

DISTRICT IMPROVEMENT PLAN

2022-2024

SOUTH HADLEY PUBLIC SCHOOLS

EXECUTIVE SUMMARY: School and District Improvement plans are tools to help design a future not yet realized for students. South Hadley's District Improvement Plan recognizes the unique challenges and opportunities of post-COVID education by embracing changes brought about by the pandemic and by re-establishing best practices, protocols and systems that the pandemic interrupted. The District Improvement Plan is a tool for rebuilding that focuses on three pillars:

- Academic Rigor
- Community Engagement
- Well Being of the Learning Community.

It is designed to systematically and strategically support the growth of our schools towards student centered-ness enhanced and informed by contemporary best practices in curriculum, instruction and intentional design.

CORE VALUES: Student centered-ness, openness to constructive change, flexibility and responsiveness to the changing needs of students and an embrace of the possibilities inherent in that change.

MISSION STATEMENT: The South Hadley School District seeks to collaborate with all stakeholders to design a future for its learners based on principles of equity, grounded in the establishment of communities of support, where learners are safe, empowered to explore, and provided with an education based on contemporary best practices in preparation for a future they will create for themselves.

Goal #1 - Academic Rigor: The South Hadley School District will design learning environments that will enable students to think deeply, make meaning for themselves and become aware of their own learning processes, recognizing the balance between objective markers for success and individualized progressions along a continuum. In order to achieve this goal, the District Improvement Plan identifies the following five objectives, each of which is intended to create and support the conditions for the success of each school’s growth and development over the course of the next two years. The result is the establishment of a true community of learners where individual and group needs are recognized and addressed using data and flexibly administered instructional practices

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
~Provide intentional and planful opportunities for students to access their education based on demonstrated needs	~Develop and implement district and school based MTSS leadership teams supported by focused professional development ~Identify and establish common understandings of (MTSS) at all schools and expand instructional repertoires in response	~Assistant Superintendent for Curriculum or Dir of Curriculum ~Principals and Directors	~Fall 2022-Spring 2024	~The establishment and active engagement of district and site based MTSS teams.
~Use data from formative and summative assessments as progress monitoring tools and as tools to inform instruction	~Establish district and school based data teams ~Select common and consistent developmentally appropriate assessment tools for all grades ~Create and administer regular data cycles (calendars) to inform instruction	~Assistant Superintendent for Curriculum or Dir of Curriculum ~Principals and Directors	~Fall 2022-Spring 2024	~The selection and implementation of assessment tools ~The development of district wide data review calendars ~The development of school based data teams ~The development of common processes for data review for instructional responses

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
<p>~Create a system of instructional practices that supports scaffolded content delivery across all content areas and all grades</p>	<p>~Establish district-based curriculum document review and development process ~Provide professional development in the use of curriculum guides as instructional tools ~Create/Revise Curriculum Guides</p>	<p>~Assistant Superintendent for Curriculum or Dir of Curriculum ~Principals and Directors</p>	<p>~Fall 2022-Spring 2024</p>	<p>~Establishment of content area teams ~Establishment of revised schedule and accompanying processes for standards research, review and implementation ~Development of Curriculum Guide(s)</p>
<p>~Provide a predictable and regulations informed menu of services, programs and expectations for identified students from pre-K through post-secondary</p>	<p>~Conduct needs assessment of special education delivery model across the district ~Develop a throughline document of services, programs and expectations for students, educators and families</p>	<p>~Director of Student Services ~Asst. Director of Student services ~Assistant Superintendent for Curriculum or Dir of Curriculum</p>	<p>~Fall 2022-Spring 2024</p>	<p>~The development and distribution of a document outlining all services, procedures, timelines and expectations for special education service delivery</p>

Goal #2 - Community Engagement: The South Hadley School District will continue to foster constructive partnerships with families, students, and other helpers and stakeholders for the purposes of enriching the learning environment for students and supporting the goals of inclusivity and community belonging.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
<p>Reinforce and strengthen the conditions allowing for an authentically inclusive educational environment for all students</p>	<p>~Re-establish the District Diversity and Equity and Inclusion Committee ~Continue and extend the partnership with the Racial Justice Task Force ~Continue to maintain and report out on regular meetings and connections to curricular practices and school operations ~Identify key areas of focus and employ in daily school/district practices ~Continue to review and policy positions on issues related to DEI and revise as necessary.</p>	<p>~Superintendent</p>	<p>2022-2023 SY</p>	<p>~Establishment of committees and regular meetings ~Development and administration of guiding principles document ~Transfer DEI and RJ principles from concept to practice ~Updated and relevant policy support</p>
<p>~Establish regular opportunities for students, staff and families to provide information about issues related to school and district operations</p>	<p>~Develop research based, valid survey tools ~Administer survey to constituent groups ~Regular review of results at district level to inform operations</p>	<p>~Superintendent ~Assistant Superintendent for Curriculum/Dir of Curriculum ~Principals and Directors</p>	<p>2022-2023 SY</p>	<p>~Development and administration of surveys ~Regular review of survey results and action steps (where appropriate) taken as a result</p>

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
~Leverage college partnerships as pipeline for future educators ~Provide professional development opportunities for students and staff (college credit?)	~Establish on-going relationship with area colleges ~Develop articulation agreements relative to student and staff services	~Superintendent ~Assistant Superintendent for Curriculum/Dir of Curriculum	~Fall 2022-Spring 2024	~College credit offered to students for certain identified content ~Professional Development series offered to district educators by college staff

Goal #3 - Learning Community Well Being: The South Hadley School District will support practices that encourage healthy, constructive engagement in the school and town community and that reflects the primary work of educators and school systems to educate students as members of a community of learners supportive of their social/emotional growth and development

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
~Provide opportunities for students to become responsible for their behavior and choices through education based consequences model	~Provide professional development to administrators and educators in Restorative Practices philosophy and implementation ~Establish Restorative Practices as a mainstream alternative to traditional discipline	~Superintendent ~Assistant Superintendent for Curriculum or Dir of Curriculum ~Principals and Directors	~Fall 2022-Spring 2024	~District-wide Implementation of Restorative Practices initiative
~Provide students with daily, school based opportunities for connection building with teachers and peers	Establish advisory periods at all schools	~Superintendent ~Assistant Superintendent for Curriculum or Dir of Curriculum ~Principals and Directors	~Fall 2022-Spring 2024	~District-wide implementation of advisory period
Support students' social emotional health through planned and integrated curriculum	~Establish and implement a curriculum review team to study possible SEL programs ~Develop and implement SEL curriculum/skills program to integrate with Restorative Practices initiative ~Build adoption into 2024 budget	~Superintendent ~Assistant Superintendent for Curriculum or Dir of Curriculum ~Principals and Directors	~Fall 2022-Spring 2024	Implementation of SEL curriculum districtwide