



Hudson Junior High School

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2021-22 Schoolwide Plan

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

Hudson Junior High students will take ownership of their actions and education to realize their potential and prepare themselves for a successful transition to high school. Hudson Junior High students will be independent and creative thinkers as they develop into well-rounded members of society. This will be accomplished by providing a climate which strives to meet individual needs while promoting high expectations. The Junior High works closely with the Human Resources Department to ensure that all teachers are properly certified and meet the criteria for Highly Qualified. We plan on returning to a typical nine period day Monday through Friday and develop new Covid-19 Health and Safety Protocols to follow. Grade 6 will implement CKLA as the new ELA curriculum, which aligns with the implementation of CKLA at MCSES. Professional Development for all staff will be provided at the beginning and throughout the school year on Social Emotional Learning strategies, Advancement Via Individual Determination (AVID) Instructional and Organizational Strategies, and teaching and learning strategies to effectively utilize technology in and out of the classroom. The Junior High will provide its students with 1:1 Chromebooks and internet access for those needing it. The Junior High staff will utilize Google Classroom and the Google Apps for Education Suite so students can access assignments and instruction from anywhere.

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 2020-21 school year, Hudson Junior High is in good standing for all of its students and subgroups.

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 Senior High School Principals meet with the Department Heads to discuss the needs of the Monthly Grade Level/Department Meetings being used to work toward achieving these targets.

In conjunction with the JHS Site team, it was decided to focus on scaffolds and structures for organization for all JHS students for the 2021-22 school year. In the 2021-22 school year the building site team will continue to meet monthly and provide Professional Development monthly at building Faculty Meetings. WICOR (Writing, Inquiry, Collaboration, Organization, and) will be focused on with the Junior High Staff. Staff will learn about WICOR and Administration will observe staff implementing WICOR strategies with a WICOR tracker. AVID elective classes are also present in 6th, 7th, and 8th grade. Seven Junior-high teachers, Dean of Students, and building Principal attended an AVID Summer Institute to build a cohesive team in assisting with the implementation of AVID for the 2021-22 school year and beyond. This school year (2021-22) the Junior High will also focus on Social Emotional Learning (SEL) and school culture.

The Junior High will administer and analyze SRI, SMI, 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.

3. Increase the amount and quality of learning time.

Last school year the Junior High School lost 200 minutes of instruction a week due to the guidance and being able to safely transport students to and from school. This school year, those minutes have returned to the schedule which will increase the amount and quality of learning time. Pull-out AIS Reading is being scheduled for all students in Reading for 20 weeks every other day. Pull-out AIS Math is being scheduled for all students in grade 6, and all 7th and 8th grade students not enrolled in Advanced Math in 7th or 8th grade.

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. 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. An AVID elective class will also be offered to 6th grade students at the start of the 2nd semester.

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, FastBridge, SMI 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. Hudson Junior High School also has a part-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 6th, 7th, and 8th grade while the whole building will benefit from consistent instructional AVID strategies and its organizational components.

Students enrolled in advanced Math, Spanish, or American Sign Language 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 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 WICOR strategies in every classroom.

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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.