

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Huntington High School	CONTACT NAME	C. Leonardi
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	James Polansky		12/3/2012
PRESIDENT, B.O.E.	Emily Rogan		12/3/2012

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

PTSA
 Leadership Committee
 SDM Committee
 University?

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			
	School and district mission statements(attached) are subscribed to and supported by all constituencies.	Local Budget	RtI training
	A comprehensive RtI (behavior and academic) approach is practiced. Common Core Standards have been adopted as has the Danielson Framework for Teaching and Learning.		SIMS Paragraph Writing training Common Core Standards PD
	1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.		
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The Assistant Superintendent for Curriculum and Instruction works with all constituencies to develop attached PD plan based on established priorities.		

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	All teachers at Huntington High School have developed SLOs and baseline and summative assessments. Student progress will be closely monitored and lesson/unit plans will reflect differentiation of instruction and follow Danielson's Framework for Teaching and Learning. BARS will be used to aggregate and disaggregate State assessment information available to the school (grade 8 - ELA, Math, Science as well as all Regents tests). Quarterly assessment results will be analyzed in the same way through the use of Apperson scoring.		

2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Closely monitor student success through SLO growth and achievement data.	Review student achievement data on a quarterly basis (4 major content areas) and adjust instruction for underperforming students (RtI approach).	Special Education students ELL / Hispanic students Economically disadvantaged and Hispanic subgroups.	
Increase successful course completion and cohort graduation rates for all subgroups.	Increase by 1% the graduation rate by cohort.	All students	
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D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s) H. School Cost
Quarterly meetings with teachers in 4 major content areas to review data and plan RtI interventions.	September 2012 June 2013	Department and Building Administrators with content area teachers.	

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Continue the use of support classes, Tutorials and Regents/RCT reviews.	Increase students' course passing and graduation rates.	All identified subgroups.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s) H. School Cost
Enroll low skilled students in support classes and tutorials.	September 2012	Building Admin.	Local
Provide Regents/RCT prep tutorials for all students taking Regents/Rct in January and June of each school year.	September 2012 and January 2013	Building Admin.	Local

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Implement district adopted	Hold professional conversations with	All tenured and non-tenured teachers.
Danielson Framework for Teaching	teachers intended to improve the craft	
and Learning. In collaboration with	of teaching based on formal and	
Department supervisors, schedule	informal observations.	
announced and unannounced		
observation. Building Administrator		
will conduct walkthroughs to assess		
continuity in planning and use of		
effective strategies in teaching. Explicit		
identification of New York State		
standards and Common Core		
standard in lesson and unit planning		
will be an area of focus for all		
administrators.		
D. Activity	E. Timeline	G. Fund Source(s)
Conduct observations with Department	September 2012	
Administrators and focus on teacher	June 2013	Building
reflections for continued improvement		Administrators and
of their practice.		Department
		Supervisors

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The district adopted CCLS and planned PD for		
	administrators and teachers on their		
	implementation.		

3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The building principal will focus the PD provided at the High School (staff and team meetings) on the implementation of CCLS. K-8 curriculum is being aligned with CCLS, this work will include grades 9-12 during the 2013-2014 school year.	Continue the focus on the use of academic language, differentiated instruction and literacy across all content areas.	All professional staff.	
	Provide PD on the selection of complex text and the development of persuasive writing.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
PD during presentations at Faculty, Department, and Team meetings.	September 2012 June 2013	Building Admin. and Department Supervisors	H. School Cost

3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Build a culture of high expectations for all students.	Select text materials and documents that are complex and lend themselves to deeper discussions.	All teachers	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Teachers will be provided with PD about selection of complex text and will demonstrate the integration of rigorous text in their lesson plans.	September 2012 June 2013	Building Admin., Department Supervisors and Teachers	H. School Cost
3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	

TENET IV: TEACHER PRACTICES AND DECISIONS

<p>4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.</p>			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The district has developed a comprehensive PD program to address instructional priorities: setting high expectations for all students and differentiating instruction within each course.		
<p>4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.</p>			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Teacher plan unit/lessons around Danielson’s Framework For Teaching and Learning.	Encourage the use of lesson plans reflecting the Danielson’s Framework for Teaching and Learning.	All teachers	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Assess teachers’ plan format against Danielson’s model. Encourage use of Danielson’s protocols for planning.	September 2012 June 2013	Building Admin., Department Supervisors and Teachers	H. School Cost
<p>4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.</p>			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Continue implementing SIMs Paragraph Writing while incorporating CCLS Writing standards	Incorporate writing CCLS standards with SIMs Paragraph Writing.	All content areas	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Review SIMs Paragraph Writing practice (attached). Incorporate CCLS to improve quality of writing. Continue	September 2012 June 2013	Building Admin., Department Supervisors, and	H. School Cost

Coaching with SIMs Paragraph Writing	Teachers	
And introduce protocol for evidence based instructional practice in teaching and assessing student learning in vocabulary (content and academic).		

