



Name of principal:	Robert DiFlorio
Name/number of school:	Henninger High School
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A Message to School/District Leaders:

The purpose of the New York State Education Department (NYSED) school review focused on the DTSDE is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation cogent messages around school improvement and highly effective educational practices. We also encourage interested school and district communities looking to assess the state of a school and/or the district's effectiveness in supporting the school to use the DTSDE as a self-assessment tool. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

In addition, the school review process supports continuous improvement by raising expectations and setting the standards of effectiveness expected by schools, providing a challenge and motivation to act where improvement is needed, and promoting rigor in the way schools evaluate their own performance thus enhancing their capacity to improve.

School reviews have the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgments and recommendations, and with this in mind, we encourage you to be actively engaged with the review process.

Guidance

The DTSDE self-assessment documents give the school the opportunity to clearly articulate the strategies, practices and accomplishments that should be noted and considered by the NYSED review team when conducting the school review. Schools should use the self-assessment task as an opportunity to reflect on the rubric and honestly consider areas for sustainability and improvement so that the school review process can be a collaborative effort. The School information sheet and the narrative describing the school's top priorities will be added to the final report. The DTSDE self-assessment document should be completed and returned four weeks (28 days) prior to the scheduled review.

Completing This Form

- ✓ Before completing this form, we suggest you take a moment and peruse the DTSDE rubric. In your review of the rubric, be sure to look at the impact statements for each SOP. After examining the rubric, take a look at the following documents, which are available online:
 - Tenets Big Ideas
 - Sub-Statements Big Ideas
 - Mental Model of Statement Interdependence
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by identifying the strategies and practices you either are planning to implement or have implemented that correlate to the expectations in the rubric.
 - Use evaluative language and don't forget to connect how the strategies and practices have or will impact teaching and learning and/or student outcomes
 - Name it! Tell us where the review team can and will find evidence of the strategies and practices noted above in the school or district.
- ✓ Be concise and clear when writing your statements. Consider using bullet points to list multiple points.

A Successfully Completed Self-Assessment Document

A successfully completed self-assessment document creates an accurate, real-time picture of your school that allows the reviewer to see evidence and artifacts of the work you have been doing in creating an effective and coherent educational experience for your community. The description cogently states the areas you and your school community are looking to sustain and ways in which you are attempting to improve areas of need. The statements in the document will closely align to the expectations put forth in the rubric so that you and the team of reviewers can discuss how your current practices align to the optimal conditions for school and district effectiveness.

Evidence for any statement of practice that is rated as effective or better will need to be more than just a list of what is currently happening. To support effective ratings, the evidence should be connected to the impact the initiatives or strategies have had, and how the strategies have added value to the school.

Extraordinary Circumstances of the School

(Please use the space below to alert the review team to any extraordinary circumstances related to the current operations of the school).

Name of those assisting in the completion of the Self-Assessment	Title
Robert DiFlorio	Principal
James Natoli	Vice-Principal
Sarah Berda	Special Education Teacher
Sue Bilderback	Physical Education Teacher
Bernadette Demott	English Teacher
Elizabeth Magnarelli	English Teacher
Jill Porter	Special Education Teacher
Lia Reistrom	English Teacher
Joanne Spohn	Math Teacher
Leah Tarolli	Guidance Counselor

School Information Sheet for [Insert Name of School]

