



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

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 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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students](#)
- [Equity Self-Reflection](#)
- [How Learning Happens](#)

Graduation Rate Goal

Subgroup	June 2023 Goal	
All Students	4-year cohort	69.1% Graduation Rate
	5-year cohort	67.8% Graduation Rate
	6-year cohort	67.6% Graduation Rate

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 early intervention to support the tracking and opportunity for credit recovery to students prior to entering senior year.	ALL
Lack of effective communication and formal opportunities amongst grade level/content areas to be more deliberate in preparing students to be successful in passing Regents exams and earning credits.	ALL
Lack of formal procedures for counselors to review transcripts and providing and consistently tracking graduation plans.	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
9/22	1/23	Collaborate with district data support staff to create and maintain cohort spreadsheets for each cohort (9-T+) in order to track student progress each school year. The data items will include credits, regents, and attendance/L2 information. Grades 9-11 spreadsheets will be updated quarterly while 12 th and T+ spreadsheets will be updated monthly.	Admins Counselors
9/22	9/22	Present At the September staff meeting, provide an initial cohort report as well as 2021-2022 data update. Review the Regents requirements for graduation and facilitate conversation around supporting Regent's testing.	Admins Counselors
9/22	10/22	Review any senior schedule changes by October to reflect their graduation requirement needs. Any courses that are needed that are not available to students should be communicated to master scheduler to resolve in order to schedule students.	Counselors

10/22	11/22	Collaborate with admins, counselors, and support staff to analyze transcript data to identify students in the current senior cohort and T+ in need of support and schedule students to the appropriate additional opportunity (as students are added throughout the school year, use the same process to schedule additional opportunities)	Admins Counselors Support Staff
10/22	11/22	Collaborate with and recruit staff members to design programming in order to offer all the additional opportunities listed above. An admin will be assigned to oversee all additional opportunity programming. This programming will be communicated to staff with schedules and frequent updates.	Admins Teachers
10/22	1/23	Design and implement a system to analyze student data for all cohorts (grade levels) with grade level teams to provide additional opportunities, tiered support, offer alternate placements, and interventions (academic and behavioral). Monthly cohort meetings will be run to analyze the data, communicate updates with alternate placements (homebound, PFLA, Hillside, etc.), review progress and make any revisions to programming.	Admins Grade Level Teams
10/22	1/23	Provide students with the opportunity to make up grades for each marking period. Teachers can utilize after-school time and/or time set aside time during classes to target students and provide them with re-teaching opportunities.	Teachers
10/22	10/22	Complete and communicate with families and share with seniors their senior certification forms. This information should be reflected in the senior cohort spreadsheet; copies of forms should be shared with admin to compare to data spreadsheet.	Counselors
11/23	1/23	Create and schedule students into Semester 1 Credit Recovery, Grade Recovery (incompletes) and Extended Day Learning Plan courses based on highest needs in order to recoup and earn credits towards graduation.	Admins Counselors Teachers
11/23	1/23	Implement Senior Operation Graduation. All seniors will be assigned a mentor and transcript data will be communicated to those mentors to track senior progress over the school year. Operation Graduation meetings will be held monthly through February; at this time, meetings will increase to bi-monthly and then weekly as we enter April. Interventions will be held based on student progress and mentor input.	Admins Counselors Teachers Support Staff
11/23	1/23	Collaborate with instructional coach to provide content area teachers the opportunity to meet and engage in vertical planning to better support student progress and success with passing Regent's exams. Teachers will determine key concepts and skills that should be focused on at each grade level within the content area. Teachers will meet monthly through department PLC meetings.	Admins Instructional Coach Teachers Counselors

12/23	12/23	At December staff meeting, prepare and provide a senior cohort report to staff. Current cohort goals and data will be shared to inform staff of the grad rate initiative for the 22-23 school year. Review the Regents requirements for graduation and facilitate conversation around supporting Regent's testing.	Admins Counselors
9/22	1/23	Students are provided with individualized after-school support such as AIS, study table, Regents prep and advisement time to meet with teachers and receive extra support towards earning passing grades.	Teachers

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 2022.

Cohort Group	On-Track in January 2022	January 2023 Target
4-year	69.1% Graduation Rate	69.1% Graduation Rate
5-year	67.8% Graduation Rate	67.8% Graduation Rate
6-year	67.6% Graduation Rate	67.6% Graduation Rate

Action Plan: 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
1/23	2/23	Implement Student Ownership and Reflection program (SOAR) during January Regents week. Include Advisement Day for students to engage in their own academic data (report cards) and set goals. All students will be given the opportunity to work on marking period recovery.	All Staff Instructional Coach Admins
1/23	6/23	Continue to implement the system to analyze student data for all cohorts (grade levels) with grade level teams to provide additional opportunities, tiered support, offer alternate placements, and interventions (academic and behavioral). Monthly cohort meetings will be run to analyze the data, communicate updates with alternate placements (homebound, PFLA, Hillside, etc.), review progress and make any revisions to programming.	Admins Grade Level Teams

