

Posted: July 19, 2021

At: All Hudson schools, SAU building, district website



HUDSON SCHOOL DISTRICT ♦ Hudson, New Hampshire

HUDSON SCHOOL BOARD RETREAT

Agenda

July 21, 2021

9:00am **A. Call to Order**

Pledge

9:05am **B. Long-term planning and strategic plan**

3:00pm **C. Adjourn**

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	August 2, 2021	6:30pm	Hills Memorial Library 18 Library Street	Regular Meeting
School Board	August 16, 2021	6:30pm	Hills Memorial Library 18 Library Street	Regular Meeting

Principals Priorities – 2021-2022

Notes from Principal Meeting – July 19, 2021

Early Learning Center – Library Street

- Assimilate into the climate and culture of the building
- Teacher SEL/Swiss
- Schoology – heard concerns from teachers
- Will have an interventist
- No guidance counselor on Fridays

Early Learning Center – HO Smith

- Tier 1 – filling gaps with first graders – coming from various scenarios; 20 percent of students haven't been in school before
- Increase in positive cases at the lower level
- Social emotional, Project Aware – hasn't scratched the surface – how will it support students AND staff?
- Math in Focus – continue to learn it and improve instruction
- Teachers are concerned about multiple levels of students with class sizes – if one more teacher is added, HO Smith is out of space and the special ed room will need to be dismantled

Hills Garrison

- School climate & culture – build collaboration and trust; meet and greets with the staff at Hills
- Math in focus and iReady – worked with them at his other district, using PLC time is important

Hudson Memorial

- Establishing an RTI process
- Focusing on tier 1 with SEL, Project Aware, one trusted adult
- Info based in Swiss – behavior management
- Responsive classroom, student-led conferences
- Instructional rounds, UDL

- Data-driven instruction
- Schoology – teachers are panicked
- Math in focus – will be a focus
- Reading Plus
- Update Project Lead the Way equipment
- Continue the one-to-one implementation
- Coaching piece – mentorship and instructional coaches – how to incorporate them in

Nottingham West

- SEL – giving tours this summer because kids are afraid to come in; high anxiety kids – have 120 coming back into the building that were remote learning; one counselor was out all year
- iReady – make sure staff is trained with fidelity – students need to do 45 minutes per week per subject – all labs are on mobile carts, need to be flexible with technology; do we use independent work time in reading blocks? Teachers will need to monitor how it's being done; losing Title 1 \$\$
- Academic coaches – how do we frame it for teachers so they see it as a positive?
- iReady can also be tier 1 and tier 2 intervention support
- Didn't get Swiss – was waiting for it last year and never got it, especially the APs, that would help with school safety report at the end of the year; this would really be helpful

Alvirne High School

- Staff trust and climate – it will permeate no matter what else
- Implementing Schoology – staff is apprehensive
- Implementing 1 to 1 devices – staff is apprehensive
- Implement Project Aware
- Working on new alternative school – high-school level and extend to middle school – grade 9/10 with a possible starting date second semester 2022; targeted small group 10/14 kids max; enormous sensitivity
- Instructional coaches – positive, not a negative
- Life post-Covid – parent groups want to come back in, people want to come back in

Capital Improvement Needs

ELC – Library Street	ELC – HO Smith	Hills Garrison
<ul style="list-style-type: none"> ● Space – art, music and library will be in the gym ● Have six staff members in one room, special ed teachers will have office space ● Drop off/traffic pattern <p>Note: 25 busses go to ELC each morning and afternoon from, they come from and go to different places – this impacts duties at other schools</p>	<ul style="list-style-type: none"> ● Another class room, physical space moving forward ● With full-day kindergarten, a second play ground is needed; a schedule will need to be developed – estimated \$40,000; Project Aware is looking to see if any grant funds are eligible ● Things have been upgraded over time ● Drop off/traffic pattern 	<ul style="list-style-type: none"> ● Work is currently be done on the – leaks keep moving ● Traffic flow
Nottingham West	Hudson Memorial	Alvirne High School
<ul style="list-style-type: none"> ● Roof leaks every time it rains, every time there is a huge pour there are spots all over the building ● More storage – need a storage unit or something for the portables; it's not an office set up – not desks and tables - we need to provide direction to Scott on what it should be ● Gym floor IS getting replaced – scheduled for the first week of August to be finished – would like to paint the gym walls before the gym floor gets put in ● Bleachers should be put in – doesn't know when they're coming in ● Ordered student desks and they're not going to come in until October 	<p>On next page</p>	<ul style="list-style-type: none"> ● Renovation project - safety, cafeteria, performing arts center ● All furniture has been replaced, classrooms have been redone ● Desperate need for cafeteria furniture

