

District Comprehensive Improvement Plan

2026-27

District	Superintendent
Hudson City School District	Dr. Brian Bailey

Section I: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: <i>What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	District stakeholders will collaborate to provide daily high-quality Tier I instruction, monitored through walkthroughs, PLCs, and feedback loops. Classrooms will exhibit: ● Standards-aligned instruction with clear targets. ● Active engagement via collaboration and critical thinking. ● Differentiation for all learners, including those with disabilities or receiving interventions. ● Data-informed support using formative assessments. ● Positive culture rooted in belonging and MTSS/PBIS practices.
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Section 2: District Actions to Support Structures

This section of the DCIP is devoted toward actions the **DISTRICT WILL DO** to support the strengthening of the same structures schools are strengthening in their SCEPs.

District Actions to Support Teacher Learning Core Structures

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Teacher Learning:

- **Fund and staff instructional coaching positions**, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.
- **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.
- **Build districtwide learning communities for instruction**, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.
- **Provide training, ongoing support, and role clarity for instructional coaches**, ensuring they have content expertise aligned to district instructional priorities and strong skills in supporting adult learning through questioning, facilitation, data analysis, and reflection.
- **Fund and protect coaching roles** by limiting non-instructional assignments and compliance work that dilute their impact.
- **Create access** to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity.
- **Provide substitute coverage or release time** so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.
- **Develop shared tools and protocols** for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.
- **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.
- **Invest in multi-year professional learning** tied to a small set of instructional priorities rather than rotating annual initiatives.
- **Provide shared district tools, protocols, and learning resources** that anchor teacher learning in daily instructional work rather than stand-alone training.

What specific activities will the district pursue to strengthen the Teacher Learning Structures around Teacher Collaborative Time and Teacher Access to Experts?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope

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		to see if we have met this goal?
Invest in content expertise by hiring or contracting subject-matter specialists who can support principals, and teachers in high-leverage content areas.	The district will: Collaborate with partners like Questar III and Russell Sage College to offer expert-led audits, coaching, and professional learning. Experts will be chosen based on district goals and proven instructional expertise. Support will be allocated based on school data and needs. Effectiveness will be assessed using walkthroughs, surveys, and student outcomes.	Targeted professional development will strengthen Tier I instruction and support early-career teachers to achieve: 1. Improved student engagement, attendance, and performance with fewer disciplinary incidents. 2. Greater instructional capacity and confidence, especially for teachers with under three years of experience. 3. Consistent, standards-aligned practices verified by walkthroughs and classroom observations.
Develop shared tools and protocols for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.	The district will: Hire a part-time MTSS/PBIS Coordinator to facilitate data-driven Professional Learning Communities (PLCs) at Hudson Junior and Senior High Schools. To improve student outcomes and ensure district-wide consistency, the district will provide standardized tools, including student work protocols, lesson templates, coaching structures, data review processes, and MTSS documentation resources.	Professional Learning Communities (PLCs) will meet according to district calendars, facilitated by department heads and grade level coordinators. By March 2027 all PLCs will be using standardized protocols and agendas and all sessions will focus on: 1. Analyzing student work collaboratively 2. Reviewing assessment data 3. Planning standards-aligned instruction 4. Monitoring interventions systematically

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		District and building leaders will monitor Professional Learning Communities (PLCs) through documentation, observations, and student outcomes and report to the DCIP Committee. These activities will result in: 1. Regular PLC schedules focused on standards-aligned instruction, assessment, and student support. 2. Unified instructional design and data analysis districtwide. 3. Gains in student achievement, attendance, and social-emotional wellness.
Invest in multi-year professional learning tied to a small set of instructional priorities rather than rotating annual initiatives.	The district will: Collaborate with stakeholders to create a districtwide Professional Development Plan, by November 2026, aligned with the Vision for High-Quality Instruction. Training will prioritize Tier I instruction, engagement, management, differentiation, standards, and MTSS/PBIS. These efforts will be reinforced by PLC collaboration, with progress monitored through walkthroughs, participation data, and staff surveys.	This work will result in: 1. Completion and implementation of a districtwide Professional Development Plan by November 2026. 2. Increased teacher and administrator capacity to implement effective instructional practices. 3. Greater alignment between professional learning, district instructional expectations, and classroom practice across all schools.

