counselors / Social	3
% of Teachers with NO Valid	0	% of Teachers Teaching Out	0	% Teaching with Fewer than 3	2	Average # of Teacher	3.2

Overall State Accountability Status							
Priority School	No	Focus School Identified by a	Yes	SIG 1003(a) Recipient	No	SIG 1003(g) Recipient	No
Identification for ELA?	N/A	Identification for Math?	N/A	Identification for Science?	N/A	Identification for High School	N/A
ELA Performance at Level 3	11	Math Performance at Level 3	12	Science Performance at Level	59	Four-Year Graduation Rate	
% of 1st Year Students Who	N/A	% of 2nd Year Students Who	N/A	% of 3rd Year Students Who	N/A	Six-Year Graduation Rate	N/A
Persistently Failing School	No	Failing School (per Education	No				

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	NO	Black or African American
YES	Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander
NO	White		Multi-Racial
NO	Students with Disabilities	NO	Limited English Proficient
NO	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	NO	Black or African American
YES	Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander
YES	White		Multi-Racial
NO	Students with Disabilities	NO	Limited English Proficient
NO	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	NO	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
NO	White		Multi-Racial
YES	Students with Disabilities		Limited English Proficient
NO	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Teachers/teams met on a weekly basis with coaches to plan ELA and Math CCLS/SCSD aligned instruction to increase understanding of content for students, as measured by informal and informal assessments; Teachers engaged in PD around higher level questioning and problem-solving and purposefully plan for opportunities that allow students to respond to higher level questioning, grapple with complex tasks, and explain their thinking.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

All teachers use research-based instructional practices/strategies that are aligned to lesson plans that are differentiated and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. Moving forward, this will occur via Personalized Blended Learning.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

Teachers and leaders design individualized, personalized, and rigorous core instruction aligned to district curricula; Teachers and leaders will collaborate to deliver rigorous core instruction in an engaging way every day; Teachers and leaders frequently use data from district assessment systems (A-Net and STAR) to ensure powerful, targeted instruction leads to meaningful learning;

- List the identified needs in the school that will be targeted for improvement in this plan.

designing and delivering powerful core instruction to all students every day and providing targeted interventions to struggling learners and sub-groups.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

If we...

Provide teachers and leaders with a district-wide assessment system, data analysis tools and training...

And teachers and leaders access and use student assessment data...

And teachers and leaders align instructional plans with district curriculum...

And teachers deliver rigorous core instruction every day...

...Then students will demonstrate improvements in ELA and math on local and state assessments.

- List the student academic achievement targets for the identified subgroups in the current plan.

1) 85% of students who receive interventions will reach proficiency and/or show growth in ELA and math (NYSA). 2) Alignment to grade-level standards will be observed in 100% of classroom walkthroughs by the end of the school year (TeachScape walkthrough tool);

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

If we...

- ☑ Provide teachers and leaders with a universal screening and progress monitoring system...
 - ☑ And we assign 56 elementary intervention teachers across schools...
 - ☑ And teachers and leaders identify and group students according to universal screener data...
 - ☑ And teachers and leaders implement appropriate interventions with tier 2 and tier 3 students using district-provided tools...
 - ☑ And teachers and leader use progress monitoring data on an approximately 2-week cycle to adjust interventions based on student learning...
- ...Then students who receive interventions will demonstrate growth in proficiency in ELA and math on local and state assessments.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

limited technology, student attendance

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Teachers, school leaders, coaches, and others participate throughout the year in district-wide PD opportunities that improve their implementation of the instructional priority. PD around teacher collaboration; PD around higher level thinking and questioning, problem-solving, creative thinking, inquiry, reasoning, procedural knowledge, etc.; PD around progress monitoring, and assessing students' instructional levels, utilizing data to inform planning and implementation of small group instruction and interventions, planning for and delivering small group instruction and interventions, PD on differentiating and scaffolding instruction, Personalized Blended Learning for Students (Wave 1), PD around lesson planning to include differentiation and higher level questioning; PD will delivered via in-house teacher-led PD, outside experts, coaches [MCL or building coaches], team leader-led, videos, instructional rounds, peer-to-peer coaching, individual, large group or small group PD [grade level bands], Saturday Academy, after-school PD, half-days, etc.; Teachscape videos, EngageNY resources;

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

large and small group meetings, staff development, staff, student and parent forums and surveys, staff social clubs/activities, monthly breakfasts, teacher conferences, parent involvement activities (i.e. Back to School Barbeque/Orientation), handbooks, assemblies, website, newsletters, weekly bulletins, etc.

