LEA Name:	Hudson City School District
LEA BEDS Code:	101300010001
School Name:	Hudson Junior Senior High School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Derek Reardon, Antonio Abitabile	**Title**	JHS, SHS Principals
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Website for Published	www.hudsoncityschooldistrict.com		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Maria Suttmeier	
President, B.O.E. / Chancellor or Chancellor's		Maria McLaughlin	

X

N/A

X

X

X

X

N/A

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the

2. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing reccomendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and,

3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and

4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning

5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance

6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

7.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

8. If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's reccomendations; and any changes made to the plan

of the first day of regular student attendance.

School Leade

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents,
Participants who are regularly involved in your district and school improvement initiativ
included. By signing below, stakeholders ascertain that, although they may not agree w

Instructions: List the stakeholders who participated in developing the SCEP as required b
Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)
July 15, 2015	JHS Conference Room

Name	Title / Organization
Derek Reardon	JHS Principal
Antonio Abitabile	HHS Principal
Robert LaCasse	HHS Associate Principal
Rosalie Cornell	Guidance Chairperson
Julie Coryell	ENL Chairperson
Victoria Dougherty	FACS Chairperson
Liz Albino	Art Chairperson
Jeanine Millar	PE Chairperson
Vernon Payne	HHS Guidance Counselor
Karen Krager	Parent Member

rship Team

school staff, and others pursuant to §100.11 of Commissioner's Regulations.
es, such as community organizations or institutes of higher education should be
ith all components of the plan, they have actively participated in the development

by Commissioner's Regulations §100.18. Provide dates and locations of Local

Meeting Date(s)	Location(s)

	Signature

School Information Sheet

School Information Sheet						
Grade Configuration	7-12	Total Student Enrollment	783	% Title I Population	100	% Attendance Rate
% of Students Eligible for Free Lunch	100	% of Students Eligible for Reduced-Price	0	% of Limited English Proficient	6	% of Students with Disabilities

Racial/Ethnic Origin of School Student Population						
% American Indian or Alaska Native	0	% Black or African American	25	% Hispanic or Latino	12	% Asian, Native Hawaiian / Other Pacific Islander

School Personnel				
Years Principal Assigned to School	7,4	# of Assistant Principals	1.5	# of Deans
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with than 3 Years of E

Overall State Accountability Status				
Priority School		Focus School Identified by a Focus District	X	SIG 1003(a) Reci
Identification for ELA?	X	Identification for Math?	X	Identification for
ELA Performance at Level 3 and Level 4	JHS 12% HHS 84%	Math Performance at Level 3 and Level 4	JHS 8% HHS 34%	Science Performa Level 3 and Leve
% of 1st Year Students Who Earned 10+ Credits (HS Only)	0	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	0	% of 3rd Year Stu Who Earned 10+ (HS Only)
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)		

Did Not Meet Adequate Yearly Progress (		
	American Indian or Alaska Native	x
	Hispanic or Latino	
x	White	

x	Students with Disabilities	
x	Economically Disadvantaged	

Did Not Meet Adequate Yearly Progress (AYP)		
	American Indian or Alaska Native	x
x	Hispanic or Latino	
x	White	
x	Students with Disabilities	
x	Economically Disadvantaged	

Did Not Meet Adequate Yearly Progress (A		
	American Indian or Alaska Native	
	Hispanic or Latino	
x	White	
	Students with Disabilities	
	Economically Disadvantaged	

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

93	
19	

9	% White	49	% Multi-Racial	4

	0	# of Counselors / Social Workers	4
Fewer xperience	1	Average # of Teacher Absences	9%

pient	X	SIG 1003(g) Recipient	X
Science?	X	Identification for High School Graduation Rate?	X
ance at l 4	48%	Four-Year Graduation Rate (HS Only)	76%
udents Credits	78	Six-Year Graduation Rate (HS Only)	78%

AYP) in ELA	
	Black or African American
	Asian or Native Hawaiian/Other Pacific Islander
	Multi-Racial

	Limited English Proficient

in Mathematics	
	Black or African American
	Asian or Native Hawaiian/Other Pacific Islander
	Multi-Racial
	Limited English Proficient

/P) in Science	
	Black or African American
	Asian or Native Hawaiian/Other Pacific Islander
	Multi-Racial
	Limited English Proficient

Annual Measurable Objective

1. R

X

2. R

X

3. R

X

4. R

X

5. R

X

6. I

X

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to

tate the degree to which the School achieved the goals identified in the previous year's School Comprehensive