District Actions to Support Rigorous, Standards-Aligned Instruction

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Rigorous, Standards-Aligned Instruction:

- **Adopt and maintain high-quality instructional materials** and invest in training, curriculum mapping, and implementation support so schools are not left to interpret standards independently.
- **Ensure teachers have access to low-floor, high-ceiling tasks** that are capable of stretching student thinking.
- **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.
- **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices.
- **Fund district-level instructional expertise** to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.
- **Provide districtwide data systems** that allow leadership teams to examine instructional patterns across classrooms and schools.
- **Coordinate central office roles** (curriculum, assessment, special education, multilingual learners) to ensure guidance to schools reinforces a single instructional vision.
- **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction.
- **Protect schools from initiative overload** by prioritizing a limited number of instructional commitments and sunsetting low-impact or competing demands.

What specific activities will the district pursue to strengthen the Instructional Leadership Team Core Structures around Rigorous, Standards-Aligned Instruction?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Fund curriculum implementation supports , including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.	The District will: Use Rubicon Atlas and the K–12 Curriculum Committee to align instruction with NYS standards. The committee will provide unit templates, assessments, and engagement protocols aligned to the District Vision for High-Quality Instruction.	The K–12 Curriculum and Instruction Committee will review instructional data and performance bi-annually to guide improvement. These activities will result in: 1. Districtwide engagement protocols,

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		learning targets, and instructional "look-fors". 1. Stronger alignment among curriculum, assessments, and district expectations. 2. Expanded use of common assessments and data analysis protocols. 3. Higher student achievement on classroom and state benchmarks.
Provide districtwide data systems that allow leadership teams to examine instructional patterns across classrooms and schools.	The District will: Enhance districtwide MTSS/PBIS and PLC frameworks by establishing uniform data protocols, agendas, and coaching cycles. Under the guidance of the secondary MTSS/PBIS Coordinator, the district will supply standardized planning and intervention tools to ensure systemic consistency.	MTSS Teams and PLCs will meet regularly to analyze student work, assessments, and progress monitoring data. Leaders will monitor effectiveness through documentation, walkthroughs, and outcome data. The work will result in: 1. Strengthened secondary MTSS/PLC structures and consistency in data-informed planning. 2. Improved student achievement by 5% in ELA and Math, improved student attendance by 10%, and decreased disciplinary referrals by 10%.

District Actions to Ensure Every Student Thrives

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to ensure Every Student Thrives:

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- **Fund and allocate** counselors, social workers, psychologists, nurses, interventionists, and family liaisons based on student need rather than uniform staffing formulas.
- **Build and maintain** integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time.
- **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.
- **Design and operate** district-managed intervention, credit recovery, reengagement, and alternative pathway programs that schools cannot sustain independently.
- **Expand and fund** access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.
- **Coordinate and fund** partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.
- **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.
- **Fund translation and engagement infrastructure** so schools can communicate consistently with families across languages, cultures, and contexts.
- **Provide guidance, tools, and oversight** to help schools monitor equity in school connectedness, belonging, access, support, and outcomes across student groups.
- **Stabilize student support systems** across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.

What specific activities will the district pursue to strengthen the Core Structures necessary for Every Student to Thrive?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Develop and support a districtwide MTSS/PBIS framework with clear referral pathways, intervention options, and progress-monitoring tools.	The district will: utilize an MTSS/PBIS Coordinator to develop and establish consistent procedures for collecting, reviewing, and analyzing attendance, behavioral, academic, and social-emotional data at Hudson High School and Hudson Junior High School	Secondary level MTSS/PBIS building teams will participate in scheduled data meetings to identify students in need of support and monitor intervention effectiveness. These activities will result in:

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		1. Students identified as at-risk will receive documented interventions within MTSS/PBIS timelines. 2. MTSS/PBIS implementation and progress monitoring will increase as measured by meeting documentation and intervention records. 3. Student attendance will improve by 10%, and discipline referrals will reduce by 10% 4. Meeting agendas, intervention records, and data reviews will demonstrate ongoing monitoring and follow-up.
Expand and fund access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.	The district will fund: Distance Learning Opportunities to increase student engagement, expand access to rigorous and flexible learning experiences.	Strengthening instructional relevance will result in: 1. Improved student participation and achievement. 2. Improved course completion, and credit accrual by 2%.

