



Hudson Junior High School

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2018-19 Schoolwide Plan

1) Comprehensive Needs Assessment

In the 2016-2017 school year, the sixth-grade was added to Hudson Jr. High School. This year's 8th grade class is the first class that will be in the Junior High for three years. Previously, the transition to seventh-grade has been difficult for many students due to the added academic and social responsibilities. The Junior High School 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 2017-18 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 2018-19 school year 6th grade teachers will continue to be departmentalized. There will be a 6th grade STEAM class added to the 6th grade this year. FOSS will continued to be used in science curriculum which is aligned with the Next Generation standards will be implemented in all 6th grade classrooms. Students in the Junior High

will take practice assessments in LinkIt, SRI and FastBridge for ELA and Math. These assessments will assist in determining students' strengths and weaknesses and getting them extra assistance if necessary. 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 a consultant teacher to co-teaching model for more student contact. The Junior High will administer and analyze LinkIt and FastBridge ELA and Math assessments which are aligned to the Common Core Standards. 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 based on the data. Grade level meetings will include discussions about Cross-Curricular content and specific students that may be struggling and what 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 added 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 and one new Social Worker who will be mentored during the year.

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 is 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 buildings 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 HCS 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. This year the Junior High will provide a family breakfast and family tea to all interested 6th grade parents. Junior High Administrators attended a Mental Health Community Day on August 23, 2018 at the Hudson River front. The Junior High also has a PTO that meets monthly. 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 tiering 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, LinkIt, FastBridge and SRI assessments. Individual students will be discussed at grade level meetings and plans put into place for struggling students. The Jr. High partnered with the Hudson Area Library for tutoring for the 2018-19 school year. Extended Learning Time (ELT) is offered in ELA, Math, and ENL to all 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. Students who qualify for McKinney-Vento services are also offered tutoring through the grant. All teachers, TAs and aides within the building are trained regularly on de-escalation and restorative practices that 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.

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. Another group of incoming 7th grade students will participate in the grant funded program. All 7th grade students will participate and attend Power of Peace facilitated by Michael Arterberry. The program's mission is improving the quality of life of young people through Positive Youth Development in a safe, supportive environment, encouraging youth to become active, productive members of their families, schools and communities.