

LEA Name:	Huntington Union Free School District
School Name:	Huntington High School

2014-2015 School Comprehensive Education Plan (SCEP)

School Name	Huntington High School	Contact Name	Carmela Leonardi
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Website Link for Published Plan			

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 DCIP 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 district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		James W. Polansky	
President, B.O.E. / Chancellor or Chancellor's Designee		Emily Rogan	

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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 DCIP.

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

Name	Title / Organization	Signature
Helen Guarino	English Teacher Huntington High School	
Victoria Lombardi	English Teacher Huntington High School	
Monica Racz	Math Teacher Huntington High School	
Keith Mattis	Math Teacher Huntington High School	
Dame Forbes	Science Teacher Huntington High School	
Lauren Desiderio	Social Studies teacher Huntington High School	
Givanny Mendez	School Psychologist Huntington High School	
Erica Murphy-Jessen	Special Education Teacher	
Alice Marie Rorke	Parent	

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
March 25, 2014	Huntington High School	Yes	Yes
April 29, 2014	Huntington High School	Yes	Yes
May 27, 2014	Huntington High School	Yes	Yes

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School Information Sheet #1

School Information Sheet											
Grade Configuration	12-Sep	Total Student Enrollment	1301	% Title I Population	N.A.	% Attendance Rate	92.36	% Student Sustainability			
% of Students Eligible for Free Lunch	29%	% of Students Eligible for Reduced-Price Lunch	4%	% of Limited English Proficient Students	7%	% of Students with Disabilities	15%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0.08%	% Black or African American	11%	% Hispanic or Latino	33%	% Asian, Native Hawaiian / Other Pacific Islander	0.01%	% White	56%	% Multi-Racial	0.02%

School Personnel							
Years Principal Assigned to School	13	# of Assistant Principals	1	# of Deans	3	# of Counselors / Social Workers	6
% of Teachers with No Valid Teaching Certificate	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	13	Average # of Teacher Absences	7

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG(a) Recipient		SIG(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	197/252	Math Performance at Level 3 and Level 4	138/252	Science Performance at Level 3 and Level 4	N.A.	Four-Year Graduation Rate (HS Only)	85.4
% of 1st Year Students Who Earned 10+ Credits (HS Only)	not avail.	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	not avail	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	not avail.	Six-Year Graduation Rate (HS Only)	86.8

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District Information Sheet #2

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

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SCEP Overview

In this section, the School 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 School'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 School. The Overview will serve as the at-a-glance summary of how the School will use various funding sources to improve student achievement. This Overview should be no more than five pages in length. A complete overview will address the following:

1. Using the drop-down menu, rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan.	3 = Moderate Degree (At least 50% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the School successfully implemented the activities identified in the previous year's School Comprehensive Education Plan.	4 = Major Degree (At least 90% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan impacted academic achievement targets for identified subgroups.	3 = Moderate Degree (A majority of identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	4 = Major Degree (There was a significant increase in the level of Parent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan received the funding necessary to achieve the corresponding goals.	4 = Major Degree (At least 90% of planned activities were funded.)
6. Using the drop-down menu, identify in which Tenet the School made the most growth during the previous year.	Tenet 4: Teacher Practices and Decisions

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• **List the strengths of the previous year's plan.**

In the previous year's plan we proposed the use of the Data Wise approach to train teachers to use summative and formative data in order to identify gaps in learning and implement instructional practices that would address them. We also conducted quarterly benchmark assessments and analyzed these results as well as summative data available from previous years (regents). Formative data reviewed included quizzes, chapter or unit tests, attendance, and walkthroughs (focus on student level of engagement and addressing the CCLS). The training on the use of Data Wise, although shared with the entire staff at faculty meetings as well as the Leadership team, was conducted in an intensive year long way only with teachers in grade nine. Next year we will work with tenth grade teachers in the same way. Family engagement was another area of focus. We developed informational material in both English and Spanish, created surveys bilingually as well and made sure that all schoolwide phone communications (connected) took place in the two languages. I, as principal of the high school, chaired a districtwide Community Engagement Committee and set up parent community forums and partnerships with local organizations. We held our first Parent Academy with workshops offered in both English and Spanish.

• **List the weaknesses of the previous year's plan.**

Having studied the feedback received on the SCEP we submitted last year and the feedback from the visiting state team, I can clearly see that we need to refer to the specific data that will allow us to show if priorities have been addressed and students' performance has improved. I believe that developing SMART goals will allow us to do that. While all activities included in the plan did take place, we did not indicate how we would reflect on results and track ongoing improvement.

