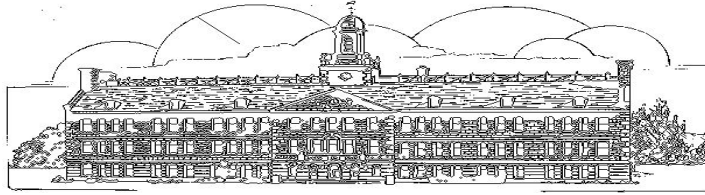


Montgomery C. Smith Elementary School



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2018-19 Schoolwide Improvement Plan

1) Comprehensive Needs Assessment

During the 2017-2018 school year, District administration did an informal building review and shared their findings. After getting the report, building administration worked with Grade Level Chairs to develop Grade Level Targets that are aligned with the HCSD Vision 2020 Goals. Targets will be developed for each of the major tenets outlined in the Vision 2020 Goals and will be designed using the SMART format for goal setting. The MCSES Principal met with each Grade Level Chairperson to discuss needs of the Grade Level, as well as offer feedback for revisions to each plan before final submission in June. Monthly Grade Level Meetings will be used to work toward achieving these targets and Grade Level Chairs will meet with administration quarterly to discuss progress. These goals will be shared with Central Administration at the September building meeting.

2) Schoolwide Reform Strategies

During the 2018-19 school year Rtl will be done by grade level to allow student needs to be met. There will be monthly meetings of Rtl teams to evaluate student progress. The teams will also have data meetings three times a year to regroup the whole grade level. This will focus on how to teach literacy in all subject areas. There will be a focus on the teaching of all core subjects to incorporate effective reading strategies in all subject areas. The school will continue to work with the BOCES Math Specialist to improve performance in math as well as a specialist in science. The teachers will also

continue to work with the building literacy coach to ensure best practices are being utilized.

3) Instruction by Highly Qualified Teachers

The Intermediate 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 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. Grade Level 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 is primarily used to recruit new teachers, 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, an open house will occur in August to introduce parents to the school. 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. We will also provide dinner at the Back to School Night and have raffles to increase parent involvement.

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

MCSES has a TPK & UPK program in the building. The Pre-K teacher participates in the same professional development as the rest of the teachers in the building. MCSES is also offering a Kindergarten Preview Academy during the month of August to give incoming Kindergarteners the opportunity to be exposed to the daily routines and expectations of Kindergarten before the first day of school in September.

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

Data meetings are scheduled three times a year to examine LinkIt, SRI, NYS Assessments, F & P and Fast Bridge data to inform instruction. This information will then continue to be discussed at grade level and ELA meetings. The grade level meetings will utilize the data to examine the curriculum to be taught and inform instruction.

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

Students are grouped during RtI to receive tiered instruction with varying levels of intensity to meet student needs. Reading and math support will be provided by instructional specialists as well as support from classroom teachers. Fast Bridge data will be closely monitored to make sure students are achieving appropriate growth. Several classrooms deliver instruction using the differentiated instructional model based on groupings of students to receive small group instruction on new concepts.

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.