

# **SOUTH HADLEY PUBLIC SCHOOLS**

**DISTRICT STRATEGIES FOR CONTINUOUS IMPROVEMENT  
2020-2022**

# FORWARD

Dear Colleagues and School Community Members,

This strategic plan is uniquely South Hadley's and represents our values and unwavering commitment to meeting the needs of all students. Our strategic plan focuses on what matters most in South Hadley- students, teaching, learning and sense of community. If implemented well, it has the power to transform our approach to teaching and learning. South Hadley Public Schools is an extraordinary school system with endless potential. Our strategic plan provides the vision we need to enhance our students' educational experiences and engage in continued professionally rewarding work.

In continued collaboration,

Dr. Diana Bonneville, Interim Superintendent of SHPS

# SHPS SCHOOL COMMITTEE MEMBERS:

CHAIR.....KYLE BELANGER

VICE CHAIR.....ALLISON SCHLACHTER

MEMBER.....CHRISTINE PHILLIPS

MEMBER.....CHARLES MILES

MEMBER.....ALLYSON GARCIA

STUDENT REPRESENTATIVE.....MADALYN FOLEY

# SHPS DISTRICT ADMINISTRATIVE LEADERSHIP TEAM:

INTERIM SUPERINTENDENT.....DR. DIANA BONNEVILLE

DIRECTOR OF STUDENT SERVICES.....BETH COOKE

BUSINESS MANAGER.....JENNIFER VOYIK

INTERIM HIGH SCHOOL PRINCIPAL AND ASST. PRINCIPAL...

LIZ WOOD AND PATRICK LEMIEUX

MIDDLE SCHOOL PRINCIPAL AND ASST. PRINCIPAL.....

DAVID GALLAGHER AND BRUCE HASTINGS

INTERIM MOSIER PRINCIPAL AND REPRESENTATIVES.....