In developing the CURRENT plan:

• **List the highlights of the initiatives described in the current SCEP. How are these initiatives supported through all funding sources?**

1. Several years ago, the high school identified positive behavioral strategies that de-escalate sensitive or volatile situations and re-direct student's behavior by asking them to reflect on events and verbalize more positive choices they could make in the future. In the coming year, the three Deans and guidance counselors will use protocols for every student that is sent to ISS by a teacher asking them to engage in a written reflection of events that lead to being sent out of class and plan alternative actions. Spreadsheets will be maintained and results will be checked on a quarterly basis. A decline in the number of referrals is expected at each benchmark review. Trend data will be discussed with individual teachers by building or department supervisors. 2. We will continue to focus on implementing the shifts and CCLS. This year (2013-14) all teachers teaching grade 9 were trained in the use of Data Wise (improving learning through the use of data), over the summer a group of 25 volunteers will be trained in that same process while in the coming year (2014-15) teachers who will be assigned grade 10 classes will be provided with the same yearlong intensive coaching the Principal and Assistant Principal delivered to grade nine teachers. Even though it is a difficult task to accomplish at the high school level, we are trying to make the coaching take place by establishing the same kind of teaming we have had for grade 9 and therefore providing a common planning time for all teachers at the 10th grade level. I will also run two book discussions: one on Growth

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• List the timeline of events that led to the creation of the current plan.

1. Yearlong - As the building principal I met monthly with the Leadership Team (larger than the subgroup listed in this document - about 25 staff members representing all departments) to talk about implementation of the SCEP and plan information to be provided at faculty meetings or after school. 2. Quarterly -Articulation meetings took place after every benchmark assessment to look at item analysis reports, review students' multiple choice and written responses and determine how to address students' needs on a grade or departmental level. Developing academic language and strengthening prior knowledge remains one of the identified students' needs. The second is putting the details together to understand the bigger picture or concept. For the lower performing group work completion and practice through homework is still an area of focus. Multiple department meetings were utilized to reflect on the results of the quarterly assessment, the walkthroughs and to practice how to utilize cooperative groups and pairs to increase student engagement. All faculty meetings included presentations by staff members on best practices they use to increase student engagement and academic performance. The last three meetings of the Leadership team (3/25/14, 4/29/14, and 5/27, 14) were devoted to assessing the implementation of the 2013-14 goals and determining the areas of focus for the 2014-15 school year.

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

The 2014-15 school goals (which reflect the SCEP goals) will be posted on the High School webpage. They will also be shared during the Meet the Teacher Night and at the two scheduled Parent Academies. A Spanish translation will be developed for similar posting and distribution. A presentation is made annually at one of the Board Meetings as well.

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

1. Lower functioning students, especially those identified in the economically disadvantaged subgroup, will be monitored for improved attendance, decrease of times sent out of classes to ISS and improved academics (review of benchmark, and formative data - Data Wise, increase in passing of courses, as well as results of APTT parent conferences. 2. Instructional focus will remain on continued development of academic vocabulary, making connections or generalizing to apply what is learned to more global concepts, responding to and asking higher level questions. 3. Continue to work on parent engagement activities to support the transition toward an academic partnership between teachers and parents.

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• 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.

Huntington High School mission statement is : "Students and adults at Huntington High School work together to create an environment based on responsibility, respect, and safety. In a climate of high expectations and academic richness. Students are afforded a greater opportunity to develop talents and reach their full potentials. The faculty and administration work collaboratively to involve all students in rigorous, standard based tasks that prepares them to successfully meet chosen career expectations as well as challenges at competitive colleges and universities." The identified needs support the mission of the school. All professional staff members work collaboratively and learn together so that all students can be supported in making needed improvements in their learning. We aim for every student to be college and career ready.

• State the strategy and timeline to accomplish the mission or guiding principles.

Administrators and professional staff members continue to learn how to support students emotionally and academically. The behavioral RTI approach and the intervention of the Deans and guidance counselors (aimed at improving behavior) with students that are disruptive in class as well as the individual and group counseling provided by guidance counselors, social worker and psychologists will ensure that the school climate remains, respectful and safe. Application of the Data Wise process, the teaching of academic language, the sharing of best practices (for student engagement and questioning techniques) as well as the emphasis on effort (growth mindset) support the academic improvement of students in the identified subgroup whose skills need to be strengthened. The emphasis on parent engagement brings the parents under the umbrella of "adults" as partners in every child's learning. Progress in the first two areas will be checked quarterly. Feedback from the parent engagement will be collected throughout the school year following parent academies, APTT conferences and forums.

