

SCHOOL IMPROVEMENT PLAN

2022-2024

**SOUTH HADLEY HIGH SCHOOL
153 NEWTON STREET
SOUTH HADLEY, MA 01075**



EXECUTIVE SUMMARY:

South Hadley High School is a four-year comprehensive secondary school, located in the heart of the Pioneer Valley on the Connecticut River- 12 miles north of Springfield, 87 miles west of Boston, and 145 miles northeast of New York City. South Hadley High School offers a wide range of academic programming to meet the varied needs of all students, including 16 Advanced Placement courses, a wide variety of honors, college prep and core concept courses, access to dual enrollment programs, 26 sports teams, a full marching band and 25 extracurricular clubs and programs. South Hadley High School was recently ranked by U.S News, as in the top 4 high schools in the Springfield Metro Area and within the top one hundred high schools in Massachusetts.

MISSION STATEMENT:

At South Hadley High School we cultivate a student centered community that offers varied academic and vocational experiences in a safe and supportive environment. SHHS strives for all learners to demonstrate perseverance, reflection, creativity and resourcefulness. We encourage our students to explore all educational opportunities to become informed citizens and responsible participants in society.

CORE VALUES:

The faculty and staff of South Hadley High School are committed to:

- Providing engaging, varied, and challenging curricula, instruction, and assessment to all learners;
- Providing learning activities that facilitate critical thinking, creative problem solving, practical application of skills and effective, appropriate use of technology;
- Providing a supportive learning community where diversity is respected and students demonstrate responsible behavior;
- Encouraging students to expand their learning by actively engaging in co-curricular activities;
- Empowering students to become self-directed, active learners, and;
- Empowering students to become self-advocates and effective communicators.

LEARNING EXPECTATIONS:

South Hadley High School fosters students' ability to:

- Read, write, listen, and speak effectively;
- Think critically and creatively; solve problems independently and collaboratively
- Demonstrate practical application of knowledge and utilize technological tools and skills when necessary

CIVIC AND SOCIAL EXPECTATIONS:

South Hadley High School fosters students' ability to:

- Demonstrate civility and respect for self and others
- Demonstrate global awareness
- Accept personal responsibility for their own actions

Points of Reference:

In the development of the School Improvement plan for the 22-24 academic year, consideration was given to the SHHS school climate survey as well as recent MCAS scores and the voice of the school council, faculty and students. These contributing factors impacted the goals and objectives outlined in the school improvement plan.

Goal #1 - Academic Rigor: South Hadley High School will enable students to think deeply, make meaning for themselves and become aware of their own learning processes. For 22-24, the school will solidify, and begin to utilize, a school-wide curricular framework that guides us in our work to give rigor and access their simultaneous due. **PLCs will be the primary mechanism through which rigor and access will be understood, analyzed, and improved. Therefore, SHHS has the following objectives around academic rigor:**

Objectives	Action Steps	Persons Responsible	Timeline
<i>Primary objective:</i> Increase PLCs' capacity to carry out high-quality collaborative work.	- Develop shared norms and expectations for PLCs	Department leaders, building leaders	Ongoing FY 23-24
Increase shared understanding of what academic rigor means	<ul style="list-style-type: none"> - Develop a school-wide definition of what is meant by "academic rigor" - Develop norms about how SHHS educators understand and discuss the terms "rigor" and "access" 	Teacher teams (PLCs), department leaders, and building leaders	Ongoing FY 23-24
Develop the ability of teacher teams' to collaboratively assess the rigor of curriculum and instruction	<ul style="list-style-type: none"> - Develop disciplinary-specific understandings of key intellectual powers/curricular frameworks that spiral throughout K-12 curriculum - Conduct peer observation of lessons (either within or outside of SHHS) - Begin to consider what assessments might be used to evaluate students' learning around 	Teacher teams (PLCs), department leaders, and building leaders	Once every seven days FY 23-24

	core disciplinary ideas at each level		
Conduct collaborative inquiry into challenges and barriers to accessing learning	- Use Street Data techniques to more deeply understand students' perspectives into their learning processes in and out of school	Teacher teams (PLCs), department leaders, and building leaders	Ongoing with monthly monitoring FY23-24
Revise curriculum to allow for increased depth of learning	- Review curriculum maps and realign with power standards and key disciplinary ideas.	Teacher teams (PLCs), department leaders, and building leaders	Once Every Seven Days FY 23-FY 24

