



Hudson Senior High School

215 Harry Howard Avenue
Hudson, New York 12534

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Principal Associate

Principal

The Hudson Senior High School engages our diverse learners by striving to instill a sense of curiosity and hope. Through robust exposure and experiences, our students will develop the knowledge and skills necessary for career readiness, contributing to the well-being of our community.

2019-20 Schoolwide Improvement Plan

1) Comprehensive Needs Assessment:

Building administration worked with Department Chairs to develop Department Targets that are aligned with the HCSD Vision 2020 Goals. Targets were 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 the 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 2019-20 school year, school staff continues to redefine the use for academic referrals and continue expanding the use effective grading practices will be major scholastic goals. Two staff members will be assigned to the FICA (For Individuals Completing Assignments) room. These people will work closely with the faculty and Associate Principal LaCasse to schedule students to complete work as needed. When major assignments are not completed in a timely fashion, faculty members will complete an Academic Referral and Mr. LaCasse will meet with the student to inform them they must attend the FICA until work is completed. Students will be assigned to FICA from their study hall, during lunch or after school. The goal is to have a grade book that only reflects academic achievements and not behaviors, effectively removing zeroes or missing assignments.

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Before October 1, 2019, all syllabi will be reviewed by administration to examine grading practices, with a particular focus on weighting for homework. By focusing grades on achievement measures, rather than compliance behaviors, a more valid score will be reported on report cards. These scores will be a more accurate measure of concept attainment by our students, which are also used to determine placing students in advanced courses the following year.

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 teachers 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, Science 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. A voluntary district wide professional development series on Restorative Practices will continue for the 3rd year. Any teacher who attends out of district professional development is 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 used primarily 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:

Incoming 9th grade orientation will occur the week before school starts. Staff at the high school will send out invitations and automated phone calls to the families of all new students. A list of high needs students will be generated and personal phone calls to their families will be made to encourage attendance at this event. As part of the event, parents will be separated from their children and attend a training by my administration, titled "Parenting 101 for High School Students."

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 absenteeism. Mr. LaCasse will continue his practice of sending out quarterly attendance newsletters to all families in the high school.

To improve regular, consistent attendance, student meetings with counseling staff and automated phone calls will be made weekly for students who are displaying indicators of chronic absenteeism.

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 New York State Regents Exam. Also,

Scholastic Reading Inventory (SRI), a reading comprehension assessment, is given 2-3 times a year. Trends, as well as individual student growth results, are shared with faculty and used to differentiate instruction in the classrooms. Training by the reading department is provided to all staff highlighting best practices to increase comprehension.

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

All faculty is kept informed of student academic achievement using both aggregated and disaggregated data points during monthly faculty meetings. By identifying students in need of assistance, programs and resources can be properly dispersed to offer interventions to students who require them most. Academic Intervention Services (AIS) are given to those students needing assistance to be successful in high school. Since the high school has one period for lunch, all students and staff eat at the same time. Several teachers use this time to work with students, as well as after school and during their prep periods.

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.