• Describe school structures that support strategic implementation of the mission/guiding principles.

Leadership Team (about 25 staff members) planning sessions, faculty meetings devoted to sharing best practices, monthly interdisciplinary meetings with full grade 9 and 10 teams as well as weekly team specific meetings with grades 9 and 10 teams to support continued use of Data Wise process or coach new teams in the use of same. Monthly Principal's meetings with department supervisors to keep focus on established goals. Established quarterly benchmark assessment calendar and corresponding articulation meetings. Weekly Principal's meeting with support personnel to plan or adjust counseling services and schedules or programs for specific students. Literary circles to learning and implement growth mindset principles and strategies to decrease the achievement gap.

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• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles.

While we are planning to schedule teaming for grade ten, that might not be possible. We might need to modify it to a partial teaming (two content areas) which would limit teachers' ability to work collaboratively across content areas. The literary circles are going to be open to volunteers, their willingness to share at faculty and department meetings will have to be assessed. Parent participation, especially among families of economically disadvantaged students, is difficult to establish and maintain. We are going to rely on the partnership established with local organizations to increase participation. For some parents who will participate in the APTT conferences, following through with implementation of strategies in the home may be difficult or inconsistent. We re-defined the responsibilities of one of the deans who is licensed as a social worker in order to be able to provide needed outreach. The effectiveness of this change will have to be assessed as well.

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

The academic achievement target for economically disadvantaged students in ELA are a 2% increase in passing of the corresponding CC Regents. The academic achievement target for economically disadvantaged students in Algebra is a 2% increase in passing of the corresponding CC Regents. The final academic achievement target for the economically disadvantaged subgroup is a 1% increase in the graduation rate.

• List the data sets that were analyzed to determine prioritized professional development.

Results of district and school walkthroughs indicated the need for PD in increasing student engagement (through grouping and use of higher order, reflective questions) and using data to improve instruction. Quarterly benchmark data and course passing rates indicated the need to learn strategies that would help close the achievement gap: growth mindset and effective practices to accelerate instruction of low functioning students.

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Tier 1: List of Prioritized Activities for Improvement

Use this table to demonstrate costs associated with Tier 1 Prioritized Activities including: Systemic Planning Training, Expanded Learning Time Programs, Community Schools Programs, and Professional Development (if applicable).

Tenet: Identify the Tenet to be addressed by the selected Tier 1 activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 2						
Tenet 3						
Tenet 4						
Tenet 5						
Tenet 6						

Total Amount of Funds Reserved for Tier 1 Activities \$0

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.

\$0 **Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)**
\$0 **Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)**
 \$0 **Total Funds Budgeted for Improvement Activities**