District Actions to Support Attendance

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to support Attendance:

- **Build and fund** early warning systems that concern flag attendance alongside indicators of mental health, disengagement, and unmet student needs.
- **Establish and support** districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.
- **Fund and coordinate** school-based and districtwide mental health services, including counselors, social workers, clinicians, and partnerships with licensed providers.
- **Create referral pathways** that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.

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- **Develop and sustain** community schools that integrate mental health care, family supports, enrichment, and reengagement services on or near school campuses.
- **Fund districtwide access to mental health supports** so attendance interventions address underlying school avoidance, not just compliance.
- **Coordinate cross-agency partnerships** with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.
- **Invest in reengagement options** such as credit recovery, flexible scheduling, therapeutic programs, and alternative pathways for students with persistent attendance challenges.
- **Use attendance data as a learning signal to adjust** transportation, scheduling, policy, and support structures rather than to enforce compliance.
- **Align transportation, scheduling, and policy decisions** to reduce structural barriers to attendance that schools cannot address on their own.
- **Fund family outreach and navigation support** to help caregivers understand attendance expectations and access needed services.
- **Monitor attendance patterns and outcomes** by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.
- **Fund and provide districtwide training for front-facing staff** (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses.
- **Establish clear, districtwide expectations** for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.

What specific activities will the district pursue to strengthen the Core Structures necessary for Attendance?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Create referral pathways that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.	The district will: Implement clear referral pathways and intervention protocols utilizing the Cartwheel Virtual Mental Health Platform and district MTSS/PBIS processes to ensure timely access to mental health services for students experiencing school avoidance, anxiety, trauma, or other clinical concerns at Hudson High School and Hudson Junior High School.	Secondary building leadership teams , counselors, social workers, and the MTSS/PBIS Coordinator will collaborate to establish procedures for referral, communication, progress monitoring, and family engagement.

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		These activities will result in: 1. Increased timeliness of student referrals to mental health services. 2. 50-75 students experiencing chronic absenteeism annually will participate in Cartwheel Virtual Mental Health Cycles for 6 weeks or more. 3. Reduced absenteeism, by 75% of the 50-75 students participating in Cartwheel Virtual Mental Health.
Monitor attendance patterns and outcomes by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.	The district will: Establish Student Focus Groups to regularly review attendance data, and to identify patterns and inequities impacting student attendance and engagement k-12.	Student focus groups will meet quarterly to review attendance trends, identify barriers to attendance, and develop student-centered interventions and supports to improve engagement and school attendance. The activities will result in: 1. Improved student engagement, participation, and school connectedness will reduce chronic absenteeism across all student subgroups by 10%.

Section 3: Addressing Inequities

Districts will need to complete the DCIP Equity Analysis prior to completing this section. The purpose of this section is to ensure that the students in schools identified as CSI/ATSI/TSI are given the same opportunities for success as their peers.

There are three components of this section:

1. Staffing Inequity (required)
2. Enrollment/Participation Inequity (required)
3. Funding Inequity (optional)

Districts will need to address at least one staffing inequity and one enrollment/participation inequity. In addition, any inequity in specific data points, noted below, **MUST** be addressed.

The resulting plan for Staffing Inequity and Enrollment/Participation Inequity will need to cover both the actions the district will pursue to reduce the gaps **AND** the support the district will provide the schools where there are gaps knowing that these inequities exist. Districts can copy and paste the table if they are addressing more than one inequity.

Districts that do not have any data points in which there is a difference between schools can skip this section. **All districts must submit their completed DCIP Equity Analysis with their DCIP.**

Staffing Inequity

Identify how the district will address at least one staffing inequity between schools identified through the needs assessment:

Montgomery C. Smith Elementary - ATSI, was identified as a school with higher teacher turnover rates and a greater percentage of teachers with fewer than three years of experience. To reduce inconsistencies in instructional practices, classroom management, curriculum implementation, and student engagement targeted and embedded PD will be provided.