1/23	6/23	Continue with implementation of Senior Operation Graduation. All seniors will be assigned a mentor and transcript data will be communicated to those mentors to track senior progress over the school year. Operation Graduation meetings will be held monthly through February; at this time, meetings will increase to bi-monthly and then weekly as we enter April. Interventions will be held based on student progress and mentor input.	Admins Counselors Teachers Support Staff
1/23	6/23	Update cohort spreadsheets for each cohort (9-T+) in order to track student progress each school year. The data items will include credits, regents, and attendance/L2 information.	Admins Counselors
1/23	6/23	Teachers can choose to utilize after-school time and/or time set aside time during classes to target students and provide them with re-teaching opportunities to provide students with the opportunity make up grades for each marking period.	Teachers
2/23	2/23	Implement February Sprint Week for all seniors. Communicate details to all staff. Use cohort data and grade data to determine which seniors need to attend and communicate with senior mentors, students and families.	Admins Counselors Teachers Social Workers
2/23	6/23	Create and schedule students into Semester 2 Credit Recovery, Grade Recovery (incompletes) and Extended Day Learning Plan courses based on highest needs in order to recoup and earn credits towards graduation.	Admins Counselors Teachers
3/23	3/23	At the March staff meeting, provide a senior cohort report to staff of current cohort goals and data will be shared to inform staff of the updated data.	Admins Counselors
3/23	6/23	Continue to provide content area teachers the opportunity to meet and engage in vertical planning to better support student progress and success with passing Regent's exams. Teachers will determine key concepts and skills that should be focused on at each grade level within the content area. Teachers will meet monthly through department PLC meetings.	Admins Instructional Coach Teachers Counselors Admins Instructional Coach
4/23	4/23	Implement April Sprint Week for all seniors. Communicate details to all staff. Use cohort data and grade data to	Admins Counselors

		determine which seniors need to attend and communicate with senior mentors, students and families.	Teachers Social Workers
5/23	5/23	Implement Student Ownership and Reflection program (SOAR) during a week in May. Include Advisement Day for students to engage in their own academic data (report cards) and set goals. All students will be given the opportunity to work on marking period recovery.	All Staff Instructional Coach Admins
5/23	5/23	At the May staff meeting, provide a senior cohort report to staff of current cohort goals and data will be shared to inform staff of the updated data. Review the Regents requirements for graduation and facilitate conversation around supporting Regents testing.	Admins Counselors
1/23	6/23	Students are provided with individualized after-school support such as AIS, study table, Regents prep and advisement time to meet with teachers and receive extra support towards earning passing grades.	Teachers

ELA Goal

Subgroup	June 2023 Goal
All Students	153.3 ELA Academic Achievement Index

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?)
ELA passing rates have dipped due to the lack of implementation of Tier 1 instructional practices, this has been linked to Regents and NWEA data. Other data include student participation rates in Regents review; walk-through observations; and SchoolTool.	All
Inconsistent training, monitoring and personalized goals and support for teachers on effective tier 1 practices, including: cognitive engagement strategies; question techniques; personalized learning; social emotional learning (including wellness, mindfulness, and positive classroom culture); and data driven practices.	All
	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
9/1	11/1	<p>Data Driven Instruction</p> <ul style="list-style-type: none"> • Posting daily lesson objectives that are aligned to State Standards • DDI; Summative and formative aligned to objectives • Baseline Data Collection: Strategies implemented to engage students during the lesson • Referencing (verbally or visually) the data from the previous day's closing formative assessment and explaining how that data is driving the day's lesson 	Instructional Leaders
9/1	12/1	<p>Create / update / refine the AVID Plan to reflect the common AVID schoolwide strategies:</p> <ul style="list-style-type: none"> • WICOR • Costa's levels of questioning • Meet with AVID Coaches/Teachers to devise a plan that would better suit the building and students. <p>Determine which teachers need training on which AVID strategies and plan and deliver the coaching and follow-up support.</p> <p>Leverage internal staff to train, model and support staff on understanding and implementing the common schoolwide AVID strategies</p>	<p>Avid Coordinator</p> <p>Instructional Coach, Lead Teachers</p>
9/1	10/1	<p>Create a walkthrough tool that is aligned to the instructional focus areas as well as areas that we will collect baseline data on to inform what we may focus on in the future, in collaboration with the PD Liaison.</p>	Admin and Instructional Coach
9/1	10/1	<p>Create a walkthrough schedule to ensure that all teachers get feedback once per quarter using the Whetstone platform, in collaboration with district supports and consultants as appropriate.</p>	Admin and Instructional Coach
9/1	10/15	<p>PD PLAN: Create implementation guides / expectations charts for the instructional priorities. Create a plan with department chairs/lead teachers to set goals with teachers based on self-reflection of where they are in implementation of the instructional priorities. Teachers will create a goal they want to achieve for the year. They will use a benchmark to check</p>	<p>Impact Team</p> <p>Instructional Coach</p>

