

Hudson Senior High School
215 Harry Howard Avenue
Hudson, New York 12534



Donio W. Abitabile
Principal

Robert J. LaCasse
Associate Principal

2016-17 Schoolwide Improvement Plan

1) Comprehensive Needs Assessment

During the 2015-16 school year, District administration did an informal building review and shared their findings. After getting the report, building administration worked with Department Chairs to develop Department Targets that are aligned with the HCSD Vision 2020 Goals. For the most part, a target was developed for each of the major tenets outlined in the Vision 2020 Goals and were designed using the SMART format for goal setting. The High School Principal met with each Department Chairperson to discuss needs of the department as well as offer feedback for revisions to each plan before final submission in June. Monthly Department Meetings will be used to work toward achieving these targets and Department Chairs will meet with administration quarterly to discuss progress.

2) Schoolwide Reform Strategies

During the 2016-17 school year, multiple study halls are being created during the same period of unencumbered time to allow teachers whose course ends in a Regents exam to have a common tutorial/extra help time with struggling students. To maximize the opportunity to increase the graduation rate under the new 4+1 graduation requirements, a lab is being constructed for students to gain a credential for career development. This credential serves to replace passing a 5th Regents Exam. Also, English as New Language (ENL)

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teachers will continue to push into core content classes and assist students who may be struggling due to language issues. APEX Online Learning will continue to be utilized for credit recovery, allowing students to make up previous assignments and assessments without needing to retake an entire course.

3) Instruction by Highly Qualified Teachers

The High School works closely with the Human Resources department at the District level to ensure that all teachers in the building are properly certified and meet the criteria of Highly Qualified. We continue to recruit and retain highly qualified Special Education who are dually certified in a core content area. We do not have any teachers in the building who are uncertified or who teach outside their certification area. Teachers are given various opportunities throughout the school year to research and implement best instructional practices in an effort to promote continual growth and improvement.

4) High Quality and Ongoing Professional Development

Teaching and Learning Coaches/Specialists are currently available for administration, ELA teachers, Math teachers, Social Studies teachers, SPED teachers, ENL teachers and technology integration as well as professional development that is offered through the district by our Lead Evaluator and outside consultants retained by the district. Best practices are also shared and modeled during monthly faculty meetings. Department members who attend professional development are expected to return and share their findings with their colleagues.

5) Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools

All buildings in the District are Title I buildings so no one building has a greater need for High Quality Highly Qualified teachers over the others. Building administrators discuss teacher placement, across the District, regularly with each other and with the Superintendent. Teachers are reassigned as the administrative unit deems necessary. The OLAS website for hiring new staff has been reinstated as well as utilizing various social media sites to share postings. Teaching assistants, who also possess teacher certification, are also recruited to assist in classes with the greatest need.

6) Strategies to Increase Parental Involvement

With the assistance of the HCSD Community Schools, incoming 9th grade orientation will be reinstated. The Community Schools Parent Coordinators will be reaching out to families with high needs children to ensure their attendance at this event. This process of locating, informing and encouraging families to participate will continue throughout the school year, especially for report card conferences and to improve chronic attendance issues.

7) Transition plans to assist preschool children from early childhood programs to the elementary school program

The High School houses students in grades 9-12 so this element is not applicable.

8) Measures to include teachers in decisions regarding the use of academic assessments and the use of assessment data to inform instruction

Teachers at HHS have input regarding course selection for students the following year and some of these courses end in a Regents Exam. Also, Scholastic Reading Inventory (SRI), a reading comprehension assessment, is given 2-3 times a year. Trends, as well as individual student results, are shared with faculty and used to differentiate instruction in the classrooms.

9) Activities that ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance

All faculty is kept constantly informed about the academic standing of individual students and entire cohort at faculty meetings. By identifying students in need of assistance, programs and resources can be properly dispersed to offer interventions to the students who require them. Academic Intervention Services (AIS) are given to those students needing assistance to be successful in high school. APEX Online Learning is also utilized for credit recovery that allows students to complete assignments and recover credits during the current school

year rather than repeat an entire course. Teachers and struggling students will be given a common study hall time where students will have the ability to seek out assistance during the school year, as opposed to after school when many of our students will not attend due to other responsibilities.

10) Coordination and integration of Federal, State and Local Services and Programs

The building principal coordinates with the Office of School Improvement on the needs of the teachers to improve their instructional practices, familiarity with implementing the Common Core State Standards, and how to use data to drive instruction. The Destination Graduation goals set by the Board of Education also serve as a direction to meet the NYSED goal of graduating a higher percentage of college and career ready students. By having each department create annual targets that are aligned to the HCSD Vision 2020 Goals, Hudson High School has integrated mandates created at the Federal and State level because the district goals took these mandates into consideration when adopting them. The Destination Graduation goals can be found on the District website at www.hudsoncityschooldistrict.com.