



Hudson Senior High School

215 Harry Howard Avenue

Hudson, New York 12534

Derek W. Reardon
Principal

Philip Campbell
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.

2023-24 Schoolwide Improvement Plan

Hudson Senior High is in good standing for all of its students and subgroups from 2022-23.

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. Hiring certain subject areas has been particularly challenging and unfortunately we have a few teachers teaching sections outside their certification area. We continue to recruit and try to retain highly qualified teachers and Special Education teachers who are dual certified in a core content 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. The district has been focused on improving teacher morale and retention and have subscribed to Highlight which is a program to increase teacher morale through sending positive messages to coworkers. An Alternative School, (Bluehawk Academy) has been implemented to provide more support for students that consistently struggle in a traditional school setting. 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, Restorative Practices, Diversity, Equity, Inclusion, Instructional Strategies, and are currently in the process of hiring an instructional technology coach to assist teachers with utilizing technology into their teaching and classrooms. The HCSD provides 1:1 Chromebooks for all students, internet access for those that require it and utilizes the Google Apps for Education Suite.

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

During the 2023-24 school year, our primary focus will be to embrace SEL strategies throughout the year to establish welcoming environments in our school and classrooms. Other goals will be to continue the practice of using 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 Campbell 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

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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. Campbell 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.

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 Fellows*, which provides support and mentorship to our young men of color. 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 running on 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. The high school also provides extra help and/or regents review on Mondays, Tuesday, and Thursdays from 2:45-3:45 pm.

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

The HCSD is still working from the Blueprint For Excellence Strategic Plan. 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. World Language students can work towards a Seal of Bi-Literacy and Social Studies students towards a Seal of Civic Readiness. 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 Bluehawk Academy provides 9-12 grade students that have previously struggled in a traditional classroom setting more support and mentoring services. Teachers will also be trained in building relationships with students 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 Fellows Program which targets men of color, 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).**

HHS holds a monthly Career Development Curriculum which takes place monthly in conjunction with workforce from Columbia Greene Community College. Also working with Glnsberg's Food which comes in periodically to meet with students about jobs and career opportunities. Our Guidance Dept. chooses these students depending on their interest inventories that are updated each and every year that they are in high school. School counselors will go into Global 10 classes to provide our students Questar CTE programs to gauge interest for a site visit to Questar so students can observe programs of interest. 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. Life Skills students participate in worked based learning and earn their Micro-Credentials from Columbia Greene Community College.. Finally, our Guidance Dept. organizes both on-site and field trips to College/Career Fairs. They also created a "CollegeTuesdays" Program that allows students and their parents to come to school and work on college applications. FAFSA workshops are scheduled to assist students and parents 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 and by outside consultants retained by the district. Best practices are also shared and modeled during monthly faculty & dept. meetings.

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 learning strategies as well as how to effectively leverage technology in and out of the classroom. Teachers will also be trained in building student relationships 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.

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

N/A