Hudson Memorial

- Gym floor, bleachers within the next 5-10 years – they've reached their lifecycle
- Field upgrade – has referee organizations that won't ref there because of insurance
- Continue window replacement plan – brings in natural light, teachers love it
- Projector & screen for the gymnasium, screen is held down by dumbbells
- Bathroom partitions – have been carved into
- Girls locker room upgrade – boys was done 7 years ago; girls is from 1967 - has plywood, using old basket lockers for storage; boys locker room doesn't look anything like it
- Cameras in the hallways, main stairwell – a few spots that really need it; outside
- Classroom furniture replacement plan
- Teacher desks – legs are falling off; teacher replacement desk plan – some desks are from 1967

Hudson School District Alternative High School Program DRAFT

Proposal: Create an alternative high school for at-risk students

Rationale: The need for an alternative high school program is evident based on the inability of some students to progress towards graduation requirements and/or learn in a traditional classroom setting. Despite academic and behavioral supports, these at-risk students continue to have difficulty performing within a large high school and/or middle school setting and are unlikely, without additional intervention, to develop a connection with school and learning.

2020-2021 Data:

- Grade 9: 22 students failed three or more classes; 38 students have earned fewer than 5 career credits
- Grade 10: 38 students failed three or more classes; 50 students have earned fewer than 10 career credits

Mission Statement: To provide a personalized, alternative program for high school students that fosters their academic, career, and social/emotional development. Supported in a collaborative and mentoring learning environment, students work to achieve their goals through an experiential and competency-driven approach that meets their individual needs and nurtures success.

Goal: To reduce the drop-out rate and increase the graduation rate for AHS students who have been identified as not finding success in a traditional, large school setting

Objectives:

- Support academic achievement, credit recovery, and progress towards graduation requirements
- Improve attendance and decrease disciplinary issues
- Target learning deficits for students not performing at grade level and lacking the necessary academic background and skills, and skills and credits to succeed in high school level coursework
- Address social, emotional, and behavioral needs of at-risk students
- Foster career exploration, development, and skills
- May be used as a pathway to and from out-of-district placements or other school transitions

Student Profile: Candidates identified for the Alternative School placement will include one or more of the following criteria:

- Self or family referral
- History of difficulty functioning in a traditional classroom setting and/or the broader school community
- History of poor academic performance at the middle and/or high school level
- History of unsuccessful academic and behavioral interventions
- Failing academic requirements/not on track to graduate
- Poor/inconsistent school and class attendance

- Lack of supports in place outside of school
- Court and/or social services involvement

Program Components:

- Core academic areas of English, Math, Social Studies, and Science (modeled on ACE courses—one-credit courses)
- Competency-based curriculum, grading, and reporting
- Social/Emotional Learning (SEL)
- Behavior self-management and conflict resolution
- Executive functioning and organization
- Individualized counseling
- Career development and readiness skills
- Extended Learning Opportunities including internships and work-based opportunities
- Participation in CTE programs and other Alvirne electives
- Participation in AHS co-curricular activities

2021-2022 Pilot

Location: Historic Hills Library

Cohort: 12-14 students

Semester One: Program development and planning, curriculum development, student placements

Semester Two: Full implementation

Staffing:

- Full-time (onsite—new positions): One program coordinator/supervising teacher plus one paraeducator/interventionist
- Part-time (offsite—existing positions): AHS school counselor (assign all students to alternative school counselor), social worker, mental health counselor, career counselor, math tutor
- Instructors (off-site—existing positions): Content-area teachers in collaboration with onsite coordinator plan, prepare, and post lessons, make weekly/periodic onsite visits, correct work and provide feedback (provide stipends OR use as class assignment)

Enrollment Criteria:

- Parent/guardian agrees to the student’s placement in the alternative school program and be present at their child’s intake and exit conferences.
- Student commits to the alternative school program and agrees to all behavior and conduct expectations while attending.
- Student participates in the creation of an individualized learning plan including SMART Goals: tangible, achievable benchmarks with expectations of student and program articulated.
- Student agrees to participate in formal progress meetings for evaluation and adjustment of their individualized personalized learning plan.

