

**SCHOOL IMPROVEMENT PLAN**

**2024-2026**

**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 38 extracurricular clubs and programs.

**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;
- Facilitating learning activities that facilitate critical thinking, creative problem solving, practical application of skills and effective, appropriate use of technology;
- Fostering a supportive learning community where diversity is respected and students take ownership and accountability for their actions and words/ are accountable.;
- Empowering 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

**South Hadley High Schools Vision of a Graduate:**

South Hadley High School's Vision of a Graduate encompasses a set of characteristics, skills, and values that our school aims to instill in its students throughout their academic journey. This vision serves as a guide to shaping well-rounded individuals who are prepared for success in various aspects of life. While specific traits of our individual students may vary, the common elements include academic proficiency, critical thinking, communication skills, character development, and a commitment to community and global citizenship.

**Academic Proficiency:** A graduate is expected to have a strong foundation in core academic subjects, including mathematics, science, language arts, and social studies. This proficiency serves as a basis for further education and lifelong learning.

**Critical Thinking Skills:** Graduates should be adept at analyzing information, solving problems, and thinking critically. This skill set enables them to approach challenges with a thoughtful and analytical mindset.

**Effective Communication:** A graduate is expected to be a proficient communicator, both in written and verbal forms. Clear expression of ideas, active listening, and effective interpersonal communication are emphasized.

**Character Development:** Beyond academic achievements, the vision of a graduate underscores the importance of character development. Traits such as integrity, resilience, empathy, and a strong work ethic are integral to molding individuals of high moral character.

**Global and Cultural Competence:** Graduates are encouraged to embrace diversity and possess an understanding of global issues. Cultural competence fosters an appreciation for different perspectives and prepares individuals to thrive in an interconnected world.

**Collaboration and Teamwork:** The ability to work collaboratively with others is a key aspect of a graduate's profile. Whether through group projects, extracurricular activities, or community service, graduates are expected to contribute positively to collective endeavors.

**Leadership Skills:** Graduates should demonstrate leadership qualities, whether in formal roles or through informal influence. This includes the ability to inspire others, make informed decisions, and take initiative.

**Adaptability and Resilience:** The vision of a graduate recognizes the importance of adaptability and resilience in the face of challenges. Graduates should be equipped to navigate changes and setbacks with a positive and proactive attitude.

**Civic and Social Responsibility:** A graduate is encouraged to be an active and responsible member of society. This involves contributing to the community, participating in civic activities, and understanding one's role in making a positive impact on the world.

**Lifelong Learning:** The concept of being a lifelong learner is central to the vision of a graduate. Graduates are expected to continue seeking knowledge, adapting to new technologies, and pursuing personal and professional growth throughout their lives.

This holistic approach aims to prepare graduates not only academically but also socially and ethically, equipping them for success in a diverse and dynamic world.

**Points of Reference:**

In the development of the School Improvement plan for the 24-26 academic year, consideration was given to the SHHS school climate survey, student and faculty listening sessions, recent MCAS scores and the voice of the school council. These contributing factors impacted the goals and objectives outlined in the school improvement plan.

**Goal #1 Curriculum, Instruction and Data:** South Hadley High School will continue to design learning environments that will enable students to think and to understand deeply, to make sense and use of their learning, and to leverage their unique learning styles to achieve individual objectives along a continuum of learning.

Objectives	Action Steps	Persons Responsible	Timeline
<p>1. Implement Differentiated Instruction: Provide professional development to faculty on differentiated instruction techniques to accommodate diverse learning styles and ensure that every student receives instruction tailored to their needs.</p>	<p>Equity Umbrella: rigor and access</p> <ul style="list-style-type: none"> <li>-Utilize CPT to expand our shared understanding of how equity is the driving force for access and rigor</li> <li>- Offer professional development opportunities for staff to address unconscious biases, promote equity, and ensure that all students, regardless of background, have equal access to quality education.</li> </ul> <p>Provide Practical Examples and Case Studies through CPT and the COI:</p> <ul style="list-style-type: none"> <li>-Share practical examples and case studies that demonstrate successful implementation of differentiated instruction.</li> <li>-In CPT, allow faculty to explore real-world scenarios and discuss potential strategies.</li> </ul>	<p>High School Administration, Department Chairs and all Faculty/Staff</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

Objectives	Action Steps	Persons Responsible	Timeline
	<p>Encourage Collaboration and Peer Learning through CPT:</p> <ul style="list-style-type: none"> <li>-Foster a collaborative environment (faculty meetings and interdepartmental meetings) where faculty can share their experiences and learn from each other.</li> <li>-Facilitate peer observations and feedback to promote continuous improvement.</li> <li>-Expand learning walks, peer support and teacher/student shadow days</li> </ul>		
<p>2.Establish Academic Acceleration Programs: Develop and implement targeted academic programs to assist students who may need additional help, whether through tutoring, mentoring, or specialized intervention strategies.</p>	<p>Utilize iReady assessments as a baseline in the development and implementation of targeted academic programs to assist students who may need additional help, whether through tutoring, mentoring, or specialized intervention strategies.</p> <p>-Utilize CPT and the cycle of inquiry to evaluate the impact of differentiation on student outcomes</p>	<p>Department Chairs, designated faculty and High School Administration</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