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Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.				Developing	Self-Assessment		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	100% of teachers at Huntington High School will participate in a minimum of 13 hours of Common-Core professional development.						
Goal #2	100% of all teachers teaching grade 10 classes at Huntington High School will participate in a minimum of 30 hours of DataWise process training						
Goal #3	100% of the teachers teaching support (AIS) classes at Huntington High School will participate in a 10 hour of training (book discussion) on strategies to accelerate learning and the adoption of a growth mindset.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Department Supervisors and ELA and Math coaches will provide monthly workshops to classroom teachers focused on Common Core modules to ensure all teachers are prepared for Instructional Shifts.	Improvement	Tier 2-9	Title II, Part A School Improvement Section 1003(a) - SIG A	\$5,000 \$5,000	October 14, 2014 March 27, 2015	October 16, 2014 March 29, 2015
Goal #2	The Principal and Assistan Ptincipal will conduct weekly team meetings (rotating every three weeks to meet individually with each of the three teams) to train teachers on the use of the Data Wise process.	Improvement	Tier 2-9				
Goal #3	The Principal and Assistant Principal will run book discussion groups with all teachers teaching support (AIS) classes on stategies to accelerate learning (10 hours) and growth mindset (10 hours).	Improvement					
				Total	\$10,000		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
Tenet 2 as a Whole		Effective	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
<u>Recommendation / Rationale #1 -</u>	Recommendations made by the IIT team indicated the need to identify data used for decision making and for determination of progress. Both formative and summative (Regents results and final grades) will be used. Quarterly benchmarks (quarter 1, midterms, finals/Regents) will be consistently analyzed during departmental articulation meetings and used to plan strategies for instructional changes. During the 2013-14 school year the Data Wise process. Individual student improvement plans were developed during team meetings based on data reviewed and effectiveness of interventions was monitored. During the 2014-15 school year building administrators will coach all teachers teaching grade 10 on improving instruction and learning through the use of the Data Wise process. An August 2014 Data Wise two days training session (8/20/14 and 8/21/14) will also be provided for 25 staff members interested in						
<u>Recommendation / Rationale #2 -</u>	During the 2013-14 school year, building and department administrators collected lesson plans developed for AIS classes (support, reading, Resource, Study skills and Organization). A large percentage of the identified subgroup of economically disadvantaged students are enrolled in these AIS courses. Review of such plans revealed a focus on skill and drill activities and/ or slower pacing of content coverage. After reviewing Suzy Pepper Rollins book as well as Carol Dweck work on accelerated learning and growth mindset a decision was made jointly by the building administration and the school Leadership Team to provide professional development for teachers in support classes (AIS) on strategies to close the achievement gap and to develop an understanding of growth mindset among teachers and students.						
<u>Recommendation / Rationale #3 -</u>	The two opportunities for P/T conferences have been limited to the traditional 6-8 minutes slots during which teachers have shared praise and/or concerns about individual students. This year, after attending a parent engagement conference in Lynchburg, Virginia, the principal shared information on APTT conferences with the teachers in the grade 9 teams. On August 18 and 20, 2014, a group of ten teachers have signed up to work to establish how we can replicate this approach for individual parent conferences and develop the type of parent teacher partnership that creates a clear understanding of specific learning needs identified through data, illustrates strategies that are being implemented to address them in the classroom, and models what the parents can do to support their children's academic growth in the home.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
<u>Goal #1</u>	It is our firm belief that the use of data must drive instructional decisions especially for students in the identified subgroup of economically disadvantaged. The two building administrators will meet on a rotating basis, no less than twice a month, with the established teams in grade 9 and grade 10 teachers in order to support continued implementation in grade 9 and coach grade 10 in the use of the Data Wise process. Teams at both grade levels will meet twice a week across disciplines and twice a week by department to identify in which areas students need to improve and to develop action plans that focus on the implementation of strategies intended to develop skills and understandings. Data discussed by the teams and all other staff members will include quarterly benchmark assessments and formative data collected in the classroom. Monthly reports on students progress generated by teamteachers as well as a review of classroom and quarter grades will be used to determine if selected interventions are successful. A 5% increase in course and class tests passing rate is expected at every quarter for all students and specifically for students falling in the identified subgroup.						
<u>Goal #2</u>	All teachers of Support classes in grades 9 and 10 have been assigned a scheduled common meeting time. Building administrators will use one such weekly meeting to coach teachers in the implementation of planning and instructional strategies presented in "Learning in the Fast Lane." Working with building administrators and the Leadership Team, trained teacher volunteers will select information and strategies to share with colleagues at faculty and department meetings. Classroom performance (quizzes and unit tests) in AIS courses will be reviewed to determine effect of selected strategies on students' academic achievement. In addition, all staff members will be trained on the practices that support a growth mindset. Prior to the beginning of the 2014-15 school year we plan to purchase a Mindset Works training kit. Through the use of this material and the coaching of teachers in strategies outlined in "Learning in the Fast Lane," we expect to see a 10% improvement in passing rates of support classes during the 2014-15 school year.						
<u>Goal #3</u>	In August 2014, a group of ten teacher will work to adapt the APTT approach to conferences for use at Huntington High School during individual parent teacher meetings. The process will be presented at faculty and department meetings in September and October 2014. Parents who participate in APTT conferences will be surveyed as to the effectiveness of the learning partnership established through this process. Students' progress will be monitored through improved quarter grades and participating parents' feedback will be secured through a short survey. We expect a 10% increase in passing of class tests by the students whose parents engaged in APPT conferences and an overall positive (80%) response by parents.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
	Grade 9 teachers who were trained during the 2013-14 school year, will implement the Data Wise approach to using data to improve instruction. Grade 10 teachers will be coached by the two building administrators in				\$50,000	September 15, 2014	May 29, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	the use of Data Wise and supported throughout the 2014-15 school year in its implementation. All teamed teachers (grades 9 and 10) will meet daily (42 minutes) to review data, select interventions and monitor students' progress. The two building administrators will join each team on a rotating basis to monitor the process and support teachers.	Improvement	Tier 1-1				
Goal #2	Teachers of students that are assigned to support (AIS) classes will be coached by the two building administrators on the strategies used to accelerate instruction. Principles of growth mindset will also be presented to the whole staff. The progress of the students in support classes will be monitored quarterly through the use of class test and passing rates.	Improvement	Tier 1-1		\$20,000	October 2, 2014	May 29, 2015
Goal #3	The ten teachers who have developed the process and protocols to be used during individual APTT conferences with parents will present this information to colleagues at faculty and department meetings. The guidance counselors will keep a record of parent engagement in APTT conferences and secure parent feedback through a survey. The progress of individual students whose parents engage in a partnership to improve their children's learning will be monitored through improved quarter grades.	Improvement	Tier 1-1		\$40,000	August 18, 2014	June 15, 2015