Enrollment Information – 2007-2021

Overall Enrollments by School – 2007-2021

	Library Street School	HO Smith	Hills Garrison	Nottingham	Hudson Memorial	Alvirne	Grand Total
2020-10		339	381	529	720	1091	3060
2019-10		406	382	527	774	1106	3195
2018-10		459	394	532	803	1143	3331
2017-10		457	409	548	823	1189	3426
2016-10		452	439	563	797	1267	3518
2015-10		444	446	624	827	1303	3644
2014-10		461	469	614	874	1299	3717
2013-10		527	455	633	924	1393	3932
2012-10		419	508	752	938	1402	4019
2011-10		438	485	776	963	1390	4052
2010-10		440	476	807	983	1408	4114
2009-10		455	502	758	993	1458	4166
2008-10	170	253	467	666	1017	1463	4036
2007-10	221	217	476	655	1045	1498	4112

Enrollment by Grade – 2007-2021

- Cohorts are highlighted starting with first grade in chronological order
- Half-day kindergarten starts in 2009
- Full-day kindergarten starts in 2020

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-10	54	0	276	308	314	322	295	351	366	328	390	385	389	334	4,112
2008-10	60	0	270	288	301	311	326	304	347	366	371	354	367	371	4,036
2009-10	53	178	262	292	296	307	327	335	309	349	411	334	347	366	4,166
2010-10	59	210	278	267	297	305	307	333	332	318	388	366	326	328	4,114
2011-10	61	196	278	280	275	300	309	307	329	327	350	364	352	324	4,052
2012-10	57	209	259	291	281	281	301	319	293	326	337	346	357	362	4,019
2013-10	76	187	264	267	278	278	265	303	324	297	371	351	316	355	3,932
2014-10	88	137	236	260	275	271	277	251	300	323	295	356	337	311	3,717
2015-10	78	164	202	249	268	275	278	271	259	297	344	300	333	326	3,644
2016-10	78	141	233	203	249	272	278	275	267	255	326	336	287	318	3,518
2017-10	91	155	211	229	213	252	263	278	272	273	281	321	314	273	3,426
2018-10	99	135	225	223	233	220	250	258	278	267	265	266	301	311	3,331
2019-10	103	111	192	229	223	233	224	245	250	279	278	267	263	298	3,195
2020-10	56	178	161	189	219	220	226	219	250	251	275	274	261	281	3,060

Enrollment during 2020-2021 School Year

NOTE: This is enrollment data comparing October 2020, April 2021 and estimates for August 2021

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-10	56	178	161	189	219	220	226	219	250	251	275	274	261	281	3,060
2021-04	71	192	169	194	221	222	231	217	250	246	271	276	266	268	3,094
2021-07	57	174	220	165	198	225	232	231	219	253	254	275	277	295	3,075

Enrollments by Year and Grade – 2007-2021

School	Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Building Total
HO Smith	2021-07		174	220												394
Hills Garrison	2021-07				61	85	97	100								343
Nottingham	2021-07	57			104	112	128	131								532
Hudson Memorial	2021-07								231	218	250					699
Alvirne	2021-07											251	273	275	294	1,093
HO Smith	2020-10		178	161												339
Hills Garrison	2020-10				90	93	108	90								381
Nottingham	2020-10	56			99	126	112	136								529
Hudson Memorial	2020-10								219	250	251					720
Alvirne	2020-10											275	274	261	281	1,091
HO Smith	2019-10	103	111	192												406
Hills Garrison	2019-10				102	98	96	86								382
Nottingham	2019-10				127	125	137	138								527
Hudson Memorial	2019-10								245	250	279					774
Alvirne	2019-10											278	267	263	298	1,106
HO Smith	2018-10	99	135	225												459
Hills Garrison	2018-10				100	101	88	105								394
Nottingham	2018-10				123	132	132	145								532
Hudson Memorial	2018-10								258	278	267					803
Alvirne	2018-10											265	266	301	311	1,143
HO Smith	2017-10	91	155	211												457
Hills Garrison	2017-10				93	87	103	126								409
Nottingham	2017-10				136	126	149	137								548
Hudson Memorial	2017-10								278	272	273					823
Alvirne	2017-10											281	321	314	273	1,189