		<p>progress (regents, district interims, NWEA. Instructional leaders will meet with them to debrief progress, support, and determine the next steps.</p> <ul style="list-style-type: none"> • Define expectations for each instructional priority. • Plan and deliver training to staff on those expectations. • Plan and deliver implementation support (coaching) on expectations. • Collaborate with teachers on their specific personalized goals and aligned support for each instructional priority. • Visit classes to provide feedback on implementation and to collect data on schoolwide, department, and/or individual teacher strengths, needs, and follow-up support for each instructional priority. • Report the schoolwide progress on instructional priorities to staff. 	
9/10	10/15	<p>OR Teacher DATA</p> <p>Use incoming freshman data to determine fall action plan for language and linguistics, including intervention measures, ORF measures, and other early literacy and summarizing data.</p> <p>Schedule as needed and implement supplemental reading and writing classes for (additional academic support – LPP) also offer reading classes to 9th graders who need it.</p>	<p>Reading Teacher</p> <p>LPP Tutors/Day</p> <p>OCC Tutors/After School</p>
9/1	10/15	<p>Schedule as needed and implement supplemental reading and writing classes for (additional academic support – LPP) also offer reading classes to 9th graders who need it.</p>	<p>Admin, Guidance Counselors, OR Teacher</p>
9/1	6/25	<p>PLCs:</p> <ul style="list-style-type: none"> • Maximize time for teachers to collaborate on planning and delivery of the common instructional priorities. Define the PLC structures where the common instructional practices. PLCs are built into the Master Schedule for 2022-2023. • Meet with podded teams (shared student cohort) and use data to focus on instructional and behavioral interventions, strategies, and inter-disciplinary connections. 	<p>Instructional Coach/Admin/Teachers</p>
9/1	12/1	<p>Identify students who may need to take the January Regents and provide them with Regent's prep support according to prep / support schedule based on student need.</p>	<p>Counselors</p> <p>Dept Leads</p> <p>Admin</p>

		Use Data from School Tool used to identify students who are not exempt from each of the regents. The Instructional Coach then meets with each of the departments to ensure the list is accurate and comprehensive.	Instructional Coach Guidance Counselors
9/1	12/1	<p>Plan and train ALL teachers on protocol and expectations for utilizing the NWEA data to drive instructional decisions.</p> <p>Utilize the NWEA data to assign students to the OR reading and writing support.</p> <p>Collaborate with the ELA Teacher(s) to discuss the NWEA and to plan instruction to address needs identified in analysis of the data, and to identify specific strategies to support students.</p> <p>Collaborate with the ENL department to review NWEA data to distinguish whether scores are because English is a new language or if there are other possible root causes.</p>	Instructional Coach Lead Teachers OR Teacher
9/1	1/6	<p>Implement language-based strategies for vocabulary instruction and support specific to constructed responses.</p> <p>Teachers in ALL contents will work together to focus on vocabulary acquisition and literacy instruction to improve on decoding, reading, fluency, comprehension.</p> <p>Teachers will develop common instructional tools and resources shared across contents to reinforce effective practices.</p>	Teachers/Instructional Coaches

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	Baseline Performance	January 2023 Target
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NWEA Reading	TBD in Fall 2022	January target will be determined once baseline data is available
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Action Plan: 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
1/2	3/1	Continue implementation of Instructional Priority: Data Driven Instruction <ul style="list-style-type: none"> • Post daily lesson objectives that are aligned to State Standards • Use DDI; Summative and formative aligned to objectives • Include Baseline Data Collection: Strategies implemented to engage students during the lesson • Refer to (verbally or visually) the data from the previous day's closing formative assessment and explain how that data is driving the day's lesson 	Instructional Leaders
1/2	6/25	Continue to implement schoolwide strategies: <ul style="list-style-type: none"> • Incorporate WICOR strategies daily to instruction • Include Costa's levels of questioning • Meet with AVID Coaches/Teachers to devise a plan that would better suit the building and students. Determine which teachers need training on which AVID strategies and plan and deliver the coaching and follow-up support. Leverage internal staff to train, model and support staff on understanding and implementing the common schoolwide AVID strategies frequency of determining the teachers who need support	Avid Coordinator Instructional Coach, Lead Teachers
1/2	6/25	Analyze walkthrough tool data to determine what we need to focus on in the future, in collaboration with the PD Liaison at least once per marking period	Admin and Instructional Coach
1/2	6/25	Assess and analyze the effectiveness of teacher feedback once per quarter using the Whetstone platform in collaboration with district supports and consultants as appropriate.	Admin and Instructional Coach
1/2	6/25	PD PLAN: Determine areas in need of continued support or unaddressed implementation guides / expectations charts for	Impact Team