DR. DIANA BONNEVILLE, PAM SODERBAUM AND JESSICA LAW

PLAINS ELEMENTARY PRINCIPAL.....HANK SKALA

DIRECTOR OF TECHNOLOGY.....STEVE

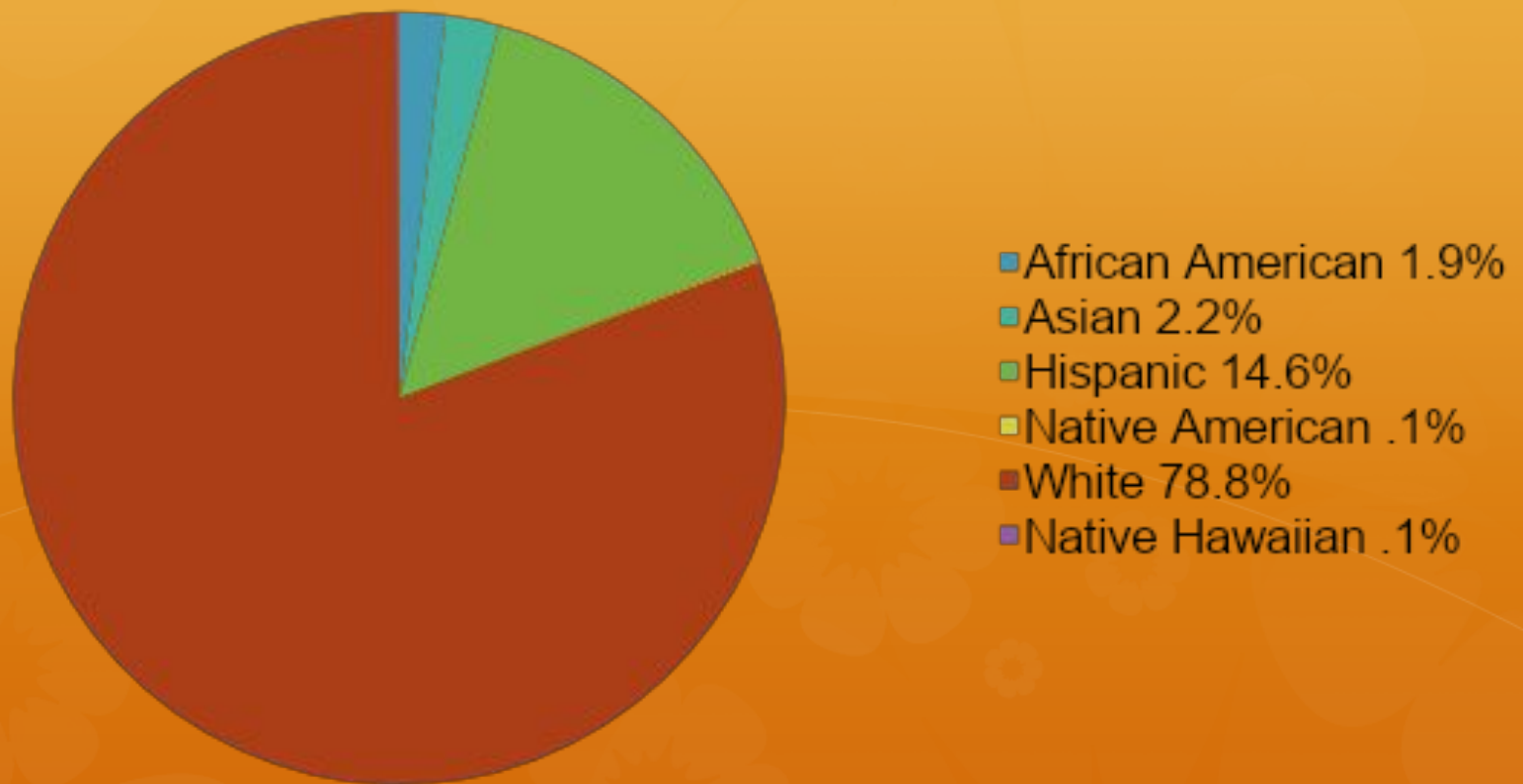
ZIOBROWSKI

# MISSION STATEMENT:

The mission of the South Hadley Public Schools is to enhance lives through teaching and learning. Therefore, we pledge to educate students in a challenging, supportive learning community in which each student strives to be a life-long learner, to develop her/his full potential, and to become a responsible citizen in a diverse and global society.

# STUDENT RACE AND ETHNICITY

OUR POPULATION



# SELECTED POPULATIONS

HIGH NEEDS	39.29%
ECONOMICALLY DISADVANTAGED	26.9%
STUDENTS WITH DISABILITIES	17.7%
ENGLISH LANGUAGE LEARNERS	4.7%
FIRST LANGUAGE NOT ENGLISH	7.8%
FREE/ REDUCED LUNCH	36%

\*While we distributed on average of 130 meals per week last Spring 2020 during COVID-19, we are now distributing upwards of 600 meals per week.

# 2019 ACCOUNTABILITY CLASSIFICATIONS

- SHPS IS **MODERATELY** MAKING PROGRESS TOWARDS TARGETS (NEXT GENERATION MCAS)
- GRADES 3-8 ELA AND MATH: SLIGHTLY BELOW STATE AVERAGE (NEXT GENERATION MCAS)
- GRADE 10 ELA/ MATH : SLIGHTLY ABOVE STATE AVERAGE
- GRADE 9 BIOLOGY: SLIGHTLY ABOVE STATE AVERAGE



# DATA ANALYSIS: SHHS

See School Improvement Plan for more details

- ELA: over the past 5 years, consistently at or above state average. Grading categories and exam structure have changed in 2019, therefore direct comparisons cannot be made. Focus will be on increasing depth of open responses.
- Math: Over the past three years, 85-90% of SHHS students have been proficient, as compared to state average of 78%. Focus will be on computation without a calculator, graphs, estimations, unfamiliar vocabulary and solving multi-step problems.
- Bio: new standards will be implemented on MCAS this year. AP Bio scores have risen over the past three years (mean score 2.5 in 2016 to 3.44 in 2019).

# MESMS: DATA ANALYSIS AND STUDENT LEARNING OBJECTIVES

See School Improvement Plan for more details

- ELA: Performing below state average in grades 5-8. Focus will be on comprehending complex literary and informational texts, and producing clear and coherent writing which is appropriate to task, purpose and audience. 35-40% meeting or exceeding expectations
- Math: Performing below state average in grades 5-8. Focus will be on geometry, real and complex number system, statistics and algebra concepts. 33-39% meeting or exceeding expectations
- Science: 51% meeting or exceeding expectations. Focus will be on long term recollection and developing solutions to real-life problems

# MOSIER: DATA ANALYSIS AND STUDENT LEARNING OBJECTIVES

See School Improvement Plan for more details

- ELA: Grade 3 students performed slightly below state average; Grade 4 performed 5% better than state average. Focus will be on comprehending complex literary and informational texts, and producing clear and coherent writing which is appropriate to task, purpose and audience.
- Math: Grade 3 and Grade 4 students outperformed the state average (2%/ 7%). Grade 2 focus will be on addition/ subtraction, understanding place value, measuring length. Grade 3 focus will be on multiplication and division, place value, measurement. Grade 4 focus will be on using four operations with whole numbers, using place value, fractions, interpreting data and classifying shapes.