Goal #2 - Community Engagement: South Hadley High School will continue to foster constructive school and district wide partnerships for the purposes of enriching the learning environment for students. At the high school, pandemic-related learning disruption have raised critical questions about how the pace of learning supports and constrains the learning environment for students. PLCs will be the primary mechanism through which pacing and learning disruption will be addressed. Therefore, SHHS has the following goals around community engagement in learning:

Objectives	Action Steps	Persons Responsible	Timeline
Primary objective: Increase PLCs' capacity to carry out high-quality collaborative work.	- Develop shared norms and expectations for PLCs	Department leaders, building leaders	Ongoing FY 23-24
Identify and address needs around diversity, equity, inclusion, and cultural proficiency	- Use Street Data techniques to more deeply understand students' experiences, values, and perspectives - Conduct peer observation of lessons (either within or outside of SHHS)	Teacher teams (PLCs), department leaders, and building leaders	Monthly FY 23-FY 24

<p>Strengthen the partnership between SHHS and its school council</p>	<ul style="list-style-type: none"> - Increase frequency and/or duration of school council meetings - Meaningfully include school council in data gathering and analysis 	<p>Admin, school council</p>	<p>Beginning September 2022</p>
<p>Strengthen the role of the administrative team</p>	<ul style="list-style-type: none"> - Advocate for the role of department chairs in learning walks, curriculum review, and teacher development - Increase school-wide understanding of the importance of distributed leadership models through education and distribution of leadership during monthly faculty meetings 	<p>Admin, School Level Admin and staff</p>	<p>Ongoing FY23-24</p>

Goal #3 - Learning Community Well Being: South Hadley High School will empower students to become healthy active participants in their community. At the high school, we understand that student wellness is a function of a myriad of factors; those which fall at least somewhat under the purview of the school include positive peer to peer relationships, positive peer-teacher relationship, a positive adult culture, and an overall school culture that values and centers equity, diversity, and social justice.

Objectives	Action Steps	Persons Responsible	Timeline
<p><i>Primary objective:</i> Reestablish and implement the Restorative Practices foundational practice of “community time” to develop relationships and improve school culture</p>	<p>Utilize advisory period, once weekly to have community building circles</p> <p>Incorporate Restorative Practices into all aspects of student discipline, including utilizing harm repair circles with students and staff</p> <p>Implement weekly after school Community groups in lieu of punitive discipline measures</p> <p>Utilize online Restorative Practices Moduals as educative pieces for staff, students, and families</p> <p>Monitor discipline reports to assess impact of community building on disciplinary infractions</p> <p>Institute the establishment of community focusing the first month of school 1 day in every 7 day rotation to be a shortened</p>	<p>Department leaders, building leaders</p>	<p>Ongoing FY 23-24</p> <p>September 2022</p>

	period with a community event for the month of September.		
Increase Student and Faculty knowledge of Diversity and Ableism, to create a culture of acceptance and empathy for members of the SHHS community	Faculty and Student professional development on diversity and ableism. Trained SHHS staff and students will serve as ambassadors to other District Staff and students. This work will be done through monthly staff meetings.	Faculty/Admin	Ongoing FY 23=
Conduct collaborative inquiry into students', educators', and caregivers' experiences with learning and living in the SHHS community	Create quarterly student listening sessions to receive feedback on curriculum, school policy and school climate	Admin/Faculty/Students	Ongoing FY 23
	Create quarterly faculty listening sessions to receive feedback on curriculum, school policy and school climate	Admin/Faculty/Students	Ongoing FY 23
	Create quarterly Caregiver listening sessions to receive feedback on curriculum, school policy and school climate		

