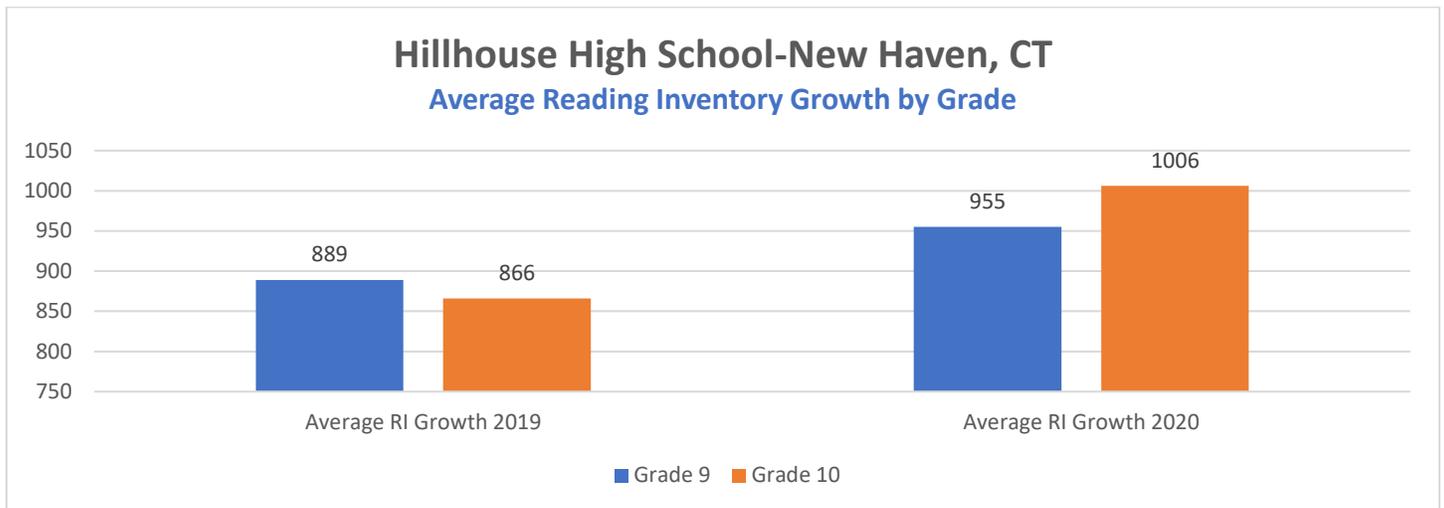
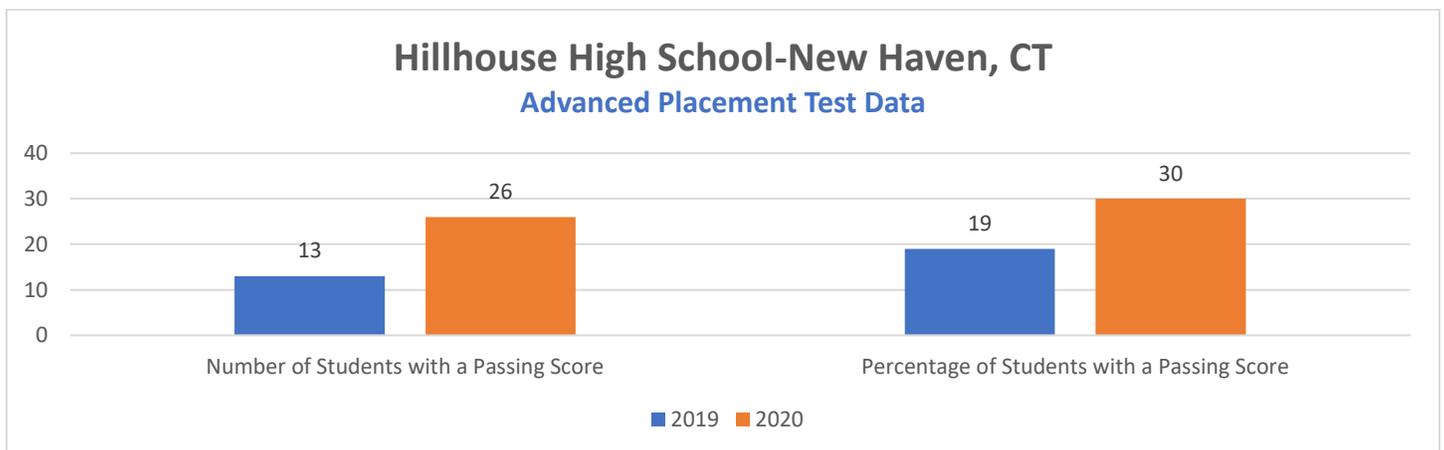


If high school students are to be empowered by their educational experience entering adulthood both college and career ready, many school leaders have been forced to re-think what the learning day must include. At James Hillhouse High School that challenge included finding a way to skillfully integrate reading instruction into every content area to help all students have the literacy skills needed for real world success.

Entering a year that would end in the unprecedented challenges brought on by a worldwide pandemic, principal Glen Worthy felt optimistic about the progress both the students and staff had made, “There were so many negatively impactful aspects to Covid 19, but one that I was so sad for us about was we were on the edge of a real breakthrough with our learning data. We knew our kids were going to do better than we ever had on the state testing this year.” His optimism was supported by the interim data. At the mid-year point the students had outperformed their progress in the previous full school year.



Distance learning did not allow for the typical preparatory support for students in standardized testing for college entrance, but the students again exceeded past performance.



With the undeniable evidence of their hard work paying off, the teachers and students are prepared for opening the school this year with continued momentum whether they are together in their classrooms or learning remotely. With challenges both old and new ahead, they are committed to making the learning happen. Principal Foley believes it can happen, “Our teachers have worked together to make collective commitments to what is best for our kids. We will make it through this time and prove our kids can do this.”