# PLAINS: STUDENT LEARNING OBJECTIVES

See School Improvement Plan for more details

- ELA: Read and comprehend complex literary and informational texts independently and proficiently; write routinely for a range of tasks, purposes and audiences; converse and collaborate with diverse partners building on others' ideas
- Math: Understand numbers 1-10 and teen numbers as tens and ones (K); knowledge of partners and number patterns; addition and subtraction strategies (Gr. 1); place value concepts and two digit addition (Gr.1)

# THEORY OF ACTION

**IF** we:

- Cultivate a shared vision of effective teaching that is responsive to the academic, social and emotional needs of every student
- ensure that rigorous and relevant content is delivered within a framework of engagement, differentiated instruction and critical thinking across all disciplines
- develop relationships with students in a collaborative environment that is safe, supportive, inclusive and positive, and
- communicate our efforts with all students, staff, families and constituencies

**THEN** we will increase the overall academic achievement and social-emotional wellbeing of **ALL** students and their preparedness to be empathetic and contributing citizens.

# CONDITIONS FOR SUCCESS:

Instructional Practice	Curriculum	Social/ Emotional	Communication	Resources/ Materials
<ul style="list-style-type: none"><li>effectively differentiated and engaging</li><li>informed by evidence of student learning</li><li>measured by student engagement and continual growth</li></ul>	<ul style="list-style-type: none"><li>every student has access to consistent, high quality curriculum</li><li>fosters use of high-level thinking skills and practical application of knowledge</li></ul>	<ul style="list-style-type: none"><li>promote culture of respect, equity and inclusion</li><li>focus and promotion of self-awareness and self-management</li><li>emphasis on empathy and relationships with others</li></ul>	<ul style="list-style-type: none"><li>central focus in all aspects of our work</li><li>ensures we work collaboratively towards continuous improvement</li></ul>	<ul style="list-style-type: none"><li>access to current and relevant technology, texts and materials</li><li>buildings are safe and conducive to learning</li><li>fiscal budget reflective of district priorities</li></ul>

**STRATEGIC OBJECTIVE 1: The district will review structures, practices and procedures designed to support teaching and learning to ensure they appropriately and rigorously challenge and support the learning of all students.**

PRIORITY ACTION		LEAD RESPONSIBILITY	EVIDENCE	OUTCOME	Conditions for Success				
					I	C	S	C	R
					1	2	3	4	5
1A	Fully implement 1:1 Chrome-book initiative	District ALT, IT dept	Research and develop insurance policies, distribution and collection procedures, professional development and support for teachers	Increased achievement for all students during remote and hybrid learning models; varied remote instructional practices implemented by teachers	X	X		X	X
1B	Increase MCAS scores in Math and ELA in grades 3-8 to meet state expectations	DISTRICT ALT, building principals, math curriculum facilitators, math teachers	MCAS data analysis; update curriculum maps; choose elementary math program; hire math interventionist	Increased math MCAS scores; revised curriculum maps; new elementary math program	X	X		X	X



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1C	Provide appropriate professional development for teachers to better support students in remote instruction, social emotional learning and equity	District ALT, IT dept, IT stipended support positions, SACs, district diversity committee	PD schedule and survey; SAC data; disciplinary data	Teachers will feel confident teaching remotely and will incorporate varied instructional strategies; students' emotional wellbeing will be enhanced; mutual respect and empathy will become pillars of school community; increased awareness around social justice issues	X	X	X	X	X



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1D	Examine MESMS schedule	MESMS Principal, MESMS leadership team and faculty	Options to MESMS master schedule, recognizing student achievement data analysis, budgetary/ staffing constraints, students' interests	MESMS schedule that reflects our needs and constraints		X	X	X	X
1E	Implement NEASC recommendations	HS Alt team; classroom teachers	Common planning time; increased formative assessments; protocols for examining student work	Increased student achievement by focusing on student work and gauging mastery skill level	X	X		X	X

