

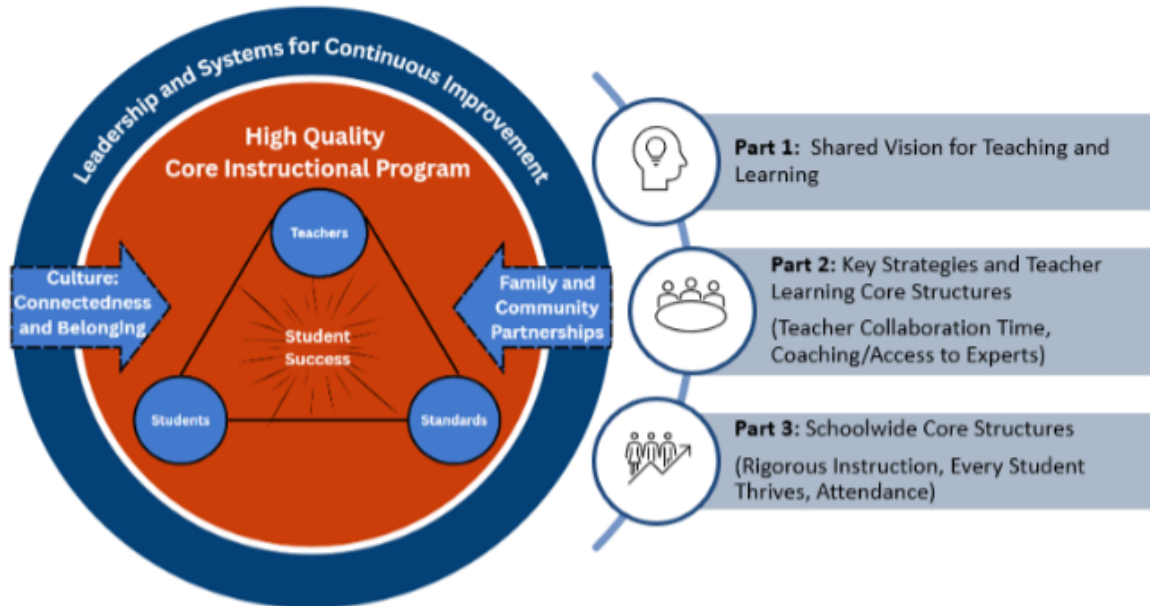
School Comprehensive Education Plan 2026–27

District	School Name
Hudson City School District	Hudson Junior High School
Grades Served	School Status
6–8	TSI/ATSI/CSI — to be confirmed with liaison

Collaboratively Developed By:

The Hudson Junior High School SCEP Development Team
 Kenneth Behr, Principal
 Carrie Patch, Associate Principal
 Cathy Boice
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And in partnership with the staff, students, and families of Hudson Junior High School.



Part 1: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction

High-quality, equitable, and adaptive Tier 1 instruction at Hudson Junior High School means that every student—regardless of background, language, disability status, or prior achievement—has consistent access to rigorous, grade-level content delivered through culturally responsive and differentiated practices. In every classroom, teachers use evidence-based strategies, clear learning targets, and ongoing formative assessment to understand where students are and adjust instruction accordingly. Instruction is standards-aligned, purposeful, and connected to students' lives. Students are active participants in their own learning: they think critically, communicate their reasoning, and receive timely, meaningful feedback. Adults use data—including screener data, student work, and observation—to ensure all learners are challenged and supported.

Part 2: Key Strategies / Instructional Priorities and Structures for Teacher Learning

Key Strategies / Instructional Priorities

KEY STRATEGY / INSTRUCTIONAL PRIORITY 1	KEY STRATEGY / INSTRUCTIONAL PRIORITY 2
Using data-driven formative assessment practices (including NWEA MAP and FASTbridge) to differentiate Tier 1 instruction in mathematics and ELA and ensure every student accesses grade-level content.	Building students' social-emotional skills and self-regulation through explicit, schoolwide SEL instruction (RULER, PBIS, Restorative Practices) embedded into Tier 1 classroom routines.