- List all the ways in which the current plan will be made widely available to the public.

via PTO, SCSD website, SLT

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

aligned curriculum (Core Knowledge), joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	N/A	Y	Y	N/A	N/A
Student Average Daily Attendance	N/A	Y	Y	N/A	N/A
Student Drop-Out Rate	N/A			N/A	N/A
Student Credit Accruals (HS Students)	N/A			N/A	N/A
Student Completion of Advanced Coursework	N/A			N/A	N/A
Student Suspension Rate (Short-Term / Long-Term)	N/A	Y	Y	N/A	N/A
Student Discipline Referrals	N/A	Y	Y	N/A	N/A
Student Truancy Rate	N/A			N/A	N/A
Student Performance on January Regents Exams	N/A			N/A	N/A
Student Participation in ELT Opportunities	N/A			N/A	N/A
Minutes of Expanded Learning Time (ELT) Offered	N/A			N/A	N/A
Teacher Average Daily Attendance Rate	N/A			N/A	N/A
Teachers Rated as "Effective" and "Highly Effective"	N/A	Y	Y	N/A	N/A
Teacher Attendance at Professional Development	N/A	Y	Y	N/A	N/A
Parent Attendance at Workshops	N/A	Y	Y	N/A	N/A
Parent Participation in District/School Surveys	N/A	Y	Y	N/A	N/A

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	School-Led Review with District Oversight
B3. HEDI Rating Date:	10-Mar-15

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	<p>3.3 DEVELOPING Teachers need to develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. 3.4 DEVELOPING Teachers provide interdisciplinary curricula and work together to connect the curriculum across subjects in ways that increase students' engagement and promote better opportunities for student success.</p>
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All students will engage in rigorous evidence-based discourse in all classes, demonstrating higher level thinking and reasoning, in either ELA or content, at least once a day. All students will engage in targeted small group and/or individual reading instruction that requires comprehension of complex text, at least 3x/week. All students will persevere in rigorous concrete and abstract problem-solving and reasoning, on a daily basis. ☐ Alignment to grade-level standards will be observed in 100% of classroom walkthroughs by the end of the school year (TeachScape walkthrough tool); 85% of students who receive instructional interventions will reach proficiency and/or show growth in ELA and Math, by the end of the school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> ☐ Screening and Progress Monitoring Growth (STAR) ☐ Interim Assessments (A-Net) ☐ Student Referrals ☐ Classroom Walkthroughs, progress reports, report card grades ☐ Attendance ☐ Observations

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-15	Jun-16	Instructional staff use universal screener data to identify tier 1 needs and to group students in need of tier 2 interventions
Sep-15	Jun-16	Instructional staff implement appropriate interventions for tier 2 students based on screening data
Sep-15	Jun-16	Instructional staff use progress monitoring data on an approximately 2-week cycle to adjust interventions based on student learning.
Sep-15	Jun-16	Teachers and leaders design rigorous core instruction aligned to district curricula
Sep-15	Jun-16	Teachers and leaders frequently use data from district assessment systems (A-Net and STAR) to ensure powerful, targeted instruction leads to meaningful learning.
Sep-15	Jun-16	All teams use weekly Common Planning Time effectively to prioritize instructional practice and promote a culture of shared accountability.
Sep-15	Jun-16	Teachers, school leaders, coaches, and others participate throughout the year in district-wide PD opportunities that improve their implementation of the instructional priority (differentiated and individualized small group instruction)
Sep-15	Jun-16	School and district leaders implement strategies to reduce isolation, increase collaboration, and open up classroom and school practice to observations, analysis, and feedback focused on the instructional priority (differentiated and individualized small group instruction/Blended Learning)
Sep-15	Jun-16	
Sep-15	Jun-16	

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	School-Led Review with District Oversight
B3. HEDI Rating Date:	10-Mar-15

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	<p>4.2 DEVELOPING School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</p> <p>4.3 DEVELOPING Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p> <p>4.5 DEVELOPING Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources</p>
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All students will engage in rigorous evidence-based discourse in all classes, demonstrating higher level thinking and reasoning, in either ELA or content, at least once a day. All students will engage in targeted small group and/or individual reading instruction that requires comprehension of complex text, at least 3x/week. All students will persevere in rigorous concrete and abstract problem-solving and reasoning, on a daily basis. ☑ Alignment to grade-level standards will be observed in 100% of classroom walkthroughs by the end of the school year (TeachScape walkthrough tool); ☑ High quality student discourse will be observed in 50% more classroom walkthroughs between the beginning and end of the school year (TeachScape walkthrough
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> ☑ Screening and Progress Monitoring Growth (STAR) ☑ Interim Assessments (A-Net) ☑ Student Referrals ☑ Classroom Walkthroughs, Progress reports ☑ Attendance ☑ Observations

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-15	Jun-16	Teachers and leaders frequently use data from district assessment systems (A-Net and STAR) to ensure powerful, targeted instruction leads to meaningful learning
Sep-15	Jun-16	Teachers and leaders design rigorous core instruction aligned to district curricula
Sep-15	Jun-16	All teams use weekly Common Planning Time effectively to prioritize instructional practice and promote a culture of shared accountability.
Sep-15	Jun-16	Teachers and leaders collaborate, plan, create, and deliver rigorous core instruction in an engaging way every day in every classroom.
Sep-15	Jun-16	Instructional staff implement appropriate interventions for tier 2 students based on screening data
Sep-15	Jun-16	Teachers, school leaders, coaches, and others participate throughout the year in district-wide PD opportunities that improve their implementation of the instructional priority (differentiated and individualized small group instruction)
Sep-15	Jun-16	All staff use best-practice supervision strategies and safety procedures to increase student and staff safety in buildings
Sep-15	Jun-16	School staff use restorative approaches to re-engage students and build positive school cultures
Sep-15	Jun-16	
Sep-15	Jun-16	