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					1	2	3	4	5
1F	Increase academic offerings for our vocational students and at risk population to ensure equitable access	Director of Student Services; district ALT; Special Education teachers; vocational teachers	Follow outlined recommendations of Spec. Ed. audit; vertical alignment of therapeutic classrooms where students can attend to their core academics with staff support; decreased budgetary expenses; explore Early Childhood Voc. program	Access to curriculum expectations; keeping students in district; increased vocational enrollment within SHPS; decreased Special Ed. revenues	X	X	X	X	X

**STRATEGIC OBJECTIVE 2: The district will recognize the profound influence of a positive school culture and will strive to create an optimal climate where safety and well-being are high priorities.**

PRIORITY ACTION		LEAD RESPONSIBILITY	EVIDENCE	OUTCOME	Conditions for Success				
					I	C	S	C	R
					1	2	3	4	5
2A	Develop a formal social-emotional curriculum for all students at all grade levels	District ALT; SACs and Guidance Counselors	Faculty trained in the use of research based best practices in order to help adults connect with students and address their behavioral and social-emotional needs; maintain trauma informed classrooms	District-wide SEL curriculum; SEL advisory time embedded in master schedule		X	X	X	
2B	Teach MESMS and Mosier staff principles of SHHS' Restorative Practices	District ALT	HS administration will begin training MESMS and Mosier faculty on RP principles	Code of Conduct and culture representative of RP values; decreased disciplinary issues			X	X	X

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PRIORITY ACTION		LEAD RESPONSIBILITY	EVIDENCE	OUTCOME	Conditions for Success				
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					1	2	3	4	5
2C	Examine hiring practices to increase diversity within our faculty	District ALT	More diverse faculty and staff that is representative of student population	Encompass a culture of equity and inclusion			X	X	X
2D	Collaborate between RTI, PBIS and Literacy Teams to improve student interventions	Director of Student Services; PreK-8 leadership teams, PreK- 8 classroom teachers	SAT minutes, examination of referrals	Increased academic and social/ emotional wellbeing of PreK-8 students	X	X	X	X	

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PRIORITY ACTION		LEAD RESPONSIBILITY	EVIDENCE	OUTCOME	Conditions for Success				
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2E	Ensure that all safety protocols identified in DESE submitted return-to-school plan are adhered to; appropriate safety inspections are completed and recommended actions followed	District ALT, nurses, custodians; town Facilities Director	Safety inspection reports; air purifiers and appropriate PPE in rooms; digital self-attestation forms	Safety and wellbeing of all			X	X	X

**STRATEGIC OBJECTIVE 2: The district will recognize the profound influence of a positive school culture and will strive to create an optimal climate where safety and well-being are high priorities.**

PRIORITY ACTION		LEAD RESPONSIBILITY	EVIDENCE	OUTCOME	Conditions for Success				
					I	C	S	C	R
					1	2	3	4	5
2F	Increase student and faculty knowledge of diversity, cultural proficiency and ableism	District ALT	Faculty and staff professional development on diversity, cultural proficiency and ableism; District ALT to read and discuss Ibram Kendi's <i>How To Be An Antiracist</i>	create a culture of acceptance and empathy for members of the school community	X	X	X	X	

**STRATEGIC OBJECTIVE 3: SHPS will improve communication, internally and externally, to ensure there is common understanding around current progress and educational standing so that all parties can make informed decisions around future actions.**

PRIORITY ACTION		LEAD RESPONSIBILITY	EVIDENCE	OUTCOME	Conditions for Success				
					I	C	S	C	R
					1	2	3	4	5
3A	Streamline business practices by developing procedural manuals, digital signatures, and digital timesheets for hourly employees	Business Manager; IT dept	Procedural manuals, faculty online forms, digital timesheets	Increased efficiency with streamlined business practices				X	X
3B	Revise and update website	District ALT; IT dept	Website to include SC portal with organized agendas/meetings; increased technical Help Desk support; text alerts	Improved communication				X	X

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PRIORITY ACTION		LEAD RESPONSIBILITY	EVIDENCE	OUTCOME	Conditions for Success				
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					1	2	3	4	5
3C	Increased parental communication/ feedback	District ALT; classroom teachers	District ALT weekly updates; teacher emails; up to date website; parent surveys	Improved student achievement and confidence in SHPS abilities to teach students during Covid-19			X	X	X