



Hudson Senior High School

215 Harry Howard Avenue

Hudson, New York 12534

Robert J. LaCasse
Principal

William M. 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.

2021-22 Schoolwide Improvement Plan

Hudson Senior High is in good standing for all of its students and subgroups from 2021-22.

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 our 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. We plan on returning to a typical nine period day Monday through Friday as we develop new COVID-19 Health & Safety Protocols. Professional Development for teachers will be provided at the beginning of the year as well as throughout the course of the year on Social Emotional Learning (SEL) Strategies, Advancement Via Individual Determination (AVID) Instructional Strategies, and virtual/hybrid teaching and learning strategies 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 2021-22 school year, our primary focus will be the AVID rollout at Hudson High School beginning with the AVID Elective in 9th grade as well as AVID instructional strategies for our teachers. With less NYS Regents data to use, COVID-19 gaps in data, and ESSA Accountability on hold, we will embrace SEL strategies throughout the year to establish a welcoming environment as more than half of our student body chose remote learning throughout the pandemic this past year. Other goals will be to continue the practice of using

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academic referrals to target at-risk students and improving upon the use of effective grading practices. We will continue staffing our FICA (For Individuals Completing Assignments) room with a teaching assistant who works 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 the FICA room 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 are 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. We also have a certified Reading Teacher who offers AIS at specific times in ELA 11 to help prepare our 11th grade students for the NYS Regents Exam in June.

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 SEL classroom practices, routines and procedures that create a safe and welcoming environment for all of 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 (SEL) 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 back to a nine-period day. 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. Teachers often see students during their lunch periods as well as time after school from 2:45 to 3:15.

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

The HCSD has revamped their 5-year goals into our 4-year ABC Goals which target the following: **A**chieve academic excellence, **B**ecome future ready, and **C**ommit to civic engagement. These goals and the targets established are shared with all district stakeholders. HHS also 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 college prep that prepares them for college classes and beyond without the college level 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.**

With the introduction of the AVID Elective and AVID Instructional Practices, HHS will look to reduce the opportunity gap for those students that are traditionally underrepresented in college. Teachers will also be trained in Relational Capacity as well as the use of SEL as a way to establish classroom practices, routines and procedures that create a safe and welcoming environment for all of our students. 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. HHS also has two full time LCSW and a full-time psychologist to address the mental health of those students who may encounter crises throughout the school year.

- 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).**

The HCSD contracts with Questar III Business and Education Partnership which includes support from Jim Church. Jim, along with our CDOS Coordinator Stephanie Forsyth look to connect our students with experiences and opportunities both within our community such as work-based internships and/or outside of it as well with field trips both in-person and virtually to businesses that may interest our students. 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 the MTSS 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 and work to provide counseling and/or mentorship to those students most in need of support.

- 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 5th 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. With the introduction of the AVID Elective and AVID Instructional Practices, HHS will provide Professional Development and provide data to teachers and support staff looking to reduce the opportunity gap for those students that are traditionally underrepresented in college. Teachers will also be trained in Relational Capacity as well as the use of SEL as a way to establish classroom practices, routines and procedures that create a safe and welcoming environment for all of our students as over half of our students chose virtual school this past year.

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

N/A