Limited Degree (Fewer than 20% of goals were achieved.)
Partial Degree (Fewer than 50% of goals were achieved.)
Moderate Degree (At least 50% of goals were achieved.)
Major Degree (At least 90% of goals were achieved.)

tate the degree to which the School successfully implemented the activities identified in the previous year's

Limited Degree (Fewer than 20% of activities were carried out.)
Partial Degree (Fewer than 50% of activities were carried out.)
Moderate Degree (At least 50% of activities were carried out.)
Major Degree (At least 90% of activities were carried out.)

tate the degree to which the activities identified in the previous year's SCEP impacted academic achievement

Limited Degree (No identified subgroups improved achievement.)
Partial Degree (Some of the identified subgroups improved achievement.)
Moderate Degree (A majority of identified subgroups improved achievement.)
Major Degree (All identified subgroups improved achievement.)

tate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement

Limited Degree (There was no increase in the level of Parent Engagement.)
Partial Degree (There was a minor increase in the level of Parent Engagement.)
Moderate Degree (There was modest increase in the level of Parent Engagement.)
Major Degree (There was a significant increase in the level of Parent Engagement.)

tate the degree to which the activities identified in the previous year's SCEP received the funding necessary to

Limited Degree (Fewer than 20% of planned activities were funded.)
Partial Degree (Fewer than 50% of planned activities were funded.)
Moderate Degree (At least 50% of planned activities were funded.)
Major Degree (At least 90% of planned activities were funded.)

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

Tenet 1: District Leadership and Capacity
Tenet 2: School Leader Practices and Decisions
Tenet 3: Curriculum Development and Support
Tenet 4: Teacher Practices and Decisions
Tenet 5: Student Social and Emotional Developmental Health
Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Training on specific elements of Marzano rubric resulted in more consistent implementation as documented by lesson plans submitted to administrators.

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

At mid-year, the district decided to expand the Power of Peace program to include all 7th grade students in an effort to increase their social/emotional developmental health and enhance their interactions with peers. This decision was made based on discipline data from Jr. High students.

In developing the CURRENT YEAR'S plan:

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

Major highlights include monthly lesson plan submissions to highlight a shift toward the CCLS, a great emphasis on including math instruction throughout all content areas, increase parent communication and

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

There is currently a need to for drastic improvement in mathematics. There is also a need to increase parent

• State the mission or guiding principles of the school and describe the relationship between the mission or

The Hudson City School District advances the intellectual, social, and emotional development of all students to prepare them for college, career, and citizenship. The identified needs of the the Jr./Senior High School are improving student achievement in Math for all sub-groups, increasing parent involvement and communication in all school functions, providing students with more experiences to encourage them to become, active,

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

• Graduation rate of targeted subgroups at 70% or above • Increase Levels 3 & 4 by 2.5% in ELA/Math for grades 7-8 • Decrease Level 1 by 5% and increase Level 4 by 1.5% in ELA/Math for grades 7-8 • Increase 8th grade science proficiency by 5% • Decrease SWD Level 1 by 5% and increase Levels 3 & 4 by 1%

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

• Administration holds monthly meetings with department heads and the plan is reviewed and revised. The Jr. High school leadership team and Data Team review the plan monthly and make adjustments.

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

Barriers include financial constraints which will limit the ability to provide ELT and Summer Academy for students as well as summer development for teachers. The uncertainty regarding implementation of adjustments to APPR and state assessments based on changes at the State level. Other barriers include the increasing disparity of funding between suburban and urban school districts, decreasing staff, increasing class sizes, increased poverty, inconsistent state requirements, timelines and training and unfunded mandates.

• Describe the professional development opportunities that will be provided to teachers and school leaders

Professional development will be provided during the year at 5 scheduled conference days, along with monthly department meetings, monthly faculty meetings and ongoing training with embedded content specialists. Building leadership will make recommendation for Professional Development that will align with

• List all methods of dialogue that school leaders will implement to strengthen relationships with school staff

The school leaders will continue the practice of robo-calls, facebook, twitter, report card inserts, newsletter, and orientation programs provided at the Jr./Sr. High School.

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

The plan will be disseminated via website, mailings, and paper copies will be available if requested.

• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info,

N/A

Common Leading Indicators Worksheet

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

Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
y				
				y
			y	y
			y	y
			y	
			y	
			y	y
y				
				y
	y			
	y			
y				
y				
	y			
		y		

Tenet 2 - School Leader Practices and Decisions
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.
1-Jul-15	1-Jul-16
1-Oct-15	1-Oct-15
8-Oct-15	8-Oct-15
9-Oct-15	30-Jun-16

9-Sep-15	30-Jun-16

Tenet 2: School Leader Practices and Decisions

Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
Effective
2015 School Review with District Oversight report
23-Jun-15

Student performance on the 7 and 8th grade state assessment has marginally improved from 2013-14 school year to the 2014-15 school year. Student performance on the Math Regents exam have drastically decreased from the 2013-14 school year to the 2014-15 school year. The building leaders have identified the need to improve student achievement in Mathematics for all sub-groups grades 7-12.

By July 2016, the Jr/Senior High School student proficiency rate on NYS Regents examinations in Mathematics and grades 7 & 8 Math Assessments will increase 10 %. This 10% increase applies to the 7th and 8th grade Math Assessments each NYS Math Regents examination. This 10% increase also applies to each subgroup.
7th and 8th Grade Math Link-it Pre-test and Benchmark Assessments, Student Growth Percentile for low income students, Student perfomance on January Regents exams, Quarterly class grades, and Unit Exams

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
In order to improve student Math performance the Jr. High added an AIS Math Teacher for the 2015-16 school year to reduce the class size for Pull Out AIS Math classes. The added Math teacher was as a result of the Jr. High School Principal's recommendation. The Jr. High will have a 7th and 8th grade teacher for every other day Pull-Out AIS Math classes. The AIS classes will be scheduled by the Jr. High Guidance Counselor.
In order to incorporate more math into other curriculum areas the Math department head will provide training to other department heads on changes to the current math assessments and ways of incorporating more math into other curriculum areas. This will take place at the October Department Heads meeting and will be scheduled and set up by the Jr. High Principal, High School Principal, and Math Department Head.
In order to assist all teachers in the incorporation of math into other discipline/content areas the Grades 7 - 12 math teachers will attend department meetings for other areas. This will occur at the October Department meetings and will be scheduled and set up by the Jr. High Principal, High School Principal, and Math Department Head.
In order for the Jr. and High Principals to monitor evidence of all teachers incorporating mathematics into their subject curriuclum, teachers will submit one (1) lesson plan per month to administration. Included in that plan will be evidence of incorporation of mathematics into the curriculum for that subject. Building administrators will review the lesson plans and provide feedback to teachers that will be ongoing each month from October 2015 to June 2016.

In order to improve student Math perfomance the Jr./Sr. High School will continue to utilize the Questar III Math Specialist through informal observations of math teachers and modeling best practices in their classrooms. The Jr./Sr. High School Principals will meet with the Questar III Math Specialist and set up a schedule for meeting as well as feedback. These meetings will be ongoing from September 2015-June 2016.

Tenet 3 - Curriculum Development and Support
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each	**E2. End Date: Identify the projected end date for each activity.**
9-Sep-15	30-Jun-16
9-Sep-15	30-Jun-16
1-Oct-15	5/30/2016
9-Sep-15	30-Jun-16
1-Nov-15	30-May-16

Tenet 3: Curriculum Development and Support

Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
Developing
2015 School Review with District Oversight report
23-Jun-15

Through formal and informal observastions and lesson plan submissions, it is evident that teachers need further assistance in developing unit and lesson plans, particualry that address needs of the various sub groups of students. As one example of the extreme diversity, it was recently noted through administering a reading comprehension assessment (SRI) mulitple times during 2014-15 school years, it was determined that some classes of 25 students may have up to twelve different lexile scores. In addition, work in this area will help

By June 2016, the Jr/Senior High School will deliver instruction that is rigorous and relevant to all students by improving the quality of curriculum input into Rubicon Atlas. Instructional practices observed by administrators and lesson plans will be used as evidence of this shift.
Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Administrative monitoring of progress in Rubicon Atlas

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
RtI will be the focus of K-8 professional development provided through a two (2) year grant from Measurment, Inc.
The K-8 District Design Team will continue to meet monthly and participate in professional development with Measurement, Inc. at least three (3) times.
Teachers will submit one (1) lesson plan per month to administration in order to demonstrate their capacity to reach our goal. Included in that plan will be evidence of Common Core alignment and standards. Building administrators will review the lesson plans and provide feedback to teachers monthly from October 2015 to May 2016.
Building Leaders will monitor Rubicon Atlas in order to ensure teacher planning is being used for reflection and revision of curriculum.
During observations, building leaders will look for evidence of shifts to CCLS alignment in instruction and practices.

Tenet 4 - Teacher Practices and Decisions
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.
1-Nov-15	30-May-16
8-Oct-15	30-Jun-16
8-Oct-15	30-Jun-16

Tenet 4: Teacher Practices and Decisions

Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups
Developing
DTDSE Review with District Oversight
23-Jun-15

Student performance on the 7 and 8th grade state assessment has marginally improved from 2013-14 school year to the 2014-15 school year. Student performance on the Math Regents exam have drastically decreased from the 2013-14 school year to the 2014-15 school year. The Jr./Senior High School has recognized the need to improve the 7-12 Math scores for all students and subgroups. To accomplish this, all teachers will contribute to by developing cross-curricular math skills with their students to reinforce mathematics processes and

By January 2016, 100 % of teachers will reflect at least one measurable math activity in their lesson plan submissions. The incorporation of at least one measurable math activity in their lesson plans will begin the process of all teachers and subject areas incorporating math into their lessons. This will in turn make all teachers and subjects more knowledgable in how to develop and implement cross-curricular math skills which will result in an improvement in 7-12 math scores for all students and subgroups.
CCLS Mathematics included in teacher lesson plans

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
In order to ultimately improve 7-12 math scores for all students and subgroups, teachers will submit one lesson plan that will include at least one CCLS aligned math standard. Building administrators will review and provide feedback to teachers monthly from November 2015-May 2016.
In order to develop and implement more math related activities in all content areas the Math department members will work with other faculty members. This will be set up by the building principals and Math department head and will first occur at the October Department meetings and continue at Faculty meetings from October 2015-May 2016.
In order for teachers for all students and subgroups to experience consistent high levels of engagement, thinking and achievement, Math teachers will utilize faculty meetings to present current topics in math classes and methods about incorporating math into all subject areas. Evidence of this will be observed by building administrators during observations.

Te

Tenet 5 - Student Social and Emotional Developmental Health
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.
1-Oct-15	13-Nov-15
7-Sep-15	30-Sep-15
1-Oct-15	30-Apr-16
8-Sep-15	30-Sep-15
1-Oct-15	30-Apr-16
1-Sep-15	4-Sep-15
1-Oct-15	30-Apr-16
1-Oct-15	30-Apr-16
1-Oct-15	30-Apr-16

8-Sep-15	8-Sep-15
1-Oct-15	30-Apr-16
10/1/2015	11/15/2015

net 5: Student Social and Emotional Developmental Health

Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful
Developing
2014-2015 SCEP
Jan-15

Students at Hudson Jr./Sr. High School demonstrate a lack of empathy for their fellow students as well as coping skills as a means to deal with personal stress. The building has identified a need to promote social and emotional learning which align to the proposed BOE goal. Hudson Jr./Sr. School will provide students with the experiences to encourage them to become active, productive members of their families, schools, and communities.

By May 2016, 150 Hudson High School students and 140 7th grade students will participate in Level I Power of Peace training. 50 Level I participants will continue with Level II training. At the conclusion of each training a qualitative survey is distributed to all participants and summative results are obtained by administrators. By having these students participate in this training, there will be a heightened sense of awareness of self and others, which will create an improved climate in the building and potentially decrease the number of incidents where students display signs of distress.
Student Drop-Out Rate Student Credit Accruals (HS Students) Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student Truancy Rate

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Associate Principal in the High School will create groups of 15-25 students and 12 teachers to attend Power of Peace Training.
High School Principal will contact director to book dates for training.
High School Principal will complete building use form.
The Principal and Guidance Counselor in the Junior High School will create groups of 15-25 students and 18 teachers to attend Power of Peace Training.
Students will be given an invitation to attend the Power Of Peace Training by the Associate Principal.
Junior High School Principal will contact director to book dates for training.
Students will attend two day training during their scheduled time.
Students will be given an invitation to attend the Power Of Peace Training by the Principal.
After the faculty and students have completed level 1 training of Power of Peace, students can request to attend Level 2 training by contacting High School Associate Principal

Junior High School Principal will complete building use form.
~~A mass phone call will be made to all parents giving them the option of opting their students out of the training.~~
7th grade Junior High students will attend a one day training during their scheduled time.