



Hudson Junior High School

*215 Harry Howard Avenue
Hudson, NY 12534*

*Phone (518) 828-4360
Fax (518) 697-8522*

*Rhode Octobre-Cooper
Principal*

2023-24 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. Grade 6 has implemented Amplify ELA Curriculum which aligns with the implementation of CKLA at MCSES. As the science standards transition to New Gen Standards, we are reconfiguring our science program to align with the standards. We are piloting the use of Amplify for the science curriculum. Professional Development for staff will be provided 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 implement our Diversity Equity and Inclusion policy. The Junior High has provided its students with 1:1 Chromebooks and internet access for those needing it. The Junior High staff utilizes Google Classroom and the Google Apps for Education Suite.

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 2023-24 school year, Hudson Junior High is designated as Local Support and Improvement (LSI) (formerly "in good standing") for all of its students and subgroups.

In conjunction with the JHS AVID Site team, we will focus on scaffolds and structures for organization for all JHS students for the 2023-24 school year. In the 2023-24 school year the building site team will continue to meet monthly and provide Professional Development monthly at building Faculty Meetings. Sixth, 7th, and 8th grade students have the opportunity to participate in AVID elective classes. This school year (2023-24) 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 NYS Next Generation Learning Standards. These assessments will assist in determining students' strengths and weaknesses and determining if Tier 2 and Tier 3 support is necessary. The data from these assessments will be central to our Instructional Support Team's student analysis and decision making. With this data, with the assistance of the Questar III Math Specialist and District Literacy Coordinator, teachers will be able to identify trends and adjust their teaching accordingly. The Instructional Support Team will meet to discuss 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. In anticipation of computer based testing, we plan to conduct a mock assessment to measure students' proficiency in the testing standards and stamina as well as to ensure that our technology infrastructure is sufficient to handle the assessment.

3. Increase the amount and quality of learning time

Last school year the Junior High School was able to return to the schedule used prior to COVID. This enabled us to schedule pull-out AIS Reading and Math in all grades. We also added an accelerated Earth Science class in addition to Spanish, ASL, and Advanced Math. For the 2023-24 school year, we have added a second section of Earth Science. We have also added Theater and Dance classes. We continue to offer AVID at all three grade levels. We provide Wilson Reading to 6th and 7th graders who are struggling. We have increased the amount of learning time by adjusting the schedule to reduce transition time between classes. We have a number of students in all grades who attend Extended Learning Time. Student athletes are provided with academic tutoring after school.

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. Honors English, Earth Science, Agriculture, Spanish, and American Sign Language are offered to 8th grade students. 7th grade students are offered Project Lead the Way. AVID elective class is also offered to 7th and 8th grade students and its mission is to close the opportunity gap by preparing all students for college readiness and success in a 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 IST 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 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 will be trained on 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 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 Mental Health Counselor one day per week from Columbia County Mental Health Clinic for additional support for students who are referred by the Counselors. 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 Xello every year 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, Earth Science, 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 intervention 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. Faculty will receive Diversity, Equity, and Inclusion training throughout the 2022-2023 school year. The Reading teachers are receiving LETRS training on the science of reading. A small cohort of staff will be trained in RULER Program from Yale University which seeks to look at social emotional learning and fostering self awareness skills.

The Junior High will administer and analyze SRI and FastBridge ELA and Math assessments. 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 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 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 and Recruit Front websites for hiring new staff are used primarily to recruit new teachers, as well as utilizing various social media sites to share postings. The New Employee Mentoring Opportunity (NEMO) program is utilized for all new teaching staff to support the retention of new teachers. Teaching Assistants, who may also possess teacher certification, are also recruited in classes with the greatest need.

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.