School Configuration (2014-15 data)					
Grade Configuration	9-12	Total Enrollment	1624	SIG Recipient	Yes(a) No (g)
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	9
Types and Number of Special Education Classes (2014-15)					
# Special Classes	45	# SETSS	16	# Integrated Collaborative Teaching	38
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	10	# Drama	0
# Foreign Language	27	# Dance	0	# CTE	2
School Composition (most recent data)					
% Title I Population	74%		% Attendance Rate	87%	
% Free Lunch	70%		% Reduced Lunch	4%	
% Limited English Proficient	19%		% Students with Disabilities	19%	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	2%		% Black or African American	43%	
% Hispanic or Latino	12%		% Asian or Native Hawaiian/Pacific Islander	10%	
% White	32%		% Multi-Racial	2%	
Personnel (most recent data)					
Years Principal Assigned to School	3		# of Assistant Principals	4	
# of Deans	1		# of Counselors/Social Workers	10	
% of Teachers with No Valid Teaching Certificate	0%		% Teaching Out of Certification	1%	
% Teaching with Fewer Than 3 Years of Experience	6%		Average Teacher Absences	9	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	NA		Mathematics Performance at levels 3 & 4	NA	
Science Performance at levels 3 & 4 (4th Grade)	NA		Science Performance at levels 3 & 4 (8th Grade)	NA	
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	68%		Mathematics Performance at levels 3 & 4	41.3%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	3.1%		% of 2nd year students who earned 10+ credits	54.9%	
% of 3rd year students who earned 10+ credits	69.2%		4 Year Graduation Rate	49.5%	
6 Year Graduation Rate	60.9%				
Overall NYSED Accountability Status (2013-14)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
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				
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):				
<ol style="list-style-type: none"> 1. Increase graduation rate from 56.8% to over 60% 2. Increase the number of students on expected levels of credit for each grade level. 3. Increase pass rates of all 5 regents exams. 				

DTSDE Self-Assessment

Briefly list the major reasons for deciding the HEDI score. You only need to include a minimum amount of detail in support of the rating and bullet points are acceptable.

Examples of evidence to support an effective or highly effective judgment should include evidence of how the practice described has added value to the educational experience of students at the school. For example, saying the school hired an early childhood reading specialist is not sufficient evidence of effective practices if that decision cannot be connected to evidence of impact. You should support your judgments with carefully chosen evidence that demonstrates the impact of the school's actions on improving outcomes for students especially when supporting an effective or highly effective judgment. It is expected that schools may not have information for some of the boxes.

Tenet 2
Statement of Practice 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 inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).
Self-Assessment Rating for 2.2 ___Effective_____
How the school has addressed this SOP The SLT and Guiding Coalition oversee the implementation of the Mission/Vision Statement in becoming a National Blue Ribbon School: <ul style="list-style-type: none">• Common planning time (PLC) is utilized by every staff member and scheduled according to content/subject area/department. Meetings are held in a common work area designed to specifically meet the needs of the PLC• PLCs are focused on the school's Mission/Vision statement based upon a standard set of norms and questions which drive the agenda for every PLC meeting• Exemplary Teachscape videos and teachers' lessons which illustrate highly effective teaching practices are shared and discussed at monthly faculty meetings• The Mission/Vision statement is prominently displayed in all classrooms, common areas, the monthly school newsletter, and on the school website
What is working/not working? How do you know (provide evidence)? <ul style="list-style-type: none">• Consistent collaboration and communication within the PLCs regarding data analysis and development of interventions have led to an increase in both Regents success (Living Environment, ELA, Global, and US History) and graduation rate (47.8% increased to 56.8%)
Next steps for the school <ul style="list-style-type: none">• Continue to promote the Mission/Vision of becoming a National Blue Ribbon School by communicating the criteria and strategies to achieve this goal to students, staff, families, and all community stakeholders

Statement of Practice 2.3:

Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Self-Assessment Rating for 2.3 ___Effective**How the school has addressed this SOP**

- PLC meetings meet every four days
- Utilize Instructional Coach: to help monitor PLC concerns and progress, monitor curriculum and CCLS concerns for math, assist with Benchmark exam procedures and data analysis
- School Leadership Team
- Hillside Work Scholarship Program
- Liberty Partnership Program
- High School Graduation Initiative
- Extended Day Learning Program (EDLP)
- APEX
- AIS for each Regents course
- CAASS System – Attendance team will utilize data to track and address attendance/tardy concerns
- Twilight Program
- School Discipline/Climate Team will create and implement the school discipline plan and schedule events which promote positive behaviors
- School Intervention Team will review data from Educators Handbook to identify students in need of academic, behavioral, or social-emotional interventions
- Additional staff to support implementation of the new Code of Conduct (Social Worker, Dean of Students, additional school Psychologist, Behavioral Intervention Specialist)
- Administrative team has designed a system to assign support staff to work with targeted student groups
- Student Court reviews Level 1 infractions to suggest consequences/mediations/recommendations
- Co-Planning time is built within the master schedule (Special Education/ESL teachers meet with General Ed teachers)
- Administrative team created a “Guiding Coalition” to monitor progress of PLCs
- PLA funds are utilized to provide support for increased student achievement (Regents Review/Study Groups) outside of the regular school day

What is working/not working? How do you know (provide evidence)?

