



HUDSON
Together, we can!

Superintendent Pennymann's
First 125 Days
February 2024

Revisiting the Proposed Outcomes in My Entry Plan



An **engaged district and community** who understands the focus and direction of the organization with a renewed commitment that "we are all responsible for the success of our schools"



A comprehensive summary of **findings, observations, and key learnings** from my community engagement activities



An **outline of a strategic planning process** to review the Hudson City School's current strategic plan and stages of implementation

How Do We Get There?

The Six Keys for School Improvement



**Strengthen the
Instructional Core**



**Improve Data Driven
Practices**



**Promote a Positive,
Inclusive School
Environment for all
Stakeholders**



**Strengthen Instructional
Leadership Capacity**



**Tiered Approach
to School Support &
Intervention**



**Increase Monitoring &
Accountability**

**Findings, observations, and key
learnings from my community
engagement activities**



Key 1: Strengthen the Instructional Core

Challenges

Teachers lack consistent support of high-quality, curricular resources

- Inconsistency among grade-level teams and may not be aligned to next generation learning standards

Lack of embedded technology use in classroom instruction

- Misunderstanding of technology may lead to inefficient use of instructional time

Opportunities

Adopt and implement high-quality curriculum

- Continue the roll-out of Eureka Math Squared through Algebra I to create consistency in math experience and develop students' critical thinking skills

Improve 21st century learning through technology embedded in daily instruction

- Improve technology integration in classroom instruction
- Support teachers with cutting edge curricular resources
- Continue to build partnerships to bring STEM opportunities to students



What progress have we made so far?

Audit and review of district curriculum

- Reviewed quality and alignment of current adopted and identified gaps where curricular resources and supports may be necessary

Continued curriculum and instruction support, resources, and partnerships

- Eureka Math² curriculum roll-out continues at the elementary school level, with some early exploration of secondary curriculum
- Looking into supplemental curricular resources to add rigor and relevance across core subject areas
- Partnering with RPI to supplement students' experiences with STEAM both in the classroom and through off-campus opportunities

Verizon Innovative Learning Grant application submitted

- If approved, the grant will provide funding for 1:1 devices for all secondary students, instructional coaches, and additional support to embed technology into the teaching and learning experience



Key 2: Strengthen Instructional Leadership Capacity

Challenges

Additional structures needed to support organizational learning

- Lack of consistent expectations for professional learning communities (PLCs)
- Instructional coaches not being utilized effectively
- Teachers feel they lack high-quality professional development

Persistent staffing vacancies

- Inequitable number of students in certain classrooms due to staffing shortages
- Programs such as BHA have unique staffing needs based on particular target student population

Opportunities

Drive instruction through PLCs and peer coaching models

- Invest in and leverage the expertise of teaching staff and coaches
- Provide structures for collaboration and peer observation that result in more alignment horizontally among grade-level teams and vertically across subject-matter teams

Revamp staffing recruitment and retention plan

- Attract and retain diverse, highly-qualified teaching staff
- Strategically invest in a grow your own program to create a pipeline for employment within the district



What progress have we made so far?

Instructional Coaching in ELA and Math

- Instructional coaches work with teachers when invited to support curriculum implementation and instructional capacity building

Principals empowered to take on more responsibility related to instructional leadership

- Freeing time in their schedules in collaboration with assistant principals to increase time for classroom visits and observation
- Principals have started to create and lead professional development targeted at teachers' needs

District and school leadership teams drafting frameworks for highly-effective schools

- Utilizing the six keys to ground the strategic planning process and target specific needs within the district



Key 3: Improve Data-Driven Practices

Challenges

No significant data-driven best practices launched and retained over time due to transitions in leadership

- Strategic planning process last school year was left incomplete

Late identification of student learning needs at the elementary level

- Without thorough documentation and appropriate data collection, it is difficult to deliver appropriate intervention and create comprehensive plans for student success

Opportunities

Reset the strategic planning process

- A reset in the strategic planning process provides opportunities to build structures and systems that support data-driven decision making

Revise the Kindergarten screening process

- Include stronger data collection and communication among team members to provide early intervention and prepare for incoming kindergarten classes



Key 3: Improve Data-Driven Practices

What progress have we made so far?

Building capacity for data-driven decision making among the leadership team

- Leadership coaching and leadership retreats are being utilized to build shared mission, vision, values, and goals
- Reviewing and updating the strategic planning process
- Analysis of how grant money is being spent in order to ensure equity and alignment with strategic plan
- Seeking stakeholder input through surveys and additional outreach

Implementing a data-informed approach to develop new initiatives and prioritizing next steps

- DEI Committee has drafted diversity, equity, and inclusivity goals based on stakeholder engagement and student learning data
- Began gathering information from teachers on grade-level standards alignment in daily instruction



Challenges

Student learning data on state testing indicates stagnant or declining scores

- Concerning achievement gap data points to lack of appropriate support for some student groups
- NY State identified HCSD as a target district

Report points to lack of opportunities for students with individual learning needs

- Observed lack of differentiation in instruction
- Declining enrollment over time points to individual learning needs not being met

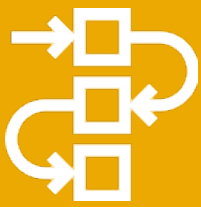
Opportunities

Build on data-driven MTSS process

- Create consistent practices to build student success teams, involving clear communication between team members
- Utilize NYSED and Stronger Connections grant funding to target individual student academic and social-emotional needs

Creatively address individualized students support

- Maximize inclusion for students with IEPs
- Differentiation support for teachers
- Investigate flexible scheduling solutions to address credit deficiencies
- Expand graduation pathways



What progress have we made so far?

Building a comprehensive MTSS framework for K - 12

- Working across building leadership teams and district leadership, the MTSS framework will address age-appropriate interventions to improve student outcomes with cohesion and transparency

Bluehawk Academy as a model for a team-approach to successful program leadership intervention strategies

- District leadership team is developing a new proposal for the innovative school model at Bluehawk Academy to embed internship opportunities into students' school day
- Mollie Zucker joined the leadership team as the BHA Associate Principal in November, 2023

Crisis plan developed to address student mental health support needs

- District leadership team worked with counselors, social workers, and school staff to develop a thorough intervention plan



Key 5: Promote a Positive, Inclusive School Environment

Challenges

Stakeholders express concerns around teaching and learning culture

- Low student and staff attendance
- Some students and families identify feelings of racial and economic division
- Curricular resources lack cultural sensitivity

Increase in parent concerns around students' safety and well being

- Student advisory team cited lack of connections with teachers
- Some curriculum resources lack cultural sensitivity
- Lack of coordinated approach to services for families with english-language needs

Opportunities

Student advisory team

- Involve students in conversations about how to improve sense of community and belonging in classrooms
- Collaboratively rebuild a sense of pride to be a HCSD student

Build district-wide strategy to prevent and respond to harmful behavior

- Build on foundations of PBIS work
- Offer robust training to staff and students around restorative practices to enhance conflict prevention and positive resolution tools
- Draw from BHA successes with restorative practices



Key 5: Promote a Positive, Inclusive School Environment

What progress have we made so far?

Investments in safety leading to fewer students altercations at school sites

- STOPit online reporting tool adopted to deter and mitigate bullying, cyber abuse, and other inappropriate behaviors
- Additional school safety officers hired in secondary schools

Diversity, equity, and inclusivity initiatives and leadership in place to propel change

- DEI Manager Dr. Tia Pressey joined the staff in October 2023 to lead the district in building a more supportive learning environment for all
- Staff book study and professional development using *Culturally Responsive Teaching and the Brain* by Zaretta Hammond

Positive Behavioral Interventions and Supports (PBIS) implementation

- Implementation at Hudson Senior High School: 110 students were recognized for being respectful, responsible, and safe in December 2023



Key 6: Increase Monitoring & Accountability

Challenges

Teacher evaluation processes lack clarity and focus

- Teachers report feeling their observation and feedback cycles lack meaningful opportunities for growth

Technology in district facilities is in ongoing updating process

- Need to update student technology use policies in response to growing infrastructure
- District website is difficult to navigate and lacks clarity for stakeholders

Opportunities

Improve teacher observation and feedback protocols to facilitate opportunities for professional growth

- Align observation and feedback protocols with district-wide initiatives
- Provide targeted professional development based on needs identified through evaluations

Continue to update technology in facilities and technology use practices and protocols

- Assess cybersecurity protocols and develop incident response plans
- Update student technology handbook and use policies
- Update the district website for ease of stakeholder engagement



What progress have we made so far?

Community members express excitement around increase in transparency and communication, leading to more meaningful engagement

- Superintendent Pennyman engages stakeholder groups once per month to collect feedback and gather input for decision making with: community members, school staff, and students
- Family fun nights bring community members into the schools to connect with staff and one another
- Pennyman's Pen newsletter to keep stakeholders informed every other week
- Leadership team developing end-of-year community feedback survey

Significant progress made to increase student access to technology and improve district-wide technology systems and processes

- Cybersecurity risk is significantly diminished
- Technology infrastructure exists and now plans are focused on embedding technology into everyday instruction

The Path Forward

Short-Term Priorities

**Key 1:
Strengthen the
Instructional
Core**



Eureka Math Squared implementation

Enhance instruction through embedded learning technology



**Key 2:
Strengthen
Leadership
Capacity**



Drive instruction through PLCs and peer coaching

Revamp staffing recruitment and retention plan

**Key 3:
Improve Data
Driven
Practices**



Build structures and systems to support data-driven decision making

Revise the Kindergarten screening process

**Key 4:
Tiered Student
Support and
Intervention**



Build out a data-driven MTSS process

Expand graduation pathways

Move toward full inclusion for students with individual learning needs

**Key 5:
Positive,
Inclusive
School Climate**



Develop and invest in the Bluehawk Academy program

Build a district-wide approach to preventing and responding to harmful behavior

**Key 6:
Increase
Monitoring and
Accountability**



Improve teacher observation and feedback protocols

Update technology and use practices

Strategic Planning Review

125 Day Findings

- Need for deeper engagement with both community and staff
- Strategies and priorities may need to get more specific to ensure clarity and lead to real change as desired by stakeholders
- Implementation efforts have been limited



PRIORITY AREAS

Based on community feedback and initial planning by the Board of Education and Leadership Team, the following areas were identified as priorities.



Safety, Wellness and the School Environment

We will provide all students with emotional and behavioral support to create a sense of belonging and school pride.



Community Connection

We will build and foster family and community partnerships through creating an enhanced system of internal and external supports to meet the needs of our diverse scholars.



Educational Equity and Academic Excellence

We will offer exciting, accessible, rigorous academic programming that gives every student the opportunity to fulfill their greatest potential.



Strategic Planning Next Steps



An **outline of a strategic planning process** to review the Hudson City School's current strategic plan and stages of implementation

	April	May	June	July	August	September	October
Community Engagement (Focus Groups, Community Events, Survey)	Community Engagement					Community Engagement	
Plan Revision and Re-Writing (Board and Staff Strategy Revision)				Plan Revision and Re-Writing			
Plan Review and Finalization (Final Board Review and Revision)						Plan Review and Finalization	



Questions or Feedback?



What questions or feedback do you have?