

HAMBURG CENTRAL SCHOOL DISTRICT
High School

School Improvement Plan

2011-2012

PURPOSE OF THE SCHOOL IMPROVEMENT PLAN

The school improvement process requires a systematic review of current data/information, the analysis of current initiatives, and the understanding of student needs in order to determine how instruction and academic achievement can be improved. The process of developing a School Improvement Plan allows the School Improvement Team an opportunity to review current student achievement data, research and assess the effectiveness of the current improvement plan and instructional programs, discuss proposed modifications and adjustments to the plan goals, and create action plans that will translate into observable, effective strategies to improve student achievement. These strategies are to include effective research-based methods for the delivery of high quality instruction to ALL students, including disaggregated subgroups, accelerated students, Academic Intervention Services (AIS) for students who score below the State designated performance level on State assessments and/or who are identified as at-risk of not achieving the State standards based on local assessments. Finally, the School Improvement Team will develop a monitoring component to assess implementation and whether the proposed goals, strategies, and activities have resulted in improved student performance.

This plan should be a product of the collaborative analysis and effort for all stakeholders: staff, parents, administrators, and students (if appropriate). Once the School Improvement Plan is approved, it must serve as an on-going focus for implementing instructional strategies, professional development, systems change, and parent involvement activities for the 2010- 11 school year.

BUILDING LEADERSHIP TEAM

School Name: Hamburg High School

Grade Level: 9-12

POSITION	NAME	SIGNATURE
Principal	Michael Gallagher	
Assistant Principal	Brent Jordan	
Assistant Principal	Michael Tylock	
Athletic Director	Greg Witman	
CORE Team	Michele Cyrek	

School Improvement Team

School Improvement Team participants should be representatives of the various constituencies involved in the school improvement process. You may choose to include participants from outside of the school community who are regularly involved in school improvement initiatives serving as community members and higher education. You may also invite other school improvement partners to consult with you through part or all of the process.

NAME	POSITION	SIGNATURE
Michael Gallagher	Principal	
Brent Jordan	Assistant Principal	
Michael Tylock	Assistant Principal	
Laura Sabia	Guidance Counselor	
Bev Bomberski	Clerical Rep	
Aaron Grupka	Mathematics	
Carrie Krajewski	English	
John Crangle	Social Studies	
Margie Meyers	Science	
Sally Couzens	Health	
Mark Babcock	Special Education	
Michelle Cyrek	Art	

Each school is expected to utilize our district Mission and Collective Beliefs to either review and revise your school's current vision or to create the vision for your school community. Upon completion of your school's vision, develop your mission and core beliefs that reflect your intent to achieve the vision.

Mission Statement

The mission of Hamburg High School is to provide, through a framework of excellence and partnerships between a committed staff and an informed, supportive community, a learning experience that produces literate, adaptable, responsible citizens who have a positive attitudes, abilities to think and analytically and creatively, manage personal resources, apply technologies, relate to the global community and appreciate the contributions of diverse cultures.

EXECUTIVE SUMMARY

SCHOOL PROFILE AND NARRATIVE DESCRIPTION OF RELEVANT SCHOOL AND COMMUNITY DATA

The narrative description should provide a “snapshot” of the school and contain an accurate overview of the school’s current educational program and the significant changes that will be implemented for the 2010-11 school year. It must contain the following:

- Student and staff demographics, including issues such as attendance, suspensions, ethnic diversity and other issues that impact the school; provide an analysis of student achievement trends in ELA and mathematics for at least the last three years;
- A description of instructional programs and school-wide educational initiatives, including accelerated and/or enriched curriculum offerings, Academic Intervention Services, programs for English language learners and special education students that support rigorous learning for all students. Indicate the grade levels and number of students served for each initiative and, in instances where participation is mandatory (such as AIS) indicate how that requirement is met;
- An overview of focused intervention(s) to address the needs of specific student subgroups that have not met the Annual Measurable Objective (AMO), Safe Harbor target, and/or 95% participation rate requirement;
- A detailed description of existing collaborations with community-based organizations (CBOs), universities, and corporations, including how they are integrated into your planning process and how their services support and align with your goals.

Hamburg High School is a comprehensive High School located in the Village of Hamburg, New York; a suburb south of Buffalo. The school offers an exciting variety of courses and activities to help prepare 1195 students in grades 9 -12 for post-secondary education and future careers. The instructional program is designed to encourage students to achieve at the highest level possible, with emphasis on Regent and Advanced Placement courses. The Advance Placement program is extensive with offerings of 15 AP courses. A Learning Center, Library Media Center, and Computer labs, are available to all students to assist them in the achievement of individual academic goals. Over 40 percent of the students participate in interscholastic sports. There are over 30 extracurricular offerings that provide ample opportunities for students to explore and develop social, vocational, and cultural interests. All these programs are maintained to assist in the development of our students outside the classroom.