- Twilight is successful because students are attending, participating, and earning credits with the goal of returning to day school
- APEX, EDLP, AIS, and study groups are resulting in an increase in students passing Regents exams and earning/recovering credits towards graduation
- Student Court promotes positive peer interactions and fosters a student centered school climate (increase in Court Officers, Judges, and other participants)
- PLCs have encouraged collaboration and communication by increasing co-planning across the CCLS subject areas, promoting effective teaching strategies

Next steps for the school

- Gathering data from the CAASS System
- Gathering data from the implementation of the new Code of Conduct (i.e. Educators Handbook, School Intervention Team)
- Evaluate the effectiveness of these systems and revise as necessary

Statement of Practice 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 observations and track progress of teacher practices based on student data and feedback.

Self-Assessment Rating for 2.4 Effective

How the school has addressed this SOP

- Teachscape and Danielson rubric is used
- The administrative team conducts informal observations, in pairs, to calibrate to the Danielson framework
- The administrative team provides exemplars for staff that illustrate effective practices for all Domains
- The administrative team attends district-wide professional development to enhance knowledge of the Danielson framework
- Teachscape training videos are presented and calibrated at faculty meetings
- Teachers will have an informal observation by November 2014, and a formal observation by December 2014

What is working/not working? How do you know (provide evidence)?

- Teacher scores in Domains 2 and 3 have increased from 2012-13 to 2013-14

Next steps for the school

- Teachers will continue to have the opportunity to participate in Professional Development to improve their scores

Statement of Practice 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).

Self-Assessment Rating for 2.5 Effective

How the school has addressed this SOP

- PLCs are built into the Master Schedule – teachers will meet every fourth day during the school day
- Forms for PLC minutes are standardized, and the minutes are reviewed by the administrative team and instructional coach
- The Guiding Coalition includes members from each department. They work to create PLC schedules and monitor progress
- PLCs review various student data, including unit exams, benchmark assessments, and teacher-created assessments to meet instructional goals
- A variety of strategies are implemented to increase the graduation rate of the 2010 cohort (Senior Adoption List, Referral data, Senior Survey data, Attendance Team interventions, Senior Certification meetings with the student and family)

What is working/not working? How do you know (provide evidence)?

- Increased graduation rate (47.8% increased to 56.8%) based on the consistent use of the above 2010 Cohort interventions
- PLCs are meeting every fourth day as evidenced by the collection of meeting minutes
- Guiding Coalition meets bi-monthly to review PLC progress and evidence of goal setting/student achievement

Next steps for the school

- Create Academic RTI team that will develop a system to track data, identify students, and provide academic interventions
- The School Intervention Team will continue to collect and analyze data to determine the appropriate supports and interventions for individual students

Statement of Practice 3.2: The school leader ensures and supports the quality implementation of a systematic 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.

Self-Assessment Rating for 3.2 Effective

How the school has addressed this SOP

- CCLS, data analysis, and interventions will be on the agenda for all PLC meetings and all teachers will review and discuss during co-planning time
- All staff utilizes SCSD Curriculum Central when developing lessons that align to CCLS
- PLCs will follow the district implemented pacing guide to ensure consistent and timely delivery of curriculum
- For Regents level courses, PLCs are given opportunities for extended planning time
- The Administrative Team has knowledge of each curriculum's teaching points and pacing guides. This information will be used when reviewing monthly lesson plans and conducting teacher observations
- Professional Development in CCLS for specific content areas

What is working/not working? How do you know (provide evidence)?