		<p>the instructional priorities. Reflect on plan with department chairs/lead teachers to set goals with teachers based on self-reflection of where they are in implementation of the instructional priorities. They will use a benchmark to check progress (regents, district interims, NWEA . Instructional leaders will meet with them to debrief progress, support, and determine the next steps.</p> <ul style="list-style-type: none"> • Define expectations for each instructional priority. • Plan and deliver training to staff on those expectations. • Plan and deliver implementation support (coaching) on expectations. • Collaborate with teachers on their specific personalized goals and aligned support for each instructional priority. • Visit classes to provide feedback on implementation and to collect data on schoolwide, department, and/or individual teacher strengths, needs, and follow-up support for each instructional priority. • Report out the schoolwide progress on instructional priorities to staff. <p>Bi-weekly</p>	Instructional Coach
1/2	4/25	<p>OR Teacher DATA</p> <p>Use midyear data to determine spring action plan for language and linguistics, including intervention measures, ORF measures, and other early literacy and summarizing data.</p> <p>Re-Schedule as needed (removing students from intervention courses and/or add new students as they enter the district/building)</p>	<p>Reading Teacher</p> <p>LPP Tutors/Day</p> <p>OCC Tutors/After School</p>
1/2	2/25	<p>Schedule as needed and implement supplemental reading and writing classes for (additional academic support – LPP) also offer reading classes to 9th graders who need it.</p>	Admin, Guidance Counselors, OR Teacher
1/2	6/25	<p>PLCs:</p> <ul style="list-style-type: none"> • Maximize time for teachers to collaborate on planning and delivery of the common instructional priorities. Define the PLC structures where the common instructional practices. PLCs are built into the Master Schedule for 2022-2023. • Meet with podded teams (shared student cohort) and use data to focus on instructional and behavioral interventions, strategies, and inter-disciplinary connections. 	Instructional Coach/Admin

1/2	1/15	Identify students who need to take the June Regents and meet with each of the departments to ensure the regents list is accurate and comprehensive.	Counselors Dept Leads Admin Instructional Coach Guidance Counselors
1/15	6/1	Provide Regents prep support according to prep / support schedule based on student need.	
1/2	6/25	Utilize the NWEA data to drive instructional decisions across all content areas Utilize the NWEA data to assign students to the OR reading and writing support. Collaborate with the ELA Teacher(s) to discuss the NWEA and to plan instruction to address needs identified in analysis of the data, and to identify specific strategies to support students. Collaborate with the ENL department to review NWEA data to distinguish whether scores are because English is a new language or if there are other possible root causes. Bi-weekly	Instructional Coach Lead Teachers OR Teacher
1/2	3/1	Implement language-based strategies for vocabulary instruction and support specific to constructed responses. Collaborate to focus on vocabulary acquisition and literacy instruction to improve on decoding, reading, fluency, comprehension. Develop common instructional tools and resources shared across contents to reinforce effective practices. Delivered to teachers in January.	Teachers/Instructional Coaches

Math Goal

Subgroup	June 2023 Goal
All Students	102.3 Math Performance Index

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?)
Math 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.	
Inconsistent training, monitoring and personalized goals and support for teachers on effective tier 1 practices, including: cognitive engagement strategies; question techniques; personalized learning; social emotional learning (including wellness, mindfulness, and positive classroom culture); and data driven practices.	
Common AVID schoolwide strategies have not been implemented in all math classes.	

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
9/1	11/1	Instructional Priority: Data Driven Instruction <ul style="list-style-type: none"> • Post daily lesson objectives that are aligned to State Standards • Use DDI; Summative and formative aligned to objectives • Baseline Data Collection: Strategies implemented to engage students during the lesson • Refer to (verbally or visually) the data from the previous day's closing formative assessment and explain how that data is driving the day's lesson 	Instructional Leaders
9/1	12/1	Create / update / refine the AVID Plan to reflect the common AVID schoolwide strategies: (This has happened in AVID classes and needs to be expanded schoolwide) <ul style="list-style-type: none"> • WICOR • Costa's levels of questioning 	Avid Coordinator Instructional Coach, Lead Teachers

		<ul style="list-style-type: none"> Meet with AVID Coaches/Teachers to devise a plan that would better suit the building and students. <p>Determine which teachers need training on which AVID strategies and plan and deliver the coaching and follow-up support.</p> <p>Leverage internal staff to train, model and support staff on understanding and implementing the common schoolwide AVID strategies.</p>	
9/1	10/1	Create a walkthrough tool that is aligned to the instructional focus areas as well as areas that we will collect baseline data on to inform what we may focus on in the future, in collaboration with the PD Liaison.	Admin and Instructional Coach
9/1	10/1	Create a walkthrough schedule to ensure that all teachers get feedback once per quarter using the Whetstone platform, in collaboration with district supports and consultants as appropriate.	Admin and Instructional Coach
9/1	10/15	<p>PD PLAN: Create implementation guides / expectations charts for the instructional priorities. Create a plan with department chairs/lead teachers to set goals with teachers based on self-reflection of where they are in implementation of the instructional priorities. Teachers will create a goal they want to achieve for the year. They will use a benchmark to check progress (regents, district interims, NWEA . Instructional leaders will meet with them to debrief progress, support, and determine the next steps.</p> <ul style="list-style-type: none"> Define expectations for each instructional priority. Plan and deliver training to staff on those expectations. Plan and deliver implementation support (coaching) on expectations. Collaborate with teachers on their specific personalized goals and aligned support for each instructional priority. Visit classes to provide feedback on implementation and to collect data on schoolwide, department, and/or individual teacher strengths, needs, and follow-up support for each instructional priority. Report out the schoolwide progress on instructional priorities to staff. 	Impact Team Instructional Coach
9/1	11/1	<p>PLCs:</p> <ul style="list-style-type: none"> Maximize time for teachers to collaborate on planning and delivery of the common instructional priorities. 	Instructional Coach/Admin/Teachers