LEA Name: =SCEPCoverPage!C1

School Name: =SCEPCoverPage!C2

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
Tenet 3 as a Whole		Effective	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Together with department supervisors, building supervisors will conduct the required number of observations under the adopted Danielson Framework with a focus on the use of the 6 Shifts and CCLS in planning and instruction.						
Recommendation / Rationale #2 -	Building administrators will work cooperatively with department supervisors to update the curriculum scope and sequence as well as units contained in Atlas Rubicon (ELA and Social Studies). Department supervisors will ensure that math modules (Algebra and Geometry) are used to plan instruction.						
Recommendation / Rationale #3 -	Building and department administrators will implement the benchmark assessment plan developed jointly for the 2014-15 school year.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	By working cooperatively with department supervisors and central office, by the end of May 2015, building administrators will complete evaluations required of the 117 professional staff members (a minimum of 2 for tenured and 4 for non tenured staff). The Danielson framework has been adopted by the district. Its use supports the implementation of the shifts (ELA/Literacy, Math). Priority during pre meetings with teachers remains the integration of CCLS into the planning of lessons and units. Implementation of recommendations made in the formal evaluations will be monitored through follow up visits as well as walk throughs.						
Goal #2	Teachers will utilize the ELA, Social Studies, and science scope and sequence and CCLS aligned curriculum available on Atlas Rubicon. Curriculum updates and additions for ELA and Social Studies will be conducted during the Summer of 2014. Teacher will utilize the State CC Algebra and Geometry Modules in their teaching of the Algebra and Geometry courses. Use of these curriculum materials will be monitored during formal and informal observations.						
Goal #3	The 2014-15 quarterly benchmark chart that was developed jointly by building and department administrators will be implemented. The chart includes already scheduled mandated articulation PD sessions that follow each benchmark assessment. During articulation sessions teachers will analyze results and plan instructional or program strategies to increase student performance especially among student in the identified economically disadvantaged subgroup. A 5% increase in course passing rates is expected from the first to third administration of common benchmark assessments.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Between September 2014 and May 2015, 117 instructional staff members will be assessed using the Danielson framework. Building and department administrators will schedule between 6 and 10 formal observations from October 2014 to April 2015.	Improvement	Tier 1-3		\$200,000	September 3, 2014	June 15, 2015
Goal #2	During the summer of 2014 the English and Social Studies departments will update the content of the Atlas Rubicon always looking to strengthen the connection between content and CCS. This material will be used to plan units and lessons during the 2014-15 school year. Algebra modules will again be used by grade nine math teachers in the new school year. Geometry teachers will begin using available Geometry	Improvement	Tier 1-2		\$10,000	August 1, 2014	May 30, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Implementation of the the 2014-15 quarterly benchmark data plan will take place in all departments and disciplines. Implementation of the corresponding PD articulation sessions (already scheduled in the district PD calendar) will focus on the analysis of test results and will be used to plan strategies for improving students' academic performance.	Improvement	Tier 1-2		\$10,000	September 8, 2014	June 26, 2015
						October 27, 2014	
						January 21, 2015	
						March 30, 2015	
						June 8, 2015	