Teacher Learning Core Structures

Teacher Learning Core Structure	NEW / REFINE	Details
Teacher Collaborative Time <i>(REQUIRED for all schools in TSI, ATSI, CSI-A, CSI-B)</i>	☒ REFINE	When/How often: Weekly during common planning periods and monthly grade-level team meetings throughout the 2026-27 school year. What this entails: Collaborative teams (by grade level and content area) will examine student data from NWEA MAP, FASTbridge, Branching Minds, and classroom formative assessments. Teams will analyze student work, adjust lesson plans to better differentiate for Tier 1 learners, and plan upcoming instruction with attention to rigor and equity. Meetings will be facilitated by instructional coaches and/or lead teachers and focused on the two Key Strategies above.
Opportunities for Teachers to Learn with Experts <i>(REQUIRED for CSI-B schools; optional for others)</i>	☒ REFINE	When/How often: Ongoing throughout the year via the Instructional Coaching Cycle, supplemented by quarterly professional development

		sessions with Questar and/or external SEL trainers. What this entails: The math coach, ELA coach, and Restorative Justice practitioners will work with teachers through coaching cycles including modeling lessons, co-teaching, and debrief conversations. RULER trainers will provide staff development on SEL integration into classroom routines. Teachers will have opportunities to observe expert colleagues and analyze classroom video to refine practice.
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Implementation Timeline

Before the First Day of School

Preparing for a Successful Launch:

IMPLEMENTATION STEP	WHEN
Orient all staff to the two Key Strategies and the Teacher Collaborative Time structure during opening professional development days. Review 2025-26 data from NWEA, FASTbridge, and behavioral referrals to establish baseline and shared understanding.	August 2026 (before school opens)
Complete RULER staff training (Phase 1) and introduce the Mood Meter to all classrooms. Distribute materials and establish posting norms.	August 2026 PD days
Re-establish the PBIS Committee; review and update school-wide behavioral expectations and incentive structures. Share with all staff.	August 2026 PD days
Finalize master schedule to ensure AIS services are in place for identified students in math and ELA. Confirm AIS staffing and caseloads.	By the first day of school
Train grade-level team facilitators on collaborative time norms, data protocols, and the student work analysis cycle.	August 2026 PD days

Key Strategy 1: Formative Assessment & Data-Driven Differentiated Instruction

First Half of the Year Implementation

IMPLEMENTATION STEP	WHEN
Administer NWEA MAP and FASTbridge fall benchmarks (Math and ELA) for all students in grades 6–8. Enter data into Branching Minds to establish tiered support levels.	September 2026 (by EPM)
Teacher teams use collaborative time to analyze fall benchmark data and identify students needing Tier 2/3 support; adjust instructional groupings and AIS scheduling accordingly.	September–October 2026 (by EPM)

Math teams engage in Eureka Math lesson study cycles facilitated by the math coach, focusing on high-leverage Tier 1 tasks and formative checks for understanding.	September–December 2026
ELA teams use Achieve 3000 to differentiate texts and track comprehension growth; integrate data into collaborative time protocols.	October 2026 onward (by MYB)
Conduct NWEA mid-year benchmark and use data in team meetings to monitor growth and adjust Tier 1 and Tier 2 supports.	January 2027 (MYB)

Second Half of the Year Implementation

IMPLEMENTATION STEP	WHEN
Continue Eureka Math and Achieve 3000 implementation with coaching support; teams analyze mid-year data and refine instructional approaches.	January–March 2027
Administer NWEA MAP and FASTbridge spring benchmarks. Teams conduct end-of-year data review to assess growth and plan for 2027-28.	May 2027
Prepare students for NYS Math and ELA assessments: ThinkTech tool practice, test motivation campaign, and require opt-out notification 48 hours prior to testing.	March–April 2027
Leadership team reviews patterns in student achievement across subgroups (ELL, Hispanic, students with IEPs) and identifies equity gaps for next year's planning.	May–June 2027

Key Strategy 2: Schoolwide SEL — RULER, PBIS, Restorative Practices

First Half of the Year Implementation

IMPLEMENTATION STEP	WHEN
Staff implement the Mood Meter in all classrooms from day one. RULER team conducts classroom walkthroughs to support consistent implementation and gather evidence.	September 2026 (by EPM)
PBIS Committee launches schoolwide expectations lessons (mini-lessons) delivered to all students during advisory/homeroom. Incentive structures are activated.	September–October 2026 (by EPM)
Restorative Justice team continues offering Tier 2 and Tier 3 circles to students with significant behavioral needs. Data on referrals monitored monthly.	Ongoing from September 2026
Administer SAEBRS screener (fall) to all students to identify those needing additional SEL support and inform Branching Minds tier placement.	October 2026 (by EPM)
RULER Phase 2 training for staff; teachers begin using the Charter and Meta-Moment strategies in classroom routines.	November–December 2026 (by MYB)

Second Half of the Year Implementation

IMPLEMENTATION STEP	WHEN
Review SAEBRS winter screener data and referral data in team meetings; adjust Tier 2 and Tier 3 supports through Branching Minds as needed.	January–February 2027
Ride for Focus program implemented for targeted students; monitor impact on self-regulation and engagement.	January 2027 onward (MYB)
PBIS Committee meets with Hudson HS and MCSES teams to review implementation progress and align incentive approaches across schools.	February 2027
Administer SAEBRS spring screener; compare to fall data for evidence of growth in student social-emotional skills.	April–May 2027
School community hosts year-end reflection on SEL culture; student and family voice gathered via surveys and focus groups to inform 2027-28 planning.	May–June 2027