		<p>Define the PLC structures where the common instructional practices. PLCs are built into the Master Schedule for 2022-2023.</p> <ul style="list-style-type: none"> Meet with podded teams (shared student cohort) and use data to focus on instructional and behavioral interventions, strategies, and inter-disciplinary connections. 	
9/1	12/1	<ul style="list-style-type: none"> Identify students who may need to take the January Regents and provide them with Regent's prep support according to prep / support schedule based on student need. Use Data from School Tool used to identify students who are not exempt from each of the regents. The Instructional Coach then meets with each of the departments to ensure the list is accurate and comprehensive. 	Counselors Dept Leads Admin Instructional Coach Guidance Counselors
9/1	10/15	<ul style="list-style-type: none"> Plan and train ALL teachers on protocol and expectations for utilizing the NWEA data to drive instructional decisions. Collaborate with the Math Teacher(s) to discuss the NWEA and to plan instruction to address needs identified in analysis of the data, and to identify specific strategies to support students. 	Instructional Coach Lead Teachers OR Teacher

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	Baseline Performance	January 2023 Target
NWEA Math	TBD in Fall 2022	January target will be determined once baseline data is available

Action Plan: 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? *(add additional rows as needed)*

Start	End	Action	Lead
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1/2	3/1	<p>Instructional Priority: Data Driven Instruction</p> <ul style="list-style-type: none"> • Post daily lesson objective that are aligned to State Standards • Use DDI; Summative and formative aligned to objectives • Use baseline Data Collection: Strategies implemented to engage students during the lesson • Refer to (verbally or visually) the data from the previous day's closing formative assessment and explain how that data is driving the day's lesson 	Instructional Leaders
1/2	6/25	<ul style="list-style-type: none"> • Continue to implement schoolwide strategies: • WICOR • Costa's levels of questioning • Meet with AVID Coaches/Teachers to devise a plan that would better suit the building and students. <p>Determine which teachers need training on which AVID strategies and plan and deliver the coaching and follow-up support.</p> <p>Leverage internal staff to train, model and support staff on understanding and implementing the common schoolwide AVID strategies</p>	<p>Avid Coordinator</p> <p>Instructional Coach, Lead Teachers</p>
1/2	6/25	Analyze walkthrough tool data to determine what we need focus on in the future, in collaboration with the PD Liaison.	Admin and Instructional Coach
1/2	6/25	Assess and analyze the effectiveness of teacher feedback once per quarter using the Whetstone platform in collaboration with district supports and consultants as appropriate.	Admin and Instructional Coach
1/2	6/25	<p>PD PLAN: Determine areas in need of continued support or unaddressed implementation guides / expectations charts for the instructional priorities. Reflect on plan with department chairs/lead teachers to set goals with teachers based on self-reflection of where they are in implementation of the instructional priorities. They will use a benchmark to check progress (regents, district interims, NWEA . Instructional leaders will meet with them to debrief progress, support, and determine the next steps.</p> <ul style="list-style-type: none"> • Define expectations for each instructional priority. • Plan and deliver training to staff on those expectations. • Plan and deliver implementation support (coaching) on expectations. 	<p>Impact Team</p> <p>Instructional Coach</p>

		<ul style="list-style-type: none"> Collaborate with teachers on their specific personalized goals and aligned support for each instructional priority. Visit classes to provide feedback on implementation and to collect data on schoolwide, department, and/or individual teacher strengths, needs, and follow-up support for each instructional priority. Report out the schoolwide progress on instructional priorities to staff. 	
1/2	6/25	Schedule as needed and implement supplemental reading and writing classes for (additional academic support – LPP) also offer reading classes to 9 th graders who need it.	Admin, Guidance Counselors, OR Teacher
1/2	6/25	<p>PLCs:</p> <ul style="list-style-type: none"> Maximize time for teachers to collaborate on planning and delivery of the common instructional priorities. Define the PLC structures where the common instructional practices. PLCs are built into the Master Schedule for 2022-2023. Meet as podded teams (shared student cohort) and use data to focus on instructional and behavioral interventions, strategies, and inter-disciplinary connections. 	Instructional Coach/Admin/Teachers
1/2	1/15	<ul style="list-style-type: none"> Identify students who need to take the June Regents and provide them with Regents prep support according to prep / support schedule based on student need. Instructional Coach then meet with each of the departments to ensure the regents list is accurate and comprehensive. 	Counselors Dept Leads Admin Instructional Coach Guidance Counselors
1/2	6/25	<ul style="list-style-type: none"> Utilize the NWEA data to drive instructional decisions across all content areas 	Instructional Coach Lead Teachers OR Teacher