- Through continuous collaboration, teachers are creating meaningful unit and benchmark assessments aligned to CCLS and Regents exams. This has resulted in an increase in passing scores on Regents exams
- Through adequate allotted time during PLC meetings and professional development sessions, data is being analyzed and meaningful interventions are leading to greater student success

Next steps for the school

- Continue professional development training opportunities for developing and aligning lessons and units to the CCLS

Statement of Practice 3.3: Teachers develop and ensure that unit and lesson plans used include data-drive instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

Self-Assessment Rating for 3.3 Effective

How the school has addressed this SOP

- Every department and grade level has a common pacing guide that aligns with CCLS
- All teachers meet every 4th day in their PLCs to discuss student data and progress
- Teachers are encouraged to develop student centered lessons
- Professional development in CCLS is provided for all teachers
- Teachscape training videos are provided
- Administrators and teachers collaborate and share best practices
- CCLS standards, model lessons, pacing guide and instructional materials are available to all teachers on ENGAGE NY (accessible from the district website)
- Benchmarks are administered quarterly to assess student achievement of CCLS learning objectives

What is working/not working? How do you know (provide evidence)?

- PLC meetings ensure that common curriculum and pacing guides are implemented - documented through meeting minutes
- PLC meetings monitor student progress and data through a variety of assessments
- PLCs strategize how to remediate or enrich curriculum, and document this through meeting minutes
- ENGAGE NY is being utilized as a CCLS resource

Next steps for the school

- Continue to use and monitor PLC meetings as a vehicle to increase positive learning outcomes
- Teachers are encouraged to continue to participate in provided CCLS training

Statement of Practice 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

Self-Assessment Rating for 3.4 Effective

How the school has addressed this SOP

- Medical Assisting Program - students receive credits in English, Math, Science, and Health
- SUNY ESF – students write on environmental issues
- Journalism – creates the morning announcements videos that are uploaded on YouTube, and the monthly newsletter
- Project Lead the Way – Biomedical
- SUPA/AP Course opportunities
- Drama Club
- HSU – Henninger Student Union
- Seeds of Peace
- Anime – graphic arts club
- DECA
- NSBE
- Math Club
- Field Trips (Washington, DC; Grant’s Home in Saratoga, etc.)

What is working/not working? How do you know (provide evidence)?

- Students are graduating with college credits
- Students are provided with opportunities in career exploration, and may receive career certifications
- ½ day PD allows for department meetings. This gives teachers the opportunity to learn what is being taught in their content area, in future grades
- PD is provided by content area

Next steps for the school

- Develop a plan for more cross-curricular opportunities

Statement of Practice 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.

Self-Assessment Rating for 3.5 Effective

How the school has addressed this SOP

Students are provided with a variety of school-wide formative assessment strategies:

- PD was provided for “Teach like a Champion,” “Kagan” group strategies, CCLS, and Explicit Direct Instruction practices. A variety of PDs are offered district-wide quarterly based on instructional best practices and content. Building level PD is offered on an on-going basis.
- PLC data is used to assess student achievement in individual subject areas-individual teachers determine the structure of intervention based on classroom performance (i.e. re-teaching, small groups, targeted skills based instruction)
- Data analysis is included in the PLC meeting minutes form
- PLCs analyze information and create collaborative instructional practices based on data

Students are provided with a variety of school-wide summative assessments:

- Unit exams
- Benchmark assessments (Quarterly)
- Teacher-created assessments (Tests, Quizzes)
- “Mock Regents Exam Administration” for students needing additional testing practice. This data is used to identify targeted interventions necessary for preparing students for the actual exam

What is working/not working? How do you know (provide evidence)?