Progress Monitoring

Key Strategy 1 — Formative Assessment & Differentiated Instruction

Evidence	Early Progress Indicators (set in advance)	Mid-Year / End-of-Year Indicators
Evidence of Student Learning Improving	Fall NWEA/FASTbridge scores establish baseline; initial tier distribution in Branching Minds is mapped.	Mid-year NWEA/FASTbridge shows measurable growth; students in Tier 2 show movement toward Tier 1. End: NYS Math & ELA scores improve over 2025-26 results; percentage proficient increases.
Evidence of Teacher Practice Changing	Teachers regularly use student benchmark data in collaborative time; lesson plans show evidence of differentiation. AIS is fully staffed and scheduled.	Teams consistently use the student work analysis protocol. Coaching cycle data shows improved task quality. End: Observation data shows increased rigor and alignment to grade-level standards.

End-of-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be... consistently engaging with grade-level content in math and ELA; demonstrating measurable growth on NWEA MAP and FASTbridge; and showing increased participation in NYS assessments. Teachers will be... routinely using benchmark and formative data to inform Tier 1 instruction; differentiating effectively for diverse learners; and using collaborative time	[To be completed mid-year based on implementation evidence]

productively to refine lessons and analyze student work.	
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Key Strategy 2 — Schoolwide SEL

Evidence	Early Progress Indicators (set in advance)	Mid-Year / End-of-Year Indicators
Evidence of Student Learning Improving	SAEBRS fall screener data establishes baseline; referral counts for September–October compared to 2025-26 baseline (3,463 total referrals; 233 SEL-related).	SAEBRS spring screener shows reduction in students flagged for SEL concerns. Referral data shows decrease in hitting, verbal threats, and class disruption. End: Significant decline in total referrals; student survey data shows increased sense of belonging.
Evidence of Teacher Practice Changing	Mood Meter visible and actively used in classrooms; PBIS expectations lessons delivered schoolwide; Restorative Circles initiated for Tier 2/3 students.	Staff survey shows increased confidence in SEL strategies; RULER strategies observed in classrooms. End: Consistent implementation of RULER, PBIS, and Restorative Practices documented in walkthrough data.

End-of-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be... identifying and self-regulating their emotions; accessing support systems to resolve conflicts; and experiencing a more positive, connected school climate as evidenced by reduced referrals and improved survey data. Teachers will be... consistently implementing RULER, PBIS, and restorative approaches as part of their classroom routines; using SAEBRS and Branching Minds to identify and support students with SEL needs.	[To be completed mid-year]

Survey Monitoring — Teacher Learning

I have regular, structured time to collaborate with colleagues around improving my instructional practice.	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

I feel prepared to implement social-emotional learning strategies as part of my classroom instruction.	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team — Rigorous, Standards-Aligned Instruction

ILT Core Structure	NEW / REFINED	When and how often?	What does this entail?
Instructional Rounds / Walkthrough Protocol — Leadership team conducts structured walkthroughs using shared look-fors aligned to the two Key Strategies.	☒ REFINED	Bi-weekly walkthroughs by principal and associate principal; monthly leadership team debrief.	Leadership uses a shared observation tool focused on: Tier 1 task rigor, use of formative assessment, SEL practices visible in classrooms (Mood Meter, restorative language, PBIS expectations). Findings are shared with staff and used to inform coaching priorities and PD.
Curriculum Coherence Monitoring — Monthly review of pacing, curriculum use, and teacher team work products (lesson plans, student tasks, analysis of student work).	☒ REFINED	Monthly during ILT meetings and following teacher collaborative time cycles.	The ILT reviews team minutes, lesson plans, and student work samples from collaborative time to assess fidelity to Eureka Math and Achieve 3000, identify variation across classrooms, and ensure grade-level rigor is maintained across all student groups.

What will the Building Level Team do to evaluate Key Strategy 1 (Formative Assessment & Differentiation)?

The ILT will use walkthrough data, teacher team work products, and NWEA/FASTbridge benchmark results to track whether differentiated, data-driven instruction is becoming consistent practice. At each monthly ILT meeting, the team will review a dashboard of benchmark progress by grade level and subgroup, discuss patterns observed in walkthroughs, and identify needed adjustments to coaching or PD. The ILT will also review AIS scheduling at least quarterly to ensure students are appropriately placed.

What will the Building Level Team do to evaluate Key Strategy 2 (SEL — RULER, PBIS, Restorative Practices)?

