



Hudson Senior High School

215 Harry Howard Avenue

Hudson, New York 12534

Robert J. LaCasse
Principal

William Wood
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.

2020-21 Schoolwide Improvement Plan

After review of the ESSA Accountability Status and Progress Determinations for the 2019-20 school year, Hudson Senior High is in good standing for all of its students and subgroups.

However, see below for specific scores:

The All student subgroup as well as the Economically Disadvantaged student subgroup received a Level 1 score in the following category:

1. Average ELA and Math Academic Progress

The White SWD student subgroup received a Level 1 score in the following category:

1. Chronic Absenteeism

The Asian student subgroup received a Level 1 score in the following category:

1. College, Career, and Civic Readiness

1) Provide opportunities for all children (including subgroups of students), to meet the challenging State academic standards.

The Hudson City School District, in partnership with our community, advances the intellectual, social and emotional development of all students to prepare them for college, career and citizenship. 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. This will be all the more important as we begin the year shifting our schedule to a Hybrid, 8 Period, 4 Block model.

Principal ext. 3114
Associate Principal ext. 3118
Attendance ext. 3108

Phone Number 518-828-4132
Fax 518-697-8418

Main Office ext. 3100
Nurse ext. 3107
Guidance ext. 3111

Professional Development for teachers will be provided at the beginning of the year as well as throughout the year on virtual/hybrid teaching and learning strategies as well as how to effectively leverage technology in and out of the classroom. The HCSD provides 1:1 Chromebooks for all students, internet access for those that require it and utilizes the Google Apps for Education Suite to synchronize all synchronous and asynchronous learning.

2) Use methods and instructional strategies that strengthen the academic program in the school.

During the 2020-21 school year, redefining the academic referral process and improving upon the use of effective grading practices will continue to be major goals. One staff member will be assigned to the FICA (For Individuals Completing Assignments) room working closely with the faculty and Associate Principal Wood to schedule students to complete work as needed for ELA, and Social Studies. A second faculty member will be assigned FICA Credit recovery in Science to help those that are falling behind with their state mandated lab hours. When major assignments are not completed in a timely fashion, faculty members will complete an Academic Referral and Mr. Wood will meet with the student to inform them they must attend the FICA until work is completed. Students will be assigned to FICA from and will not return until the missing work is completed. The goal is to have a grade book that only reflects academic achievements and not behaviors, effectively removing zeroes or missing assignments and allowing the students to continue on the path toward earning course credit. 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 provided to those students needing assistance to be successful in high school. A member of the Math Department has been tasked with creating "Math Lab" sections to provide support one or two ways. He may provide "push-in" support to teachers that request it, and he also provides dedicated periods that students are scheduled to attend to provide them with remediation and/or Regents Exam preparation.

Before October 1st each school year, all syllabi are 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 or remedial courses the following year.

The use of Restorative Practices will continue into this year with a focus on three things: Identity, Classroom Practices and Community Building. Teachers will be asked to identify the character and personality of their students while appreciating their individual backgrounds. Teachers will be asked to create classroom practices, routines and procedures that create a safe and welcoming environment for our students. Finally, teachers will be asked to use the time that they get with their students in-person to build relationships and community within their spaces while paying close attention to the Social Emotional Needs of our students which will in turn strengthen our academic programming.

Many of our students require additional services to help support them both in school and in the community. Examples of these programs available here at Hudson High School are: *My Brother's Keeper*, which provides support and mentorship to our young African-American boys. Hudson High School also has a full-time *Community Schools* liaison who offers academic and social support before, during and after school as well as providing her insight on our school-wide Attendance Team. Our Community Schools liaison also organizes a community food pantry as well as deliveries to those families that need it the most. HHS has an on-site Writing Center through the Mental Health Association of Columbia County. This writing center is staffed with a retired, certified ELA teacher who helps our students improve their writing skills, find their creative voices with poetry and allows them the opportunity to work on their resumes and essays for college and scholarships.

3) Increase the amount and quality of learning time.

The HHS Schedule is moving to four 75 minute blocks to increase the amount of learning time during the COVID-19 pandemic. Our teachers will use a variety of instructional practices to improve the quality of learning time as stated above as well as contacts through Google Meets and in-person instruction.

4) Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

HHS provides a tremendous amount of enriched and rigorous curriculum for those students that want the challenge. We offer a variety of College in the High School (CIH) courses from Columbia-greene Community College as well as SUNY Cobleskill. We also offer a half day, off-site CIH Program through Bard College. All of these courses allow our students to take and earn college credit at a free or reduced tuition rate. Our school also offers a variety of AP Courses through the College Board as well as a slate of Honors courses for those students who are looking for accelerated curriculum without the college coursework.

5) Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:

- a. **Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

HHS holds weekly Attendance Meetings to identify those students in crisis, assigns staff for home visits and assigns peer mentors where applicable. As stated above, HHS has a variety of specialized instructional services such as dedicated credit recovery teachers throughout the use of FICA and AIS support services, the MBK Program which targets out African-American boys, a dedicated Community Schools liaison and a staffed Writing Center for college and career readiness.

- b. **Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement,**

International Baccalaureate, dual or concurrent enrollment, or early college high schools).

HHS holds monthly Career Luncheons, which bring in community members and alumni to expose our students to careers and trades that they may not be aware of. Our Guidance Dept. chooses these students depending on their interest inventories that are updated each and every year that they are in high school. HHS provides a tremendous amount of enriched and rigorous curriculum for those students that want the challenge. We offer a variety of College in the High School (CIH) courses from Columbia-greene Community College as well as SUNY Cobleskill. We also offer a half day, off-site CIH Program through Bard College. All of these courses allow our students to take and earn college credit at a free or reduced tuition rate. Our school also offers a variety of AP Courses through the College Board as well as a slate of Honors courses for those students who are looking for accelerated curriculum without the college coursework. Outside of school, many of our students attend functions provided by Operation Unite and the Kite's Nest for community service and social justice opportunities. Our school psychologist provides a transitional Program for our SPED students to attend field trips to experience life on a college campus. Finally, our Guidance Dept. organizes both on-site and field trips to College Fairs. They also created a "College Tuesdays" Program that allows students and their parents to come to school and work on college applications and navigate the financial aid applications and FAFSA Forms.

c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

HHS has an active PBIS Team that uses tiers of intervention to help establish norms in the building and build a common positive culture throughout. HHS has also begun to implement Restorative Practices both formally and informally throughout the building using circles to mediate disputes and trains teachers on the use of Affective Statements when dealing with difficult behaviors. Finally, the HHS counseling staff (Guidance, psychologist, and LCSW) meets weekly to review students most at risk,

d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

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 & dept. meetings. A voluntary district wide professional development series on Restorative Practices will continue for the 4th year. Any teacher who attends out of district professional development is expected to return and share their findings with their colleagues. Professional Development for teachers will be provided at the beginning of the year as well as throughout the year on virtual/hybrid teaching and learning strategies as well as how to effectively leverage technology in and out of the classroom.

e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

N/A