Inequity	Montgomery C. Smith Elementary -ATSI	
Actions to reduce the Data Gap	Person Responsible	When
Provide targeted embedded and after school Professional development to Montgomery C. Elementary School through partnerships with Questar III, Post-Secondary Partners, and external professional development providers .	Executive Director of Curriculum and Instruction, Building Principal, Questar III Specialists, Post-Secondary Partner and MTSS/PBIS Coordinator	Beginning Summer/Fall 2026 and throughout the 2026–2027 school year, 100% of all teachers employed <3 years will participate in (5) one hour professional development opportunities at Montgomery C. Smith Elementary School
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
The Montgomery C. Smith Elementary School Administration and Central Office Administration	Central Office Administration,	Beginning Summer 2026 and ongoing

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will schedule meetings beginning in the spring of 2026 and in the summer of 2026 to identify embedded professional development dates and topics with Questar BOCES and the post-secondary partner.	Executive Director of Curriculum and Instruction, Montgomery C. Smith Elementary Principal	
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Districts with inequities related to the following data points MUST have a plan to mitigate the identified inequity.

- % of uncertified teachers (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Average number of Teacher Absences (*must be addressed if one of more identified schools has an average that is five days more than the district average*)
- **% of teachers with fewer than 3 years' experience (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)**
- Teacher Turnover rate (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Enrollment/Participation Inequity

Identify how the district will address at least one enrollment/participation inequity between schools identified through the needs assessment:

Hudson Junior High School was identified as having inequitable office referrals and in-school suspensions that create inequities in student participation, instructional access, and school engagement. To mitigate this inequity, the district will implement a comprehensive PBIS and MTSS framework focused on strengthening Tier I behavioral supports, reducing exclusionary disciplinary practices, and increasing student engagement and connectedness. The district will provide professional development and instructional support for faculty and administrators in the areas of restorative practices, classroom management, trauma-informed practices, culturally responsive instruction, and student engagement strategies. Building leadership teams, an MTSS/PBIS Coordinator, and PBIS teams will regularly review behavioral, attendance, and academic data to identify trends, monitor disproportionality, and implement targeted interventions and supports for students prior to ISS placement whenever appropriate.

Inequity	Hudson Junior High School - TSI	
Actions to reduce the Data Gap	Person Responsible	When
Provide ongoing paid after school professional development for 100% of all Hudson Junior High School teachers, focused on classroom management, restorative practices, PBIS implementation, and student engagement strategies at Hudson Junior High School.	Executive Director of Curriculum and Instruction, DCIP Committee, Building Administration, MTSS/PBIS Coordinator and Teams	A catalogue of (10) after school PD sessions will be scheduled throughout the 2026–2027 school year
Improve MTSS/PBIS and behavioral intervention team schedules and agendas to monitor referrals, ISS placements, attendance, and intervention effectiveness at Hudson Junior High.	Executive Director of Curriculum and Instruction, DCIP Committee, Hudson Junior High School Administration MTSS/PBIS Coordinator and Team	Quarterly reviews of MTSS/PBIS meeting agendas and student disciplinary events will be conducted during Administrative Team Meetings.

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	School Counselors	
Implement consistent schoolwide behavioral expectations, restorative responses, and intervention protocols across all classrooms and common areas at Hudson Junior High.	Hudson Junior High School Administration MTSS/PBIS Team Faculty and Staff	Beginning September 2026 and monitored throughout the school year
Utilize student, staff, and family survey data to assess school climate, student connectedness, and perceptions of fairness and support.	Hudson Junior High School Administration District Leadership Team School Counselors	Fall, and Spring survey cycles
Monitor attendance trends, and subgroup participation data to identify inequities and evaluate the effectiveness of interventions and supports.	District Leadership Team Hudson Junior High School Administration MTSS/PBIS Coordinator and Team	Quarterly DCIP Committee attendance review
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
The district will hire an MTSS/PBIS Coordinator and leverage existing building teams and Administrative Team Meetings to conduct regular reviews of behavioral, attendance, and academic data to identify trends, monitor disproportionality, and adjust interventions and supports accordingly.	Executive Director of Curriculum and Instruction, Hudson Junior High School Principal and Assistant Principal MTSS/PBIS Coordinator and Team School Counselors and Support Staff	Central Office Administration will conduct a planning meeting during the summer of 2026 with building leaders, department heads and grade level chairpersons to develop an action plan and calendar for DCIP implementation and monitoring.

Feel free to copy and paste the table for each Inequity being addressed.

Funding Inequity (optional)

Districts that would like to leverage Title I, 1003 School Improvement Funding to explore how to better equitably distribute resources across the district should complete this section below. This section is optional.

DISTRICT ACTION		METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this action entail?		What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

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Feel free to copy and paste the table for each Inequity being addressed.