The ILT will monitor monthly behavioral referral data disaggregated by type, grade, and student group. The team will review SAEBRS screener results each administration period and compare to the prior year baseline. Walkthrough data will track visibility and quality of SEL practices (Mood Meter use, PBIS signage and lessons, restorative language). RULER implementation will be monitored through coaching logs and staff self-report data.

Survey Monitoring — Instructional Leadership

In this school, instruction is consistently rigorous and aligned to grade-level standards across classrooms.	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

The school leadership team uses data to make decisions about instruction and student support. (Teacher survey)	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

Every Student Thrives Core Structures

Every Student Thrives Core Structure	NEW / REFINE	When and how often?	What does this entail?
Check & Connect — Each student is assigned to a caring adult who monitors their academic progress, attendance, and social-emotional wellbeing and provides proactive outreach.	☒ REFINE	Ongoing throughout the year; formal check-in reviews biweekly at grade-level team meetings.	Teachers, counselors, and social workers maintain a caseload of students they monitor closely. Grade-level teams review student connection data at biweekly meetings to ensure no student is unknown or unsupported. Students flagged through SAEBRS or teacher concern are prioritized for outreach.
MTSS Student Support Identification Process — A systematic, data-informed	☒ REFINE	MTSS team meets monthly; Branching	The MTSS team (principal, guidance counselors, social

process for identifying students needing Tier 2 or Tier 3 academic, behavioral, or SEL support, with clear entry/exit criteria.		Minds reviewed at each meeting.	worker, coaches) reviews Branching Minds data monthly to identify students across all three tiers. Clear entry/exit criteria for each tier ensure fluid movement and prevent students from remaining in interventions they no longer need. ELL, Hispanic, and students with IEPs are reviewed specifically to ensure equitable access to supports.
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Survey Monitoring — Every Student Thrives

I feel like there is an adult in this school who knows me well and cares about me. (Student survey)	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

Students in this school receive the support they need to be successful. (Family survey)	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

Attendance Core Structures

Attendance Core Structure	NEW / REFINE	When and how often?	What does this entail?
Early Attendance Monitoring and Outreach — Daily attendance is tracked and students with two or more unexplained absences within two weeks receive same-day outreach from a counselor or social worker.	☒ REFINE	Daily tracking; weekly review of emerging patterns by the attendance team.	Attendance secretary and counselors monitor daily reports. Students approaching 5 cumulative absences receive a phone call home; students at 10 absences are referred to the MTSS team for a family meeting. Reasons for absence

			are documented to tailor responses (transportation, illness, disengagement, etc.).
Attendance Pattern Analysis Across Groups — Monthly review of attendance data disaggregated by grade, subgroup, and classroom to identify inequities and adjust schoolwide practices.	☒ REFINE	Monthly at ILT / MTSS team meetings.	The leadership team reviews average monthly daily attendance data disaggregated by grade and student group. Patterns of chronic absenteeism (10%+ absences) are flagged. Insights are used to adjust school climate efforts, family communication, and targeted supports.

Attendance Monitoring — Average Monthly Daily Attendance

Year	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025–26									
2026–27									

Survey Monitoring — Attendance

I feel safe and welcome at school. (Student survey)	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

The school communicates with families clearly about attendance expectations and support. (Family survey)	SD	D	N	A	SA	IDK	
25-26 Needs Assessment							
26-27 Needs Assessment							

Our Team's Process

Team Collaboration

Name	Role	Orientation	Mtg 1: Systems Self-Assessment	Mtg 2: Teacher Survey	Mtg 3: Data	Mtg 4: Student Interviews	Mtg 5: Plan Writing	Mtg 6: Finalization
Kenneth Behr	Principal							
Carrie Patch	Associate Principal							
[Team Member]	Teacher							
[Team Member]	Counselor/Social Worker							
[Team Member]	Instructional Coach							
[Team Member]	Parent/Guardian							
[Team Member]	Student Representative							

Next Steps

Sharing the Plan

By Early June 2026: Share initial draft (Teacher Learning Core Structures or Schoolwide Structures) with the school's SCEP liaison for SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Incorporate feedback and complete the full plan. Send to liaison for SCEP Development Check-In 4 to confirm the plan meets NYSED Minimum Expectations.

No Later Than the First Day of School (2026-27): The plan must be approved by the District (Superintendent or designee) and local Board of Education and posted on the district website before implementation begins.

Implementing the Plan

The SCEP team will reconvene during the year to discuss implementation and review progress against Early Progress Indicators and Mid-Year Indicators. The principal will meet with the assigned liaison after Quarter 1 and Quarter 2. Gray-shaded sections will be filled in throughout the 2026-27 year as data becomes available.