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 or higher ELP Success Ratio
English Language Learners	June 2023 district-identified School Rate of Success Target: 75% (<i>may change based on baseline results</i>)

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?)
Lack of consistent collaboration between ENL teachers and content teachers to plan for effective implementation of best practices including differentiated instruction, modifications, scaffolds, and supports to English Language Learners (ELLs) due to a lack of allocated time and common protocols or expectations for this to occur.	9-12/ENL
Inconsistent classroom walkthroughs to monitor and provide feedback to support improved instruction.	9-12/ENL
Lack of supports for ENL students in content area classrooms to address gaps in academic language, background knowledge, conceptual understanding, and requisite foundational skills for success.	9-12/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
9/1	12/23	Collaborate continuously with ENL teachers to provide appropriate modifications, scaffolds, and supports to ELLs with respect to curriculum and instruction.	Instructional Coach
9/1	12/23	Create and utilize a classroom walkthrough tool to be used twice a month by administration and/or the instructional coach for each teacher. The classroom walkthrough tool should be specific to tier 1 instructional practices and supports for ELLs. Actionable feedback will be provided to the teacher within 48 hours of the walkthrough. Through analysis of walkthrough data, strategies and needs for teachers will be identified and addressed through more targeted coaching and support.	Admin, Instructional Coach
8/22	8/22	Create space in the master schedule for ENL teachers and content area teachers to co-plan, determine modifications and best practices to use in the classroom. Collaborate around English Language Learner success. This collaboration time will be at least once a week during PLCs.	Admin, Teachers

9/1	12/23	<p>Provide professional development on designated PD days for teachers that targets best practices and teaching strategies for English Language Learners in content area subjects, including:</p> <ul style="list-style-type: none"> • Use of content and language objectives. • A variety of learning resources and visuals. • Modify content to student proficiency levels. • Integration of reading, writing, listening and speaking activities into instruction. • Building background knowledge and linking new learning to previous learning. • Content and academic vocabulary. • Providing clear explanations. • Use of modeling, visuals, and demonstrations. • Use frequent questioning, checks for understanding and formative assessments. • Opportunities for student interaction and dialogue. • Immediate and specific feedback. <p>Through conversation with teachers and department chairs, as well as walkthrough data, the instructional coach will determine what the highest needs for professional development are.</p>	Instructional Coach, Teachers
9/1	9/30	<p>Administer Foundational Skills/Content Knowledge Assessments to students entering each grade level subject area to identify areas of gaps in student learning. From this data, plan and administer reteaching to prepare students for success in the subject areas.</p> <p>Department chairs will work with grade level subject area teachers to determine assessments to be administered.</p>	Instructional Coach, Teachers, Department Chairs
9/1	12/23	<p>Review NYSESLAT data from the 21-22 school year with students. Facilitate student goal setting per marking period and reflect on goals regularly.</p> <p>Instructional coach and ENL teachers will determine the best way for students to review their NYSESLAT data and will create a common goal-setting and reflection document for students.</p>	Instructional Coach, ENL 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 Performance	January 2023 Target
National Geographic Assessment	% of students meeting individual expected target "School Rate of Success" TBD in Fall 2022	% of students meeting individual expected target "School Rate of Success" January target will be determined once baseline data is available

Action Plan: 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
1/30	6/23	Continue bimonthly walkthroughs with actionable feedback to teachers to monitor the implementation of: <ul style="list-style-type: none"> Co-teaching strategies. Tier 1 instructional strategies. Use of modifications, scaffolds and supports for ELLs. Identify areas for more targeted support and coaching.	Admin, Instructional Coach
1/30	6/23	Collect and analyze data from classroom walkthroughs and monthly progress reports of students in credit recovery classes.	Admin, Instructional Coach
1/30	6/23	Continue targeted academic support with more choice in format provided by teams.	Instructional Coach, Teachers
1/30	6/23	Continue with the facilitation of student goal setting per marking period and reflect on goals regularly in preparation for the 2023 NYSESLAT.	ENL Teachers

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	33.4% Chronic Absenteeism Rate

T+	33.4% Chronic Absenteeism Rate
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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?)
Protocols for taking attendance have not been implemented.	All
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.	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
9 /22	10 /22	Train all staff members taking attendance each period. Absent, tardy, present.	Attendance and SIT teams
9/22	10/22	Use CA data from 1/22-6/22 to begin prioritizing student outreach. Begin contacting CA students.	Attendance and SIT teams
9/22	12/22	Conduct personal phone calls to each student who is chronically absent and their parents/guardians. Engage staff in contacting any student they may have personal connections with. Staff will follow up with the attendance team. Enter placed calls in school tool for all staff to share	Attendance and SIT teams
9/22	12/22	Create bi-weekly tiers for chronically absent students and match them with tiered interventions and support including assigned support staff.	Attendance and SIT teams
9/22	12/22	Conduct weekly SIT and Attendance Team Meetings using data to monitor progress of improving student attendance	Attendance and SIT teams
9/22	12/22	Conduct weekly home visits to students with chronic absenteeism	Attendance and SIT teams