- Benchmark assessments are created from Regents exams, and provide timely data of student knowledge that informs instruction
- Benchmark data is used to determine student needs such as challenging the Regents exam in January, as well as, determining students in need of academic support
- Formative assessment is used throughout lessons to provide immediate feedback and determine effectiveness of instructional goals
- Students are provided with a breakdown of assessment scores along with specific feedback
- Senior “Pasta Dinners” – Senior-led discussion with their families regarding progress reports

Next steps for the school

- Coordinate a school wide, cross-curricular system to track academic progress i.e. academic RTI team
- Determine referral data threshold to academic RTI team
- Create and communicate RTI referral process.
- Create and communicate TIER 1, 2, and 3 level interventions
- Continue to develop additional student-centered assessment activities (i.e. creating rubrics, peer evaluation)

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Self-Assessment Rating for 4.2 **Effective**

How the school has addressed this SOP

- Co-planning is built into the Master schedule to allow Special Education and ESL teachers to meet and plan with General Education teachers to differentiate instruction
- Teachers will access the modified/adapted lesson plans and assessments on Curriculum Central, as well as additional resources provided
- PLCs use data to modify lessons according to students' individual needs
- SRI scores are listed on Student Summary in eSchool - teachers can access and use this information to differentiate instructions for reading materials and cooperative groupings

What is working/not working? How do you know (provide evidence)?

- Our high needs population, such as students with special needs, at risk students, and ELL learners are passing Regents exams and graduating
- SRI scores are utilized to identify students in need of academic interventions

Next steps for the school

- Continue to allow teachers opportunities to co-plan and differentiate instruction to meet the needs of all learners
- Continue to review and analyze SRI and other benchmark data to identify students who may need differentiated instruction, or other interventions

Statement of Practice 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.

Self-Assessment Rating for 4.3 **Effective**

How the school has addressed this SOP

- Ongoing Professional Development workshops to cultivate student independence in the classroom
- Ongoing Professional Development workshops regarding how to create student-centered opportunities
- PLCs will collaborate to develop strategies and resources to promote student achievement.
- Teachers plan for and implement various formative assessment strategies that will allow them to provide students with descriptive, data based feedback
- Ongoing Professional Development in creating culturally responsive classroom (i.e. Courageous Conversations, ELL)

What is working/not working? How do you know (provide evidence)?

- PLCs are collaborating to plan multiple points of access lessons by utilizing formative assessment and variety of teaching strategies while adhering to CCLS Standards - this is evident in meeting minutes and teacher lesson plans
- Teachers regularly attend Professional Development opportunities
- Teachers incorporate formative assessment opportunities within instruction, as documented in Teachscape evaluations

Next steps for the school

- Teachers will continue to participate in Professional Development
- Teachers will continue to plan lessons that provide multiple points of access for all students

Statement of Practice 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.

Self-Assessment Rating for 4.4 **Effective**

How the school has addressed this SOP

- Courses have been scheduled to provide various levels of support to meet the needs of all learners (i.e. Sheltered ELL classes, Co-teaching environment for ELLs/SE, 15:1 prioritized curriculum, Consultant Teacher model, Resource, CDOS, SACC, SUPA, AP, ESF, AVID, Testing Center, Study & Support, APEX, EDLP, Ramp Up in ELA, Intensified Algebra, Twilight, Advanced Foreign Languages, Project Lead the Way, Medical Assisting)
- Teachers, support staff, students, and families collaborate to implement interventions appropriate for students in need (Hillside, LPP, AIS, etc.)
- Peer Tutoring Program
- Review graduation requirements with cohort members (Senior Adoption List, Senior Certification, Pasta with Parents)
- Special Education staff was trained in Specially Designed Instruction (SDI) – provides specific differentiated instruction for individual student needs

What is working/not working? How do you know (provide evidence)?

- Consistent collaboration and communication between teachers and students have led to an increase in both Regents success (Living Environment, ELA, Global, and US History) and graduation rate (47.8% increased to 56.8%)
- Focus on Senior Cohort resulted in an increased graduation rate (47.8% increased to 56.8%)
- Peer Tutoring Program serviced 30 students in 2013-14, and is expected to increase for 2014-15
- Specially Designed Instruction has led to an increase in Special Education students' Regents scores and graduation rate
- Providing ELLs with a variety of classroom supports have led to an increase of Regents scores and graduation rate

Next steps for the school

- Continue to have teachers and students collaborate in implementing a program or plan that is tailored to meet the strengths and needs of all students
- Continue to collect and analyze data that will provide insight into student achievement

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Self-Assessment Rating for 4.5 **Effective**

How the school has addressed this SOP

- Teachers create content specific assessments to monitor student progress in targeted areas
- PLCs monitor skills and content based on formative and summative assessments
- Teachers provide the opportunity for students to monitor grades in class. All students and families have 24 hour access to grades through eSchool/Home Access Center. Report cards and interim assessments are sent six times throughout the school year
- Students are provided a variety of elective courses and advanced level courses, allowing students to determine at what pace their learning will advance. Teachers and guidance work together to determine thresholds for entry and success criteria prior to enrollment
- Extra-curricular activities are provided, with many activities allowing students to be actively involved with peers and fostering a sense of school community

What is working/not working? How do you know (provide evidence)?

- Home Access Center is utilized by many families; requests for username/passwords are frequent in both the main office and guidance office
- Teachers consistently update eSchool with current grades and student notes
- Most students participate in elective courses beyond the requirements for graduation
- Benchmark assessments are created and implemented quarterly, summative assessment data is analyzed to determine areas of strength and weakness, and instructional practices are adjusted to support areas of weakness and maintain areas of strength

Next steps for the school

- Continue progress monitoring for all students utilizing various methods of formative and summative assessments
- Staff will continue to update eSchool on a regular basis
- Students will be provided the opportunity to meet with their guidance counselor to determine areas of interest in determining electives

Statement of Practice 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.

Self-Assessment Rating for 5.2 Effective

How the school has addressed this SOP

- Staff members have participated in Professional Development to support social and emotional development of students
- Staff and family members can refer students to the School Intervention Team. The SIT refers students to the appropriate interventions for the issue they are struggling with
- Staff has access to Educators Handbook which allows them to make referrals and document data involving social/emotional progress of students
- Staff attended Code of Conduct training in August 2014
- Staff develops culturally responsive lesson plans to address the needs of all students
- Staff members have been trained in the formal process of submitting students to the School Intervention Team
- School Discipline/Climate Team will review school-wide data to identify areas of need within the school community
- Social-Emotional Student Referral System

What is working/not working? How do you know (provide evidence)?

- Staff trainings in Code of Conduct and Educators Handbook were completed in August 2014
- Members of the School Intervention Team and the School Discipline/Climate Team have been established
- The School Intervention Team's roles have been established and are providing interventions for students who have been referred

Next steps for the school

- Staff will continue to access Educators Handbook as a referral tool for students' social/emotional support
- Staff will continue to participate in Professional Development regarding students' social/emotional support
- Staff will continue to develop a working knowledge of the Code of Conduct
- School Discipline/Climate Team will continue to review data to identify trends
- School Intervention Team will continue to review referrals and provide appropriate interventions for students in need
- Staff will continue to reach out to families/community to develop a comprehensive plan for student emotional/social growth

Statement of Practice 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.

Self-Assessment Rating for 5.3 Effective

How the school has addressed this SOP

- Staff is provided with Professional Development in identifying students' social/emotional developmental health
- Staff and families regularly identify students' social/emotional concerns
- Staff has the ability to submit information to Educators Handbook which documents and tracks students' social/emotional development
- Staff has been trained in the use of Code of Conduct and Educators Handbook (August 2014)

What is working/not working? How do you know (provide evidence)?

- Staff is consistently following the Code of Conduct and documenting behaviors in Educators Handbook
- The School Intervention Team is providing and monitoring interventions for students who have been referred to appropriate supportive programming
- Support Staff have been instrumental in providing early interventions/wrap-around services for students in need

Next steps for the school

- The School Intervention Team will continue to use the Educators Handbook to analyze data and refer students to appropriate programming
- Staff will continue to attend Professional Development for student emotional/social developmental health

Statement of Practice 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.

Self-Assessment Rating for 5.4 Effective

How the school has addressed this SOP

- Additional Support Staff – Social Worker, Additional School Psychologist, Behavioral Intervention Specialist, Hillside Work Scholarship Program, HSGI & Student Assistance Counselors through Contact Community Services, Huntington Family Specialist, Center for Community Advocates Liaison, four Sentries
- CAASS System to monitor student attendance (“text blasts”)
- “Robocalls” for pertinent information to be communicated to families
- Social-Emotional Student Referral System
- Staff received Professional Development on new Code of Conduct and Educators Handbook
- Educators Handbook Behavior Notes/Referral System
- School Discipline/Climate Team
- School Intervention Team
- Parent-Teacher-Student Organization
- Cohort classes will participate in planned activities and assemblies to build community and relationships
- Expectation Matrix will be posted in classrooms and public areas

What is working/not working? How do you know (provide evidence)?

- Support Staff have been instrumental in providing early interventions/wrap-around services for students in need
- Increased documentation and turn-around time to address student behavior/needs (Educators Handbook, Social-Emotional Referrals, eSchool records, “Robocalls”)
- Parent communications/involvement has increased due to documentation efforts
- Cohort classes participate in activities (Behavioral Assemblies, Senior Class events, “Pasta with Parents”)
- DASA & GSA have formed an Anti-Bullying Campaign
- Staff is accessing Educators Handbook and tracking student behavioral information which has lead to many positive strategies in addressing students’ needs throughout the day

Next steps for the school

- Continue to increase communication and documentation of students’ social-emotional needs

Statement of Practice 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.

Self-Assessment Rating for 5.5 Effective

How the school has addressed this SOP

- Additional Support Staff – Social Worker, Additional School Psychologist, Behavioral Intervention Specialist, Hillside Work Scholarship Program, HSGI, Student Assistance Counselors, Huntington Family Specialist, Center for Community Alternatives Liaison
- School Intervention Team meets bi-monthly to review and analyze student behavioral data, determine appropriate social-emotional interventions, and monitor the progress of applied interventions
- Staff received Professional Development on new Code of Conduct and Educators Handbook (August 2014)
- Educators Handbook Behavior Notes/Referral System
- CAASS System to monitor student attendance (“text blasts”)

What is working/not working? How do you know (provide evidence)?

- Support Staff have been instrumental in providing early interventions/wrap-around services for students in need
- Increased documentation and turn-around time to address student behavior/needs (Educators Handbook, Social-Emotional Referrals, eSchool records)
- Staff is accessing Educators Handbook and tracking student behavioral information which has led to many positive strategies in addressing students’ needs throughout the day

Next steps for the school

- Continue documentation of students’ social-emotional needs in order to monitor and analyze behavioral data
- Continue to monitor the progress of applied interventions, and re-assess as needed
- Continue to analyze and utilize data collected through the CAASS System

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

Self-Assessment Rating for 6.2 Effective

How the school has addressed this SOP

- Teachers/Staff will be trained in restorative justice techniques
- Families will be trained in restorative justice techniques via school website, newsletter and Parent University
- Teachers will communicate with families on a regular basis via phone, email, parent/teacher meetings and e-school
- Families are invited to Parent/Teacher Conferences at least two times per year
- A school newsletter will be published monthly and mailed to families
- Families will be notified of school events through the newsletter, website, mailings, and Robocalls
- Families will be provided access to daily announcements via YouTube, which also highlights school events

What is working/not working? How do you know (provide evidence)?

- Journalism classes have been established to publish the school newsletter and YouTube morning announcements
- The Henninger website is continually updated
- Parent/Teacher Conference dates have been established for the 2014-2015 school year
- Teachers post grades and notes on eSchool/Home Access Center
- Guidance Counselors contact parents for Parent/Teacher meetings
- Teachers contact parents via phone or e-mail for pertinent issues. Teachers maintain logs recording phone calls and e-mails
- Senior Conference dinners are held twice a year to review graduation readiness
- School staff utilizes the Nationality Workers Program/ELL Liaisons to communicate with non-English speaking families
- An International Night is planned for the spring to build community and share multicultural experiences and traditions
- Junior and Senior Certifications are held to review student academic progress

Next steps for the school

- Continue to build relationships through the newsletter, events, YouTube announcements, e-mails, Parent/Teacher conferences, and phone calls
- Continue to reach out to ELL families through liaisons and school events

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Self-Assessment Rating for 6.3 Effective

How the school has addressed this SOP

- Teachers/Staff will be trained in restorative justice techniques
- Families will be trained in restorative justice techniques via school website, newsletter and Parent University
- Teachers will communicate with families on a regular basis via phone, email, parent/teacher meetings and e-school
- Families are invited to Parent/Teacher Conferences at least two times per year
- School newsletter will be published monthly, and mailed to families

What is working/not working? How do you know (provide evidence)?