LEA Name: Huntinton Union Free School District
 School Name: Huntington

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
Tenet 4 as a Whole		Effective	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Following updated information shared by the NYS Education Department (Algebra and Geometry modules) and the results of summer curriculum work, Building and department administrators will monitor the implementation of CCLS aligned units of study through formal and informal observations.						
Recommendation / Rationale #2 -	Teachers will plan lessons that include the study of academic vocabulary in order to increase the background knowledge of students at all levels.						
Recommendation / Rationale #3 -	Teachers will use benchmark and formative data to identify areas of need and address them in their planning.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Department administrators will supervise the development of CCS aligned curriculum modules during the 2014 summer months. In the area of math the Algebra and Geometry modules will be utilized. Curriculum implementation will be part of departmental discussions on a monthly basis beginning in September 2014 and ending in May 2015.						
Goal #2	The teaching of academic vocabulary will remain a priority for teachers in all content areas. Implementation of this instructional focus will be monitored at the end of each quarter through formal observations and walkthroughs. Data will be shared four times during the school year at faculty and/or department meetings. There will be a 5% increase in the frequency of direct teaching of academic vocabulary in both observed lessons and walkthrough data.						
Goal #3	Each department will conduct scheduled quarterly benchmark assessments and corresponding department articulation meetings. Results will be used to modify instructional practices. Data from quarterly grades will show a minimum of 10% improvement in the academic performance of economically disadvantaged students as shown through a comparison of first and final benchmark data.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The department chairperson will supervise the continued implementation of the Algebra modules and work to introduce the Geometry modules. English, Social Studies, and Science supervisors as well as content area coaches will oversee the summer curriculum work (Atlas Rubicon) and share updated curriculum with staff members at monthly department meetings. Through the 2014-15 school year, teachers in grades 9 and 10 will work in content specific teams to	Improvement	Tier 1-2		\$80,000	September 3, 2014	June 15, 2015
Goal #2	Effective strategies for teaching academic vocabulary will be shared at all faculty and department meetings. Teachers will share best practices and engage in intervisitations. The data collected through walkthroughs on the teaching of academic vocabulary and the development of background knowledge will be shared with staff members on a quarterly basis.	Improvement	Tier 1-2		\$10,000	September 3, 2014	June 15, 2015
Goal #3	Each department will implement the quarterly benchmark assessment planned for the 2014-15 school year. Department supervisors will hold planned	Improvement	Tier 1-1		\$10,000	September 8, 2014 October 27, 2014 January 21, 2015	June 26, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal 12	Year: Department supervisors will hold planned (required PD) articulation meetings to discuss results, plan and monitor improvement strategies.	Improvement	PER 1.1			March 30, 2015	
						June 8, 2015	

LEA Name: Huntington Union Free School District
 School Name: Huntington High School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
Tenet 5 as a Whole		Effective	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Restructure the responsibilities of one of the school deans who is a licensed social worker to include individual and group student counseling as well as parent outreach and establishing the support of community agencies specifically for families of economically dsadvantaged students.						
Recommendation / Rationale #2 -	Deand and/or guidance counselors will involve all students sent out of the classroom to ISS for disruptive behavior in conversations about how to avoid recurring incidents.						
Recommendation / Rationale #3 -	Introduce "growth mindset" principles and practicesto the whole staff and work with the Leadership Team on how best to share strategies that promote the belief that academic performance can be improved for all students.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase by 10% the number of individual and group counseling services offered to economically disadvantaged students during the 2014-14 school year.						
Goal #2	By engaging students in a reflection of how to change disruptive behavior, the number of students being sent to ISS by teachers will be reduced by 20% from September 2014 to May 2015.						
Goal #3	By training professional staff on the growth mindset principles and practices, economically disadvantaged students and especially those enrolled in support classes will show a 5% increaswe in course passing rates.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The school has three deans of students. One is also licensed as a social worker. His job has been restructured to include individual, group counseling, and outreach to service agencies for the purpose of connecting services with families in need. Logs of counseling groups, homevisits and connection to community services will be maintained.	Improvement	Tier 1-6		\$80,000	September 2, 2014	June 26, 2015
Goal #2	Under the supervision of the Assistant Principals, two deans have developed protocols to use with students who are sent out of class by teachers because of behavioral issues. Working with their grade level dean and/or guidance counselor, each student will reflect on his/her behavior and plan how they could best handle future situations. Trend data will be maintained and discussed by supervisors with individual teachers.	Improvement	Tier 1-6		\$10,000	September 29/14	June 15, 2015
Goal #3	Teachers will be trained during the Fall of the 2014-15 school year on the principles and practices of promoting a growth mindset. Students enrolled in support	Improvement	Tier 1-6		\$20,000	October 1, 2014	June 15, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	classes(AIS) are expected to benefit from this teacher training. Their academic performance in support classes will be monitored quarterly for improvement.	improvement	Tier 1-6				