9/22	12/22	Notification to families and students at the beginning of each month for expectations of student attendance. We will follow traditional school hours 7:50am– 2:26pm.	Attendance and SIT teams
9/22	10/22	Facilitate and distribute information to families about chronic absenteeism. Include data with the initial letter.	Attendance and SIT teams
9/22	12/22	Follow up on student contacts, interventions provided by support staff with staff members for accountability on a bi- weekly basis via school tool/notes.	Admin and Attendance teams

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 January 2022.

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	January 2022 Results	January 2023 Target
Chronic Absenteeism Rate	All Students	71.4%	33%

Action Plan: 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
1/23	6/23	Use CA data from 9/22-12/22 to begin prioritizing student outreach. Begin contacting CA students	Attendance and SIT Teams
1/23	2/23	Review action steps from 8/22-12/22 to determine the steps that had a positive impact on CA. Determine if anything needs to be added. Terminate the steps that were not successful.	Attendance and SIT Teams
1/23	6/23	Implement individualized student and family engagement plans and monitor bi-weekly the impact on student attendance. Adjust plans as needed.	Attendance and SIT Teams

1/23	6/23	Conduct weekly personal phone calls to each student who is chronically absent and their parents/guardians. Engage staff in contacting any student they may have personal connections with. Follow up by admin to hold staff members accountable.	Attendance and SIT Teams
4/23	6/23	Identify students that will benefit from instructional Summer school.	Attendance and SIT Teams

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Staff	No teachers in my school stereotype students	65 %	22% Strongly Agree (this data is from 2021 as we could not access the 2022 data, but believe this continues to be an area of need)

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?)
Lack of opportunities for students to discuss/share their thoughts about societal issues within our communities.	All
Lack of knowledge about the diversity within the school building and community.	All
Lack of opportunities to increase staff's cultural competence and to better understand and celebrate the diversity within the school building and community.	All
The increase in school violence has caused a rise in safety concerns Lack of enforced protocols to ensure school safety.	All
Lack of engagement of the community in school activities due to various extracurricular opportunities at HHS not being publicized.	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
8/2022	9/30/22	Meet with SLT to discuss and create a Culturally Responsive Support Team (CRST) that focuses on equity. Include students on the Team to ensure student voice is reflected.	Admin
9/2022	10/14/22	Schedule Culturally Responsive Support Team / Equity Team meetings. Hold the first meeting to discuss / define the purpose and focus of the Team, and to review the results of the Equity Self-Reflection to generate PD Topics.	Admin
	10/28/22	Create PD topics related to cultural responsiveness and cultural competence, and schedule and capture the trainings in the PD Plan.	CRST
	10/28/22	Update the SCEP action steps for the Survey Goal to reflect the activities the Team will focus on to address areas impacting equity.	CRST
9/2022	1/2023	Develop the Knights of the Round Table (a group of students from various cultures that sit with staff and admin to discuss their concerns, share their thoughts and inform school activities and policies).	Admin
9/2022	1/2023	Schedule monthly Knights of the Round Table meetings Create the schedule.	Admin
9/2022	1/2023	Use the information gathered during the meetings to put plans in place to address concerns.	VPs
8/2022	9/2022	Schedule buses to take staff through neighborhoods around the city of Syracuse.	P Dowdell
8/2022	9/2022	Get students to serve as ambassadors to various neighborhoods. They will answer questions staff may have.	P Dowdell
1/2023	1/30/22	Poll students and staff in January; analyze the survey results and adjust as needed. Update the SCEP to reflect adjustments and additional activities as a result of student feedback on the survey.	VPs
9/2022	9/30/2022	Creating the Reel Deal (student centered group that makes mini movies about the different cultural groups we have at HHS).	Advisor

	10/15/2022	Schedule and hold the Reel Deal meeting where action steps are created that capture the work that the Reel Deal will do including timelines and activities and update the SCEP to reflect the action plan.	
7/2022	8/2022	Schedule weekly meetings.	Advisor
8/2022	1/2023	Develop a pamphlet and digital information that is shared with students and families about all the activities offered at HHS, who they can contact, and how. This will be shared in the fall and will be accessible at all school events.	Admin
9/2022	1/2023	Meet weekly with SROs and Sentries to address any outside issues that may present itself as a threat to the building. Activate door alarms, put systems in place for entering the building, require everyone to wear their school ID, and increase adult presence in the building.	Admin
9/2022	1/2023	Communicate weekly via school monitors, announcements, robocalls, and social media platforms.	Admin

