



Hudson Junior High School

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2020-21 Schoolwide Plan

1) Provide opportunities for all children (including subgroups of students), to meet the challenging State academic standards.

Due to the need for all students to be able to be remote this year, Hudson Junior High will be distributing Chromebooks to each student and providing internet access to those who need it.

2) Use methods and instructional strategies that strengthen the academic program in the school.

After review of the ESSA Accountability Status and Progress Determinations for the 2019-20 school year, Hudson Junior High is in good standing for all of its students and subgroups. However, the Black student subgroup did receive Level 1 scores in the following categories:

1. Composite Performance Achievement
2. Combined Composite and Student Growth Level
3. Average ELA and Math Academic Progress Level

The SWD student subgroup received Level 1 scores in the following categories:

1. Composite Performance Achievement
2. Combined Composite and Student Growth Level
3. Student Growth Level

Building administration began working with Department Chairs to develop Department Targets that are aligned with the HCSD BOE Goals. Targets were developed for each of the major tenets outlined in the BOE Goals and were designed using the SMART format for goal setting. The Junior and High School Principals will meet with each Department Chairperson to discuss the needs of the department as well as to offer feedback for revisions to each plan before final submission. The Junior High Principal will follow this same process with the Grade Level Chair for 6th grade. Monthly Grade Level/Department Meetings will be used to work toward achieving these targets and Department Chairs (BLT Team) will meet with administration quarterly to discuss progress.

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 who are uncertified or teaching outside of their certification area. Postings for vacant positions are placed on OLAS to reach a wider candidate pool.

In conjunction with District, JHS and MCES leadership teams, it was decided to focus on scaffolds and structures for organization for all fifth and sixth-grade students for the 2019-20 school year. In the 2019-20 school year a building site team was organized and AVID (Advancement Via Individual Determination) was implemented in both the MCES and JHS. A seventh-grade AVID elective was also developed as per the guidelines and curriculum provided by AVID for the 2019-20 school year while 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. This school year (2020-21) the Junior High will focus on scaffolds and structures for organization for sixth, seventh, and eighth grade and provide an AVID elective for 7th and 8th grade. Seven Junior High teachers, one Guidance Counselor, and one administrator attended an AVID Summer Institute to further build a cohesive building and district team in implementing AVID for the 2020-21 school year and beyond.

The Junior High will administer and analyze SRI, Datamate and FastBridge ELA and Math assessments which are aligned to the Common Core Standards. 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. This data, 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.

Each Junior High student will receive a Chromebook for in school and remote learning and internet access will be provided for those that need it. The HCSD uses the Google Education Suite to synchronize all virtual learning.

3) Increase the amount and quality of learning time.

This is extremely difficult given the guidance we need to follow as a result of the current pandemic. The Junior High School is beginning the 2020-21 school year in a hybrid instructional model. 50% of each grade level will attend either on a Monday, Tuesday or Thursday, Friday. Instruction for all students will be remote on Wednesdays. The daily schedule consists of four blocks or eight periods and one third of the Junior High parents have opted for their students to receive instruction 100% remotely. The Junior High will provide students with direct instruction whether students are receiving in-person or remote instruction on a daily basis. All the Junior High self-contained SWD will attend in person all four days each week that the district provides in-person instruction. Professional Development for teachers will be provided at the beginning of the year as well as throughout the year on virtual/hybrid teaching and learning strategies as well as how to effectively use the Google Education Suite to synchronize all virtual learning.

4) Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The Junior High will continue to offer Advanced Math to 7th and 8th grade students. Advanced ELA, Spanish and Sign Language are offered to 8th grade students. AVID elective class is also offered to 7th and 8th grade students and its mission is to close the achievement gap by preparing all students to succeed in education and global society.

5) Address the needs of all children in the school, but particularly the needs of those at risk of meeting the challenging State academic standards, through activities which may include:

- a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

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 building Instructional Support Team (IST) will meet weekly to identify and build a plan to meet the student's needs. Counseling Staff and Administration meet bi-weekly to discuss those students who are determined to be at-risk. Data including academic performance, discipline, and attendance are used to target students for more intensive interventions. 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 are scaffolded 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.

Many of our students require additional services to help support them both in school and in the community. Examples of these programs available at Hudson Junior High School are: *My Brother's Keeper*, which provides support and mentorship to our young African-American boys. Hudson Junior High School also has a full-time *Community Schools* liaison who offers academic and social support before, during and after school as well as providing her insight on our school-wide Attendance Team. Our Community Schools liaison also organizes a community food pantry as well as deliveries to those families that need it the most.

b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Before students leave the Junior High School, they will have utilized Career Cruising which is a self-exploration and planning program that helps people of all ages achieve their potential in school, career and life. A select group of students will have the opportunity to participate in an AVID elective class in 7th and 8th grade while the whole building will benefit from consistent instructional AVID strategies and its organizational components.

Students enrolled in advanced ELA, Math, and Spanish in 8th grade will receive HS credit for these classes. This will allow for more opportunities for AP and College in the HS classes in High School.

c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Weekly attendance and guidance meetings are used to identify and address students potentially in crisis and/or struggling academically. The Deputy Sheriff meets regularly with a group of boys that have been identified and exhibit problem behaviors. The MBK program is provided for African American male students that also have exhibited problem behaviors and academic struggles. The Junior High Instructional Support team also meets regularly to address potential behavioral and academically challenged students to implement strategies for improvement and/or Special Education placement.

d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

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.

The Junior High will administer and analyze SRI, Datamate and FastBridge ELA and Math assessments which are aligned to the Common Core Standards. 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. With the assistance of the Questar III Math Specialist and District Data Coordinator, teachers will be able to use this data 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.

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.

e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

N/A for the Junior High School.