The building consists of 62 classrooms, 4 computer labs, a Library. 900 seat auditorium, a 1000 seat Gymnasium, a five lane competitive swimming pool, state of the art fitness facilities, a 350 seat cafeteria as well as large band , orchestra and choral rooms.

Enrollment numbers over the past three years show a slight decline. Actual numbers from the past three school years are listed below. The high school population, according to the data from eSchool, is 95% white. To infuse diversity into the school a strong relationship has been developed with area foreign exchange programs such as AFS. Generally, 10 to 12 students are enrolled for the school year from various countries. An exchange program agreement with a Chinese High School and a private High School Lille, France has also brought cultural awareness to the High School.

2011-12

Grade	Male Tally	Female Tally	Total
9	167	149	316
10	146	128	274
11	141	146	287
12	145	173	318
Hamburg High School	599	596	1195

2010-11

Grade	Male Tally	Female Tally	Total
9	141	129	270
10	135	153	288
11	146	171	317
12	154	144	298
Hamburg High School	576	597	1173

2009-2010

Grade	Male Tally	Female Tally	Total
9	138	156	294
10	144	173	317
11	154	144	298
12	172	168	340
Hamburg High School	608	641	1249

The annual attendance rate as determined by dividing the total actual attendance by the possible attendance is at a rate of 95%. The suspension rate, as reported on the New York State BEDS report, averages at 2%.

The high school teaching staff includes certified teachers in English (14), Mathematics (10), Social Studies (11), Science (14), Business (3), Technology (1), Physical Education (5), Health (3), Art (5), EMT (1), LMC (1), LOTE (8), Music Vocal (1), Music Band (2), Music Orchestra (1), Special Education (13).

English and Mathematic Regents assessment scores over the past three years have been excellent. The Results from the Comprehensive Examination in English have been impressive in that 99% of students pass and over the past three years distinction levels of 55%, 60%, and 64% has shown steady growth. Mathematic scores are also impressive over that last three years in that approximately 97% of students are passing the Regents examinations in Algebra and Geometry. Results for the Algebra II and Trigonometry examination from the June 2010 administration displayed a 89% passing rate.

The educational program provides students with a vast and comprehensive learning environment. Vocational programs, Advanced Placement courses, CTE classes, and many other programs are infused into and as a part of the school to meet the individual interests of all students.

Vocational programs are delivered through four area vocational centers. Erie 1 BOCES provides vocational programs at the Potters Road and Harkness Vocational Centers. Erie 2 Boces provides programs at their Carrier and Ormsby Vocational Centers. Programs are available to all students and provide instruction in areas such as CISCO networking, the culinary arts, small animal science, TV and Studio Production, Landscaping and Design, Cosmetology, Graphic Design, and Nursing.

Admission to college-level Advanced Placement courses through the College Board requires students to follow application procedures announced by participating departments. Applications may include academic information, writing samples and personal interviews with AP teachers. Students accepted into the program will be required to take the AP exam in May. Enrollment in 2011-12 school year AP program is 466 students over the 15 courses.

Articulation agreements are also on file with Erie Community College in the areas of Chemistry and Business. Agreements are in development in Art and Health. An agreement with ECC is also in place for our EMT program that provides students with a school to work program. Students

earn certification as an EMT and are eligible to earn college credit through the unique program.

Academic intervention programs are designed to meet the individual needs of the students. The high school has a Learning Center to provide academic support throughout the day. An excel program provides a focused intervention program for students having difficulty. Student performance is constantly monitored to ensure academic bench marks are being met.

The High School has met all safe harbor targets. The participation rate for both ELA and Mathematics is in the range of 98% to 100% for all groups. The performance index, with a maximum score of 200, is at 197 in ELA and 196 in mathematics. The graduation rate is at 92% with a focused intervention program for students with disabilities due to not making AYP for the subgroup in 2009.

Currently, high school community relationships exist with an extensive number of community partners. The State University of New York at Buffalo is one of the locations that exists for a unique student teaching experience as students in a cohort meet at the High School once a week in a seminar setting. This program is coordinated by Mr. Joseph Podgorski as he infuses his students in our setting with visits, observations, and training conducted with the use of Hamburg High School staff.

A relationship with Erie Community College and Hilbert College has provided our students with opportunities to earn college credit and our staff with enriching staff development opportunities.