Tentative →

School	Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Building Total
HO Smith	2016-10	78	141	233												452
Hills Garrison	2016-10				78	101	132	128								439
Nottingham	2016-10				125	148	140	150								563
Hudson Memorial	2016-10								275	267	255					797
Alvirne	2016-10											326	336	287	318	1,267
HO Smith	2015-10	78	164	202												444
Hills Garrison	2015-10				94	127	120	105								446
Nottingham	2015-10				155	141	155	173								624
Hudson Memorial	2015-10								271	259	297					827
Alvirne	2015-10											344	300	333	326	1,303
HO Smith	2014-10	88	137	236												461
Hills Garrison	2014-10				122	121	102	124								469
Nottingham	2014-10				138	154	169	153								614
Hudson Memorial	2014-10								251	300	323					874
Alvirne	2014-10											295	356	337	311	1,299
HO Smith	2013-10	76	187	264												527
Hills Garrison	2013-10				115	110	120	110								455
Nottingham	2013-10				152	168	158	155								633
Hudson Memorial	2013-10								303	324	297					924
Alvirne	2013-10											371	351	316	355	1,393
HO Smith	2012-10		65	64	72	70	72	76								419
Hills Garrison	2012-10		70	89	86	97	79	87								508
Nottingham	2012-10	57	74	106	133	114	130	138								752
Hudson Memorial	2012-10								319	293	326					938
Alvirne	2012-10											337	346	357	362	1,402
HO Smith	2011-10		53	73	69	72	74	97								438
Hills Garrison	2011-10		69	82	93	75	83	83								485
Nottingham	2011-10	61	74	123	118	128	143	129								776
Hudson Memorial	2011-10								307	329	327					963
Alvirne	2011-10											350	364	352	324	1,390

School	Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Building Total
HO Smith	2010-10		49	68	68	78	95	82								440
Hills Garrison	2010-10		59	91	72	81	80	93								476
Nottingham	2010-10	59	102	119	127	138	130	132								807
Hudson Memorial	2010-10								333	332	318					983
Alvirne	2010-10											388	366	326	328	1,408
HO Smith	2009-10		44	69	77	93	83	89								455
Hills Garrison	2009-10		62	72	83	81	97	107								502
Nottingham	2009-10	53	72	121	132	122	127	131								758
Hudson Memorial	2009-10								335	309	349					993
Alvirne	2009-10											411	334	347	366	1,458
HO Smith	2008-10					85	91	77								253
Library Street School	2008-10			74	96											170
Hills Garrison	2008-10			80	78	99	97	113								467
Nottingham	2008-10	60		116	114	117	123	136								666
Hudson Memorial	2008-10								304	347	366					1,017
Alvirne	2008-10											371	354	367	371	1,463
HO Smith	2007-10			44	45	48	38	42								217
Library Street School	2007-10			44	45	49	43	40								221
Hills Garrison	2007-10			77	101	92	112	94								476
Nottingham	2007-10	54		111	117	125	129	119								655
Hudson Memorial	2007-10								351	366	328					1,045
Alvirne	2007-10											390	385	389	334	1,498

STRONG LEARNING ENVIRONMENT

Goal 1

The Hudson School District (HSD) will provide safe and secure schools that support welcoming learning environments and foster continuous learning for students, staff, and the community.

Goal 2

Enhance and sustain an all-inclusive school environment that supports social/emotional wellness, cultural diversity, and individualized needs.

Goal 3

Develop and maintain adaptable school environments that are inviting and designed to meet the learning needs of our current and future students, as well as being resources for the community.

STRONG CONNECTIONS SCHOOL, FAMILY, COMMUNITY

Goal 1

The HSD will encourage and embrace diverse thought and will welcome the voices of all.

Goal 2

The HSD will support and promote the value of education, and passion for the learning process for college and career aspirations.

Goal 3

The HSD will promote family and community engagement through a strong and shared vision of moving from good to great.

Goal 4

The HSD will develop partnerships to harness the power of the Hudson community to spark students to accept and actively participate in their growing global future.

VIBRANT LEARNING SYSTEM

Goal 1

Students in the Hudson School District are actively engaged in personalized, challenging learning that prepares them for future opportunities.

Goal 2

Teachers will leverage the use of technology to expand the learning within and beyond the traditional classroom.

Goal 3

Teachers in the Hudson School District think deeply about, reflect on, and improve instruction that will facilitate personalized robust learning.

Goal 4

Teachers in the HSD give effective and timely feedback to students to ensure mastery of competencies and 21st century skills.

STRONG LEARNING ENVIRONMENT

STRONG CONNECTIONS SCHOOL, FAMILY, COMMUNITY

VIBRANT LEARNING SYSTEM

Goal 5

Administrators in the HSD give effective and timely feedback and support to teachers to ensure quality and current research-based instruction.

Goal 1

The Hudson School District (HSD) will provide safe and secure schools that support welcoming learning environments and foster continuous learning for students, staff, and the community.

1. Ensure that schools meet or exceed all safety recommendations of Homeland Security.
2. Create an ongoing and embedded site budget for school safety recommendations.
3. Utilize technology in schools in a safe and secure manner that supports appropriate cyber citizenship.

Goal 1

The HSD will encourage and embrace diverse thought and will welcome the voices of all.

1. Expand current school and community activities that promote diversity.
2. Recruit and retain staff of varying backgrounds, identities, and experiences.