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 2023 Target
School-created mini-survey of students on the selected question	44% Strongly Agree

Action Plan: 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
1/2023	6/2023	Continue to meet with the Knights of the Round Table (a group of students from various cultures that sit with staff	Admin

		and admin to discuss their concerns and share their thoughts)	
1/2023	6/2023	Continue to hold CRST meetings. Continue to identify and deliver PD topics related to cultural responsiveness and to increase cultural competence, and schedule and capture the trainings in the PD Plan. Update the SCEP action steps for the Survey Goal to reflect the activities the Team will focus on to address areas impacting equity.	CRST
1/2023	6/2023	Continue to promote the Reel Deal (student centered group that makes mini movies about the different cultural groups we have at HHS)	Advisor
1/2023	6/2023	Continue to meet weekly with SROs and Sentries to address any outside issues that may present itself as a threat to the building. Activate door alarms, put systems in place for entering the building, require everyone to wear their school ID, and increase adult presence in the building.	Admin
1/2023	6/2023	Continue to communicate weekly via school monitors, announcements, robocalls, and social media platforms.	Admin

College, Career, and Civic Readiness (CCCR) Goal

Subgroup	June 2023 Goal
All Students	92.2 CCCR Index

Targeted Monitoring

Prior to the start of the school year, all schools completing this goal should calculate the anticipated CCCR index of its 2019 cohort based on what the school sees as the likely results at the end of the 2022-23 school year.

Initial Anticipated Score of 2019 cohort	90
<p>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.</p> <p>Schools should identify below the specific readiness measures that the school will promote, support, and monitor so that the CCCR index for the 2019 cohort improves.</p>	
Readiness Measure to receive additional support and monitoring	
Student enrollment in SUPA, 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	
Student participation in the Seal of Civic Readiness	

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
8/2022	10/2022	Develop a mentoring plan for 9 th graders Share the plan with staff Choose students based on school counselor's recommendations Set marking period goals	School Counselor/ Admin
8/2022	1/2023	Create strong positive community and culture through mentors Review student progress Adjust goals when necessary Set new goals for marking periods Make a plan to achieve goals	School Counselor/ Admin
8/2022	9/2022	Complete the ESSA indicators worksheet to determine the anticipated CCCR index for 2019 cohort based likely results at the end of the 22-23 school year.	School Counselor/ Admin
8/2022	10/2022	Identify students for AP and dual credit courses leading to a CTE endorsement, Seal of Biliteracy, Seal of Civic Readiness, Regents Diploma with Advanced Designation whose increased academic performance can increase the school's CCCR point total	School Counselor/ Admin

8/2022	1/2023	Identify/develop interventions to be provided to these students to increase their successful academic performance in these advanced classes	School Counselor/ Admin
8/2022	1/2023	Identify data and intervals for data collection for monitoring progress of these students towards specified targets/goals	School Counselor/ Admin
8/2022	1/2023	Analyze collected data, progress monitor weekly, identify areas for improvement, and provide more targeted intervention to improve students' performance	School Counselor/ Admin

Gauging Success: Mid-Year Benchmark

Initial Anticipated Score	Mid-Year Anticipated Score Goal	End-of-the-Year Goal
75	88.2	92.2

Action Plan: 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
1/2023	6/2023	Continue to monitor progress of identified students	Instructional Coach
1/2023	6/2023	Continue to monitor progress of students in credit recovery classes	School Counselor/ Admin
1/2023	6/2023	Continue to analyze collected data, progress monitor, identify areas for improvement, and provide more targeted interventions to improve students' performance	Admin/School Counselor
1/2023	6/2023	Continue to hold weekly SIT and Attendance Team meetings to monitor progress of implementation of student support	Instructional Coach
1/2023	6/2023	CDOS-administer SKILLS USA assessment	Instructional Coach

Learning As A Team

Directions

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

Student Interviews

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

The students shared their answers to questions. We asked students to rate the importance. We took the top answers and used them to develop ideas to focus on for the 22/23 school year.

Equity Self-Reflection

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

We used the feedback to make adjustments for the upcoming school year. We realized that safety is at the top of the list. We have met with the head of the sentries to develop plans and get resources for the 22/23 school year.

Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of their SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA.



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	ELA, Math, ELP, Chronic Absenteeism

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). A minimum of two parents should be involved in the SCEP process.

Name	Role
Shirelle Dowdell	Principal
Mindy McCarthy	Teacher
Todd Germain	Teacher
Kate Rood	Teacher
Abby Dempsey	Teacher
Allyssa Nicotra	Teacher
Karen Moser	Teacher
Katrina Skinner	Parent
Laurie Collins	Parent
Lorraine Liepke	Teacher
Tim Conkey	TA

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

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
6/7-6/13/22	X				
6/13-6/17/22		X			
6/14/2022			X	X	X
6/27/2022			X	X	X
6/29/2022			X	X	X
7/6/2022			X	X	X
7/11/2022			X	X	X
7/20/2022			X	X	X

Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.