The Finance Academy and Business department provides students with numerous community and business interactions through multiple area articulation agreements. Relationships with First Niagara Bank, AT&T, and Meridia Federal Credit Union provide our students with outstanding career exposure. Each of the following individuals and their organizations have been very active in the Finance Academy. They have provided our students with career support, internships, and guidance.

First Name	Last Name	Company Name
Kathleen	Ballard	NFIEC
Todd	Bemiller	M&T Investment Group
Kevin	Birt	Legend Group
Amdanda	Bolin	Hamburg High School
Rick	Campbell	AXA Advisors
Wendy	Clemens	The Decker Agency, Inc.
Mark	DePeters	The Ceasar Group
Lynne	Dixon	EC Legislator
Molly	Frank	M&T Bank
Charles	Gelo	Trubee Collins & Co. Inc.
Gunning	Joe	Davis Financial
Bill	Haslinger	Hilbert College
Mark	Hoeber	Erie Community College
Tim	Hoelscher	CPA
Mike	Hoffman	Meridia Community Credit Union
Alycia	Ivancie	Junior Achievement of WNY

Jennifer	Kuhn	Hamburg Overhead Door
Jeff	Leyonmark	GA Leyonmark Ins.
Andy	Loeb	Internal Revenue Service
Bob	Madden	First Niagara Benefits
Patrick	McKee	Financial Solutions LLC
Daniel	Meyer	Senator Grasanti
Ken	Monaco	Bryant & Stratton College
Fred	Press	Bryant & Stratton
Jack	Quinn, Jr.	Allergen
Nancy	Randolph	Delaware North Companies
Robin	Roseman	Financial Trust Credit Union
Cathy	Rybczynski	Town of Hamburg
Sheila	Sampson	Hamburg High School
Deborah	Schmidtt	Erie Community College
Jeanne	Stegmeier	FNB Brierwood Office
Debbie	Urbank	Elderwood Health Care at Lakewood
Tracy	Vail	Key Bank
Joe	Wenzel	Town of Hamburg

High School Students are involved in an extensive mentoring program, focused on bullying, with Boston Valley, and Armor elementary schools.

The school has been a partner with the Kids Escaping Drugs “Face to Face” program. Students have worked with other area schools on social issues such as chemical dependency and addiction through the program.

GOAL 1 – ACTION PLAN

School: Hamburg High School	Team Name:	Team Leader:
-----------------------------	------------	--------------

Team Members: All members of the Core Team.

District Goal(s):

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

School Goal(s): Analysis of common quarterly assessments.

ACTION STEPS	IMPLEMENTATION PLAN
---------------------	----------------------------

<p>Section B- Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</p>	<p>Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)</p>
--	--

Strategies and Action Steps	Persons Responsible	Timeline	Professional Development	Evidence of Effectiveness
-----------------------------	---------------------	----------	--------------------------	---------------------------

<p>All quarterly assessments will be submitted to the Main Office.</p> <p>Results will be uploaded and an item analysis for each assessment will be delivered to the teachers.</p>	<p>High School and District Administration</p> <p>All teachers</p>	<p>Throughout the 2011-2012 school year.</p>	<p>During staff meetings as well as during Thursday department meetings.</p>	<p>Achievement results on Regents and local final examinations.</p>
--	--	--	--	---

GOAL 2 – ACTION PLAN

School: Hamburg High School	Team Name:	Team Leader:		
Team Members: All members of the Core Team				
District Goal(s):				
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)				
School Goal(s): Improve the graduation rate.				
ACTION STEPS	IMPLEMENTATION PLAN			
Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)			
Strategies and Action Steps	Persons Responsible	Timeline	Professional Development	Evidence of Effectiveness
<p>Will assign mentors to graduation coaches through the inspiring minds program.</p> <p>Will add coaches throughout the year.</p> <p>Will analyze students’ performance data to determine the need.</p>	<p>High School Administration</p> <p>Graduation Coaches</p> <p>Counseling Department</p>	2011-2012 school year.	Through BOCES.	The graduation rate for the class of 2012.

GOAL 3 – ACTION PLAN

School: Hamburg High School	Team Name:	Team Leader:		
Team Members: All members of the Core Team				
District Goal(s):				
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)				
School Goal(s): To decrease the number of tardies to school.				
ACTION STEPS	IMPLEMENTATION PLAN			
Section B- Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)			
Strategies and Action Steps	Persons Responsible	Timeline	Professional Development	Evidence of Effectiveness
Analysis of current data. Increase contact with parents. Reaserch BOCES programs.	High School Administration Attendance clerk Service desk staff	2011-2012 School Year	NA	The tardy rate over the school year.