- Journalism classes have been established to publish the school newsletter and YouTube morning announcements
- The Henninger website is continually updated
- Parent/Teacher Conference dates have been established for the 2014-2015 school year
- Teachers post grades and notes on eSchool/Home Access Center
- Guidance Counselors contact families for Parent/Teacher meetings
- Teachers contact families via phone or e-mail for pertinent issues. Teachers maintain logs recording phone calls and e-mails
- Senior Conference dinners are held twice a year to review graduation readiness
- School staff utilizes the Nationality Workers Program/ELL Liaisons to communicate with non-English speaking parents
- An International Night is planned for the spring to build community and share multicultural experiences and traditions
- Families are invited to participate in Sports and Academic Award ceremonies
- Families are invited to attend Honor Roll Breakfast with their successful students
- Families are encouraged to explore the options for their child of Say-Yes, SUPA, AP and other advanced student programs

Next steps for the school

- Continue to access the Nationality Worker Program to improve communications with ELL families
- Continue to invite families to events that celebrate students' strengths
- Continue to educate families on advanced programming for accelerated students

Statement of Practice 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.

Self-Assessment Rating for 6.4 Effective

How the school has addressed this SOP

- Syracuse University
- Onondaga Community College
- LeMoyne College
- SUNY ESF
- Crouse Hospital
- Say Yes
- Hillside Work Scholarship Program
- Liberty Partnership Program
- Contact Community Services (Student Assistance Counselors/HGSI)
- Center for Community Alternatives (Student Advocates)
- Huntington Family Center
- Parent University
- Open House
- 1:1 Freshman Orientation (in August)
- Naviance (College and Career Readiness Inventory)
- SAT Testing on Site (Free of charge for 2014-15 Seniors)
- SCFCU - Student-run Credit Union
- Janney, Montgomery, & Scott Student Investment Club
- Community-Wide Dialogue through Interfaith Works
- Family Life Team

What is working/not working? How do you know (provide evidence)?

- Students are utilizing Say Yes funding to enroll in Colleges and Universities
- Students are acquiring college credits through SUPA/AP courses in collaboration with local Universities
- Students are acquiring career training and certification through Medical Assisting/Health Careers programs
- Students in need of social-emotional support are receiving support in school and in the community through various community agencies (Hillside, LPP, Huntington, Contact, CCA)
- 1:1 Freshman Orientation provides incoming students and families with information that will help the transition to high school
- Students utilize Naviance on a consistent basis to set personalized goals, assess their strengths, explore career options, and search for colleges
- Increased number of Seniors are expected to take the SAT on October 15th

Next steps for the school

- Continue to increase communication of school and community programs and services that are available to students and families (website, newsletter, PTSO, school mailings, Robocalls)

Statement of Practice 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.

Self-Assessment Rating for 6.5 Effective

How the school has addressed this SOP

- eSchool – Home Access Center
- Student-led conferences (Parent-Teacher Conferences, Pasta with Parents)
- Senior Certification meetings
- Website, morning announcements (available to all stakeholders on Youtube), and newsletter to communicate support services available for all students

What is working/not working? How do you know (provide evidence)?

- Teachers consistently update eSchool/Home Access Center data, provide timely information for interim reports and report card distribution
- Families are utilizing eSchool/Home Access Center more frequently to monitor grades, attendance, and behavior. This has led to an increase in communications to staff (P-T Conferences, emails to teachers, phone calls to staff, progress report requests)
- The website and morning announcements provide timely information to all stakeholders

Next steps for the school

- Continue to provide information to all stakeholders utilizing additional resources to share data (i.e. teacher websites, blogs, Twitter, Facebook)