LEA Name: Huntington Union Free School District
 School Name: Huntington High School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Establish a clear referral system to identify students' social and emotional needs. Feedback will be sought from academic and support staff for the completion of a referral form.						
Recommendation / Rationale #2 -	Use data provided by teachers, counselor and support personnel to determine interventions that can be put in place by the school and/or local agencies to address socio-emotional needs of students.						
Recommendation / Rationale #3 -	Analyze intervention data to determine trends in the effectiveness of school/community interventions addressing the socio emotional needs of students.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Working with support personnel, the principal will develop a referral form outlining identified socio-emotional needs of students. The form will be used by support personnel (psychologists, social workers, guidance counselors, deans) to present student needs at a weekly meeting with building administration. At that time decisions for interventions will be made with the input of attending professionals. Individual student progress will be discussed on a monthly						
Goal #2	Use the progress record maintained by school support staff to determine if community or school based agencies (P.K. on site) should be tapped for additional student/family support. Invite representatives of these agencies/services to participate at monthly meetings or provide verbal/written feedback on student/family progress.						
Goal #3	Together with support personnel analyze effectiveness of intervention services on a quarterly basis. Make changes as appropriate.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	In September 2014, the referral system, inclusive of the newly developed referral form, will be shared with all staff members. Professional staff will be encouraged to work with students' guidance counselors or psychologists to fill out the form outlining perceived	Improvement			\$20,000	Weekly starting 10/2/14	May 28, 2015
Goal #2	The student support team will review students' progress on a monthly basis (with the input of community agencies involved). Recommendations and changes will be made at this time depending on the review of available data.	Improvement			\$10,000	Monthly Starting on 11/2/14	May 28, 2015
Goal #3	At the end of each academic quarter, the student support team will review available logs and progress summaries to determine effectiveness of socio-emotional services received by students and to make recommendations for continuation of services or	Improvement			\$10,000	November 7, 2014 January 30, 2015 March 6, 2015 June 15, 2014	June 15, 2015

LEA Name: Huntington Union Free School District
 School Name: Huntington High School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide staff training on how to attend to students' social and emotional health problems.						
Recommendation / Rationale #2 -	Provide staff training on how to identify signs of emotional stress and possible suicidal idiation.						
Recommendation / Rationale #3 -	Continue to provide mandate training on implementation of DASA.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	During the scheduled Superintendent Conference Day (September 2, 2014), building administrator and support personnel will review the diescalating RTI interventions adopted by the school in previous years with both professional and non professional employees. The presentation will include information on how to identify those students under hightened emotional stress. The procedure for referral (for general and ememergeney situations) will be reviewed at						
Goal #2	Midyear (December 2014) time will be allocated at the faculty meeting for review of how to identify and report to the student support team those students experiencing social emotional problems.						
Goal #3	In the Fall of the 2014-15 school year, the support personnel assigned DASA training responsibilities will work with building administrators in scheduling training for all staff members.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Include training time on behavioral RTI and identification of social emotianla problems experienced by students during the first faculty meeting of the school year (September 2, 2014).	Improvement			\$1,000	September 2, 2014	September 2, 2014
Goal #2	Provide refresher training (on information outlined in activity 1) during the December 2014 faculty meeting.	Improvement			\$1,000	January 5, 2015	January 5, 2015
Goal #3	Implement refresher DASA training for all school personnel.	Improvement			\$2,000	September 2, 2014 January 5, 2015	January 5, 2015

