

# Hudson Junior High School



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## **2019-20 Schoolwide Plan**

### **1) Comprehensive Needs Assessment**

In the 2016-2017 school year, the sixth-grade was added to Hudson Junior High School. Previously, the transition to seventh-grade has been difficult for many students due to the added academic and social responsibilities. Since the addition of the 6th grade to the Junior High, the difficulty with the transition is now with the 6th graders. The Leadership Team developed what we feel is an excellent plan to meet the 6th grade students' needs so they can be successful as 6th graders and better prepared for 7th grade the following year. The School Leadership Team developed a plan based on the DLT plan, the 2018-19 Improvement Plan, and the District's Vision 2020 Goals and Targets. Monthly meetings will be used in working towards meeting the District's Goals.

### **2) Schoolwide Reform Strategies**

During the 2019-20 school year, sixth-grade teachers will continue to be departmentalized. In 2017-18 a writing class was added to each 6th grade students schedule and in 2018-19 a STEAM class was also added. In discussions with the sixth-grade team in the Spring of 2019, it was decided to add a Curriculum Support class to each sixth-grade schedule, and to combine ELA and Writing. The Curriculum Support class will allow our struggling students to get more reinforcement for the skills needed to be successful in their core classes, scaffolding and skill isolation practice, as well as exposure and immersion in higher-level content for our more advanced students.

It was also decided, in conjunction with District and MCES leadership teams, to focus on scaffolds and structures for organization for all fifth and sixth-grade students. A building site team has been organized and AVID is being implemented in both the MCES and JHS. A seventh-grade AVID elective has also been developed as per the guidelines and curriculum provided by AVID. Seven Junior-high teachers and two administrators attended an AVID Summer Institute to build a cohesive team in assisting with the implementation of AVID for the 2019-20 school year and beyond.

FOSS will continue to be used in science curriculum which is aligned with the Next Generation standards that will be implemented in all 6th grade science classes. Students in the Junior High will take practice assessments in DataMate, SRI, and FastBridge for ELA and Math. These assessments will assist in determining students' strengths and weaknesses and getting them extra assistance if necessary. The data from these assessments will be central to our Instructional Support Team's student analysis and decision making.

Math teachers will continue to implement a Student Centered, Collaborative Classroom Structure with the assistance of Teaching and Learning Coaches. The Questar III Math Specialist will also meet weekly with the JHS Math staff. This model will assist with teacher collaboration and their ability to provide instruction that leads to multiple points of access for all students. Special Education Teachers have moved from serving as a consultant teacher to co-teaching model for more student contact daily.

The Junior High will administer and analyze SRI, DataMate and FastBridge ELA and Math assessments which are aligned to the Common Core Standards. With this data, and with the assistance of the Questar III Math Specialist and District Data Coordinator, teachers will be able to identify trends and adjust their teaching accordingly. Grade-level meetings will include discussions about Literacy across the content areas, teaching strategies that can be transferred throughout the students' school days, along with specific students that may be struggling and the corresponding resources and/or interventions they may need. Language Live will be implemented in 15:1 Self-Contained classrooms to improve students' reading levels. Wilson Reading will be utilized by AIS Reading teachers to assist JHS students that are struggling readers.

### **3) Instruction by Highly Qualified Teachers**

The Junior High works closely with the Human Resources Department at the District level to ensure that all teachers in the building are properly certified and meet the criteria of Highly Qualified. There are no teachers in the Junior High that are uncertified or teaching outside of their certification area. Postings for vacant positions are placed on OLAS to reach a wider candidate pool. We have hired three new teachers who will be mentored during the year. The Junior High is currently trying to hire an additional AIS Math teacher but it has been very difficult to find a qualified candidate to fill the position.

#### **4) High Quality and Ongoing Professional Development**

The Junior High will continue to provide the faculty with Professional Development focusing on increasing collaboration in every classroom amongst students so that they take more of an active role in their learning. There's weekly professional development offered to the building, specifically on trauma-informed care, restorative practices, and high-yielding instructional strategies. These PD sessions are offered to all teachers within the building. Over the summer, there are grade-level professional development sessions offered, during which teachers select high-yielding cooperative learning strategies, which they will use across their content areas. At all of these PD sessions, teachers create SMART goals and instructional plans, which are reflected upon and modified as learning occurs.

#### **5) Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools**

All buildings in the District are Title I schools, so no one building has a greater need for High Quality, Highly Qualified teachers over the others. Building administrators discuss teacher placement, across the district, regularly with each other and with the Superintendent. Teachers are reassigned as the administrative unit deems necessary. The OLAS website for hiring new staff is used primarily to recruit new teachers, as well as utilizing various social media sites to share postings. Teaching Assistants, who may also possess teacher certification, are also recruited in classes with the greatest need. The district has recently hired a Director for Human Resources.

#### **6) Strategies to Increase Parental Involvement**

SMART building goals will be communicated to staff, families, and students across the school community, several times throughout the year, via newsletters and presentations. Parent Coordinators from the HCSD Community Schools work with students and families that need additional support due to poor attendance and/or academic concerns. The process of locating, informing and encouraging families will continue throughout the

school year, especially for report card conferences and to improve chronic attendance issues. A Social Worker provided several students over the summer with school supplies and backpacks for the upcoming school year.

## **7) Transition plans to assist preschool children from early childhood programs to the elementary school program**

The Junior High has students in grades 6th, 7th and 8th. This element is not applicable.

## **8) Measures to include teachers in decisions regarding the use of academic assessments and the use of assessment data to inform instruction**

Academic Intervention Services (AIS) are provided to students needing assistance based on New York State ELA and Math exams, LinkIt, FastBridge and SRI assessments. The assessments will facilitate the use of data to inform instruction which will be discussed at grade level, department and faculty meetings. This data will be used for purposes of RTI tiers to individualize instruction. Language Live will continue to be utilized in Self-Contained Special Education classrooms to assess and improve students' reading levels. Grade-level meetings are held once every three weeks to discuss student performance and interventions and to facilitate collaboration between teachers.

## **9) Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.**

Students will be provided Academic Intervention Services (AIS) based on New York State ELA and Math exams, DataMate, FastBridge and SRI assessments. Individual students will be discussed at grade-level meetings and subsequent plans will be put into place for struggling students. The Junior High partnered with the Hudson Area Library for tutoring for the 2019-20 school year. Extended Learning Time (ELT) is offered in ELA, Math, and ENL students needing additional assistance based on assessment data. The building Instructional Support Team (IST) will meet weekly to identify and build a plan to meet the student's needs. Saturday School is also offered throughout the year for students who need additional support and assistance. This is an opportunity to spend extended time with a teacher for a block of time. All teachers, TAs and aides within the building are trained regularly on de-escalation and restorative practices, which include trauma-informed care and culturally-responsive education techniques, to ensure that

students receive scaffolded support emotionally and academically toward proficiency. Examples of these activities are mediations, restorative circles, and learning style inventories. There are also several mentoring programs in place for students in need of additional emotional and behavioral support.

## **10) Coordination and integration of Federal, State and Local Services and Programs**

The Junior High will continue to collaborate with the Parent Coordinator to help facilitate increased parent involvement. A core group of students were chosen to participate in the grant funded My Brother's Keeper program which began in the summer of 2017 and will continue throughout the school year. The Deputy Sheriff that is assigned to the district also works closely with a group of 7th and 8th grade students weekly throughout the summer of 2019 leading up the 2019-20 school year. The Deputy along with building administration provided the students with relationship building and mentorship to improve academic, behavioral and attendance data.