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Implement Dignity Act and continue	Train all staff members on the reporting procedures delineated in the dignity Act.	All staff members and administrators
To implement behavioral RtI strategies.		
D. Activity	E. Timeline	F. Key Personnel
Utilize Superintendent Conference days and faculty meetings to discuss implementation of the Dignity Act.	September/October 2012	Psychologists assigned to the High School.
Continue to require the use of behavioral RtI established strategies/approaches (attached).		Building Admin. and Department Supervisors
G. Fund Source(s)	H. School Cost	

4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Use SLOs as a guide to assess student growth and achievement to determine students' levels of performance.	Review baseline, quarterly and final achievement data to guide instruction through the school year and determine final level of achievement.	All staff
D. Activity	E. Timeline	F. Key Personnel
Meet with teachers by course to review baseline data and plan ways to	September - June	Assistant Principal and Deans
G. Fund Source(s)	H. School Cost	

differentiate instruction for various performance groups. Use quarterly assessments to guide refinement of strategies and approaches. Use final summative data to determine level of mastery.			

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Support staff (guidance counselors, psychologists and social worker) will provide short term counseling as needed.	Provide short term individual and group counseling as needed.	Students experiencing challenging and stressful socio-emotional situations at home or in school.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Provide ERRS counseling to all students referred for socio-emotional support.	September 2012 June 2013	Psychologists, Counselors, and Social Worker	H. School Cost

<p>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</p>			
<p>A. Major Recommendation and Report Citation</p>		<p>B. Goal</p>	
<p>Clubs, teams and school-wide events will promote positive experiences for students.</p>		<p>The use of advisors and mentors will promote the development of positive supportive relationships with students.</p>	
<p>D. Activity</p>		<p>C. Targets</p>	
<p>Continue to provide a positive school climate through behavioral RtI and encouragement of student involvement in extra-curricular activities.</p>		<p>All students</p>	
<p>E. Timeline</p>		<p>F. Key Personnel</p>	
<p>September 2012 June 2013</p>		<p>Advisors, Coaches, and Mentors</p>	
<p>G. Fund Source(s)</p>		<p>H. School Cost</p>	
<p></p>		<p></p>	

<p>5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.</p>			
<p>A. Major Recommendation and Report Citation</p>		<p>B. Goal</p>	
<p>Promote involvement within the school and the larger community by students.</p>		<p>Beginning with the incoming Freshmen Class (2012), institute a community service requirement that will help students appreciate the rewards of supporting others.</p>	
<p>D. Activity</p>		<p>C. Targets</p>	
<p>Implement 10 hours of required community service for all grade 9 students.</p>		<p>Freshmen Class</p>	
<p>E. Timeline</p>		<p>F. Key Personnel</p>	
<p>September 2012 June 2013</p>		<p>Guidance Counselors and Parents.</p>	
<p>G. Fund Source(s)</p>		<p>H. School Cost</p>	
<p></p>		<p></p>	

<p>5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.</p>			
A. Major Recommendation and Report Citation		B. Goal	C. Targets
Continue weekly IST meetings addressing academic as well as socio-emotional needs of students.		Plan program changes and counseling services during weekly IST meetings.	All students
D. Activity		E. Timeline	G. Fund Source(s)
The building Principal will continue to conduct weekly IST meeting with psychologists, guidance counselors and deans to meet students' academic and socio-emotional needs.		September 2012 Building Admin. and Support Staff	H. School Cost
		June 2013	

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

<p>6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</p>			
A. - C., E. - F.		D. Activity	G. Fund Source(s)
SEE DCIP (leave blank)			H. School Cost

<p>6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.</p>			
A. Major Recommendation and Report Citation		B. Goal	C. Targets

Capitalize on visibility and pro-active approach of building administrative and support staff.	Set adult expectation for civil and open interaction with students and families. Meet with individual families at least once yearly to plan students' programs.	Students' families and community members.
D. Activity	E. Timeline	G. Fund Source(s)
Interact with families in a supportive and respectful manner on a daily basis (administrators, deans, security, secretarial staff). Provide clear and useful information for parents that keeps families knowledgeable about extra-curricular opportunities available to students. Plan informational parent programs (guidance grade level nights, Freshmen Orientation, Open Houses).	September 2012 June 2013	H. School Cost
	F. Key Personnel Administrators, Guidance Counselors, Deans Support Staff and Security	

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Utilize open houses, orientation programs, P/T conferences and team meetings to improve communication. Continue the use of teacher e-Boards and the publication of up to date information on the District's Website.	Capitalize on any opportunity to draw families and community members to the high school in order to learn about the school and our mission.	Families and community at large.
D. Activity	E. Timeline	G. Fund Source(s)
Plan for optimal communication during P/T and team meetings. Plan open Houses open to the community and especially families residing in the district. Schedule individual parent/	September 2012 June 2013	H. School Cost
	F. Key Personnel Guidance Counselors, Teachers, Building Administrators and Superintendent	

student/counselor scheduling meetings. Continue to make attendance and grade information available through the Parent Portal.			
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6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Continue PK services (at HS satellite), host activities supported by YDA staff.	Utilize the services of community agencies to better serve students.	Students and families experiencing difficulties.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Work closely with PK satellite, YDA program and Family Service League.	September 2012	Representative of community agencies and Building Administrators.	H. School Cost
	June 2013		

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Use PTSA and SDM meetings as well as open houses as a forum for sharing Academic, program and extracurricular information.	Use data at formal parent and committee meetings in order to share academic and program data.	Parent organizations and committees with constituencies representation.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Share goals and activities contained in this plan with PTA, SDM and Leadership Committees.	Throughout the 2012 – 2013 school year	Members of Leadership Team, SDM Committee and Building Administration.	H. School Cost