LEA Name: Huntington Union Free School District
 School Name: Huntington High School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Address all students' social and emotional needs in order to ensure students' academic and social success.						
Recommendation / Rationale #2 -	Develop a social and emotional needs referral form to be use by all staff members as needed.						
Recommendation / Rationale #3 -	At the end of each academic quarter the student support team will review the effectiveness of social and emotional support services provided for students.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The Growth Mindset staff training kit will be used during the 2014-15 school year (Fall) to train professional staff membes on the principles of building a growth mindset climate for adults and students at Huntington High School. It is expected that this training will positively affect the social and academic growth of students by helping to build an environment where all stakeholder support increased student social and academic learning.						
Goal #2	Develop a referral form to be submitted to the student support team for review and action. These team meetings take place on a weekly basis. Critical situations will be handled immediately by administrators, deans and support staff. Use quantitative data of numbers of referrals reviewed by the student support team to determine its continued and appropriate use.						
Goal #3	Analyze logs and summaries documenting students' social and emotional progress on a quarterly basis. Make changes as warranted.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Purchase the Mindset Works School Kit to use with professional staff during faculty, team meetings and PD sessions.	Improvement			\$1,500	september 3,2014	June 15, 2014
Goal #2	Develop a referral form to identify students' social and emotional needs. Introduce it to the full faculty on September 2, 2014. Monitor its use (quantitative data on referrals submitted).	Improvement			\$5,000	September 2, 2014	June 5, 2015
Goal #3	Work with the student support team to analyze, on a quarterly basis, qualitative data relative to student referrals. Make changes as needed.	Improvement			\$5,000	November 7, 2014 January 30, 2015 March 6, 2015 June 15, 2015	June 15, 2015

LEA Name: Huntington Union Free School District
 School Name: Huntington High School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
Tenet 6 as a Whole		Effective	Integrated Intervention Team (IIT) Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Conduct two Parent Academies, two open houses and one grade 8 orientation during the 2014-15 school year.						
Recommendation / Rationale #2 -	Conduct a minimum of two community forums during the 2014-15 school year.						
Recommendation / Rationale #3 -	Monitor teachers' implementation of their own individual parent engagement goal for the 2014-15 school year.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Utilize parent feedback from posted surveys (English and Spanish) and feedback from SDM and PTSA to prioritize the topics presented in the two scheduled Parent Academies. It is expected that there will be a minimum attendance of 100 monolingual and 25 Spanish speaking parents at each of the academies. It is expected that there will be 25 adults attending each forum. It is expected that there will be over 200 parents and students attending the grade 8						
Goal #2	Working with service and faith leaders, conduct forums publicising programs and supports offered to students and parents. It is expected that there will be a minimum of 50 parents in attendance at each forum.						
Goal #3	By creating a "parent engagement" goal teachers will increase communication and collaboration with the parents as evidenced by the log of phone calls and meetings they conducted during the 2014-15 school year.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Hold two parent academies on 10/29/14 and 2/3/15. Hold two open houses on 10/23/14 and 11/6/14. Hold grade 8 orientation on 1/14/15.	Parent Engagement	Tier 1-6		\$2,000	October 29, 2014	February 3, 2014
					\$2,000	February 3, 2015	
					\$1,000	October 23, 2014	
					\$1,000	November 6, 2014	
					\$2,000	January 14, 2015	
Goal #2	Hold one forum in Spanish at St. Hugh's church on one Sunday in the Fall after their Spanish Mass. Hold additional forums at community agencies (YDA or Family Service League as well as local churches).	Parent Engagement	Tier 1-6		\$1,000	Fall 2014	Spring 2015
					\$1,000	Winter 2015	
					\$1,000	Spring 2015	
Goal #3	In September 2014 building administrators and department supervisors will work with teachers to review their individual parent engagement goal. Progress on the implementation of this goal will be reviewed quarterly with a focus on increased parent	Parent Engagement	Tier 1-6		\$4,000	September 2, 2014	June 26, 2015
						December 19, 2014	
						April 17, 2015	
						June 19, 2015	

LEA Name: Huntington Union Free School District

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Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 2 as a Whole				\$0
SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.				\$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				\$0
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				\$0
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				\$0
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				\$0
Tenet 3 as a Whole				\$0
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.				\$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.				\$0
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				\$0
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				\$0
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				\$0
Tenet 4 as a Whole				\$0
SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.				\$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.				\$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				\$0
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.				\$0
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				\$0

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Improvement Set-Aside Budget Summary by Tenet and Statement of Practice

Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
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Tenet 5 as a Whole				\$0
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.				\$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				\$0
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				\$0
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				\$0
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				\$0

Tenet 6 as a Whole				\$0
SOP 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.				\$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				\$0
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.				\$0
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				\$0
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				\$0

BUILDING TOTALS	\$0	\$0	\$0	\$0
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Amount Matches Total Funds Budgeted for Improvement Activities on Tier 2 Allowable Activities Page?

Yes