Goal 1

Students in the Hudson School District are actively engaged in personalized, challenging learning that prepares them for future opportunities.

1. Student goal setting and accountability related to their learning.
2. Support environments that culminate in personalized demonstrations of learning.
3. Promote developmental and academic preparation for learning beginning at birth.

STRONG LEARNING ENVIRONMENT

STRONG CONNECTIONS SCHOOL, FAMILY, COMMUNITY

VIBRANT LEARNING SYSTEM

Goal 2

Enhance and sustain an all-inclusive school environment that supports social/emotional wellness, cultural diversity, and individualized needs.

1. Embed social and emotional learning (SEL) throughout the curriculum in all grade levels.
2. Provide professional development.
3. Host relevant event(s) in each school.
4. Engage the school community in activities that destigmatize mental illness.
5. Ensure that each student has a trusted relationship with an adult, in addition to their school counselor.

Goal 2

The HSD will support and promote the value of education, and passion for the learning process for college and career aspirations.

1. Promote academic and career exploration opportunities.
2. Celebrate academic progress and achievements.

Goal 2

Teachers will leverage the use of technology to expand the learning within and beyond the traditional classroom.

1. Expand in-house professional development on technologies.
2. Dedicate personnel to increase capacity of teachers in technology.

STRONG LEARNING ENVIRONMENT

STRONG CONNECTIONS SCHOOL, FAMILY, COMMUNITY

VIBRANT LEARNING SYSTEM

Goal 3

Develop and maintain adaptable school environments that are inviting and designed to meet the learning needs of our current and future students, as well as being resources for the community.

1. Maintain an efficient and well-communicated fiscal management and budgeting process.
2. Develop and implement a comprehensive capital improvement plan that realizes school renovation plans that gain community support for implementation to become the first choice for education in New Hampshire.
3. Support and maintain the district technology plan.
4. Prioritize repairs and maintenance of existing assets through a long-term facilities plan.

Goal 3

The HSD will promote family and community engagement through a strong and shared vision of moving from good to great.

1. Dedicate personnel to oversee communications, public relations, the HSD website, social media, and branding (celebrate all the good happenings in Hudson).
2. Maintain ongoing communication with the community.
3. Leverage technology and social media for communication to families and community.

Goal 3

Teachers in the Hudson School District think deeply about, reflect on, and improve instruction that will facilitate personalized robust learning.

1. Support teachers to challenge each student to increase academic interest and achievement.
2. Improve the Professional Learning Communities system.
3. Create a coaching model for instructional improvement.

STRONG LEARNING ENVIRONMENT

STRONG CONNECTIONS SCHOOL, FAMILY, COMMUNITY

VIBRANT LEARNING SYSTEM

Goal 4

The HSD will develop partnerships to harness the power of the Hudson community to spark students to accept and actively participate in their growing global future.

1. Develop extended learning opportunities with the help of community mentors and job shadowing.

Goal 4

Teachers in the HSD give effective and timely feedback to students to ensure mastery of competencies and 21st century skills.

1. Create ongoing professional development on effective feedback.
2. Develop accountability system to monitor progress based upon the feedback.
3. Explicitly teach and assess the skills necessary for success after graduation (Portrait of a Graduate).
4. Increase the timeliness of formative assessments to support effective feedback and to inform the next level of instruction.

STRONG LEARNING ENVIRONMENT

STRONG CONNECTIONS SCHOOL, FAMILY, COMMUNITY

VIBRANT LEARNING SYSTEM

Goal 5

Administrators in the HSD give effective and timely feedback and support to teachers to ensure quality and current research-based instruction.

1. Have an effective evaluation system in place starting in 2019-2020.
2. Create professional development for current research-based quality instructional models.
3. Develop a teacher accountability system to reflect upon the feedback.

PROPOSED Superintendent Goals – July 2021 to June 2022

Update – June 4, 2021

1. Strategic Plan

Update strategic plan for the next five years with input from stakeholders (staff, students, parents and community members) and external factors such as enrollment and birth rate data

2. Academic Improvement

- A. Launch learning management system throughout the district, provide professional development for all staff members and roll out to parents & guardians
- B. Create “state of the district” report which includes assessment data

3. Communication

- A. Streamline communication processes and tools across the district
- B. Redesign school district websites
- C. Create a process to communicate with community members
- D. Provide communication professional development for all staff members

4. Staff Retention & Recruitment

- A. Improve hiring and recruitment process to be more competitive with all employers
- B. Maintain a stable retention rate (excluding retirements) for all district employees as measured by percentage of non-retirees leaving the district
- C. Create innovative processes to attract a diverse pool of applicants and to have college students perform their internship at our schools