Objectives	Action Steps	Persons Responsible	Timeline
	<p>-Create a COI for interdepartmental cohorts to foster collaboration and diverse perspectives to ensure a holistic approach to program development.</p> <p>-Develop a structured system for providing one-on-one tutoring and mentoring support to students. Recruit and train qualified tutors and mentors, including teachers, peer tutors, or community volunteers. Implement a scheduling system for regular tutoring sessions, considering both in-person and virtual options.</p>		
<p>3.Enhance Technology Integration: Integrate technology into the curriculum to enhance learning experiences, provide access to digital resources, and prepare students for a technology-driven future.</p>	<p>-Evaluate the use and risk of integrating artificial intelligence into the SHHS curriculum</p> <p>-Utilize digital portfolios and projects that showcase student work</p> <p>-Evaluate current technology available to staff and students with a focus on what is being used and how it positively impacts student learning while keeping in mind the importance</p>	<p>High School Administration, IT staff, designated faculty and Department Chair Team</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

Objectives	Action Steps	Persons Responsible	Timeline
	of interpersonal learning and communication		
<p>4. Expand Advanced Placement, CTE Co-Op opportunities, Internships, Elective opportunities, Dual Enrollment and Honors Courses:</p> <p>Increase the availability of Advanced Placement (AP), Dual Enrollment and honors courses to challenge high-achieving students and provide opportunities for academic excellence.</p>	<ul style="list-style-type: none"> <li>-Utilize administrative data teams to identify academic trends, as well as potential collaborations with local colleges/universities, business and industries</li> <li>-Initiate discussions with potential partners, outlining terms of internships, co-op placements and potential dual enrollment opportunities</li> <li>-Increase access to AP and honors level courses by looking at student data and evaluating pre-requisites that may be barriers to student access.</li> <li>-Hold open informational sessions on academic opportunities outside of the traditional day at SHHS</li> <li>-Utilize CPT to gather departmental feedback on scheduling implications of increasing these offerings</li> </ul>	<p>School Counseling team, student representatives and High School Administration</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>



Objectives	Action Steps	Persons Responsible	Timeline
	<ul style="list-style-type: none"> <li>-Expand opportunities for students to participate in elective based programs in an effort to expand the Arts at SHHS</li> </ul>		
<p>5. Provide College and Career Guidance: Expand college and career guidance curriculum to ensure that students receive comprehensive support in exploring post-secondary education and career pathways.</p>	<ul style="list-style-type: none"> <li>-Create a needs assessment that will be given to all students and their caregivers to identify areas for growth in our current curriculum</li> <li>-Increase the availability of one to one workshops and information sessions that focus on post-secondary education and career exploration</li> <li>-Build a career speaker series based on data gathered in the comprehensive needs assessment</li> <li>-Create a specific cycle of inquiry based on the review and enhancement of the current counseling curriculum.</li> </ul>	<p>School Counseling team, student representatives and High School Administration</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>
<p>6. Establish Data-Driven Decision Making: Implement a data-driven approach to assess student performance, identify areas of improvement, and tailor instructional strategies based on real-time academic data.</p>	<ul style="list-style-type: none"> <li>-Use the co chair model of the HS admin team to establish a leadership data team</li> <li>-Utilize the cycle of inquiry and CPT to evaluate and select appropriate tools and platforms for data collection.</li> </ul>	<p>Department Chair Team and High School Administration</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

Objectives	Action Steps	Persons Responsible	Timeline
	<ul style="list-style-type: none"> <li>-Utilize CPT work in departments to extract meaningful insights from student work to identify common themes and make informed decisions that connect the data analysis with instructional planning and tailor strategies to meet the diverse needs of all students.</li> <li>-Utilize a team approach to evaluate grade and standard mastery reporting</li> </ul>		
<p>7.Engage Caregivers: Develop stronger partnerships with caregivers, providing regular communication about academic expectations, progress, and opportunities for support.</p>	<ul style="list-style-type: none"> <li>-Develop a communication plan that outlines how, when and through which channels the school will communicate with caregivers</li> <li>-Work with all staff to develop templates for regular communication</li> <li>-Hold listening sessions for community stakeholders</li> <li>-Leverage the use of technology to accommodate access of all caregivers to school events</li> </ul>	<p>Caregivers, Faculty, Staff, Students and High School Administration</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

Objectives	Action Steps	Persons Responsible	Timeline
8. Implement Cross-Curricular Initiatives: Encourage collaboration among different subject areas to create interdisciplinary projects and initiatives that enhance students' critical thinking skills and holistic understanding.	<ul style="list-style-type: none"> <li>-Establish a cross curricular task force made up of department chairs and administrators</li> <li>-Utilize the established task force to create frameworks for cross curricular integration</li> <li>-Celebrate cross curricular collaborations through a showcase of student work</li> </ul>	Department Chais and High School Administration	Ongoing for the 24-26 School Years with quarterly monitoring of progress.

**Goal #2 School Community Social Emotional Health and Wellness:** South Hadley School will engage in purposeful efforts to support community wide, pedagogical and curriculum based initiatives to leverage students' social emotional wellness in service of the achievement of students' individual academic goals.

Objectives	Action Steps	Persons Responsible	Timeline
1. Implement Well-being Programs: Introduce and integrate well-being programs that address the social, emotional, and mental health needs of students, promoting self-awareness and coping strategies.	<ul style="list-style-type: none"> <li>-Expand the health fair to include wellness initiatives and community agency participation</li> <li>-Implement Technology detox day</li> <li>-Through Community Time, implement positive psychology principles into the school culture</li> </ul>	School Counselors, Wellness Teaching Faculty, Community Agencies and High School Administration	Ongoing for the 24-26 School Years with quarterly monitoring of progress.

Objectives	Action Steps	Persons Responsible	Timeline
	<p>emphasizing gratitude, positive affirmations and strength based approaches</p> <p>-Utilize Sown to Grow Curriculum for SEL within our classroom and community period</p>		
<p>2.Establish Peer Support Networks: Develop peer support initiatives, including mentorship programs and peer counseling, to create a sense of community and connection among students.</p>	<p>-Provide training and subsequent coaching for students who wish to take on mentorship roles, including holding student listening sessions, student run mindfulness groups and peer emotional support “tutors”</p> <p>-Utilizing the peer support model, expand current RP practices to recognize and repair harm when it occurs</p> <p>-Expand vertical teaming and student lead initiatives of peer support from SHHS students to students in other SHPS</p>	<p>Student Leadership Committee, Faculty Advisors and High School Administration</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>
<p>3.Provide Professional Development: Offer professional development opportunities for faculty and staff focused on recognizing and addressing the social-emotional needs of students, creating a supportive learning environment.</p>	<p>-Utilize time dedicated for PD as well as monthly staff meetings to offer continuing learning opportunities centered around creating a community and embedding the principles of SEL into our daily instruction</p>	<p>High School Administration and PD roundtable Committee</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

Objectives	Action Steps	Persons Responsible	Timeline
<p>4.Enhance Communication Channels: Improve communication channels between students, caregivers, and the school community to foster open dialogue about well-being concerns and encourage collaborative solutions.</p>	<p>-Expand weekly communication to include multi media sources</p> <p>-Offer “reverse” emailing options for staff and caregiver communication</p>	<p>High School Administration, Faculty, Students and Caregivers</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>
<p>5.Strengthen Caregiver Involvement: Encourage Caregiver involvement in well-being initiatives, providing resources and workshops to support caregivers in understanding and addressing the well-being needs of their students..</p>	<p>-Conduct a wellness survey and subsequently partner with local community agencies to offer a series of workshops based on survey results</p> <p>-Establish a Resources area in our School Counseling office and virtually on our SHHS Website</p>	<p>High School Administration and District Mental Health Team</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>
<p>6.Integrate Mindfulness Practices: Incorporate mindfulness practices into the school day, such as meditation or mindfulness exercises, to promote stress reduction and improve overall mental well-being.</p>	<p>-Incorporate guided meditation and mindfulness into our community period as a stress reduction break.</p> <p>-Expand access and tools in both our mediation station for students and staff</p>	<p>All Faculty and Staff</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>
<p>7.Implement a Holistic Wellness Curriculum: Develop and implement a comprehensive wellness curriculum that addresses</p>	<p>-Conduct a wellness survey to analyze student wellness needs.</p> <p>-Allow release time for PE/wellness teachers to vertically</p>	<p>PE Department Chair, Athletic Director, Vertical team of PE Educators, District and School High School Administration, District Mental Health Team</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

Objectives	Action Steps	Persons Responsible	Timeline
physical health, mental health, and healthy lifestyle choices.	team and evaluate and implement a comprehensive wellness curriculum  -Offer targeted wellness groups based on the results of the needs assessment that aim to educate and support our students		

**Goal #3 Improved Special Education and General Education Alignment:** South Hadley High School will engage in purposeful efforts to more closely align the work of special education and general education into a unified service delivery model to better meet the diversity of student needs.

Objectives	Action Steps	Persons Responsible	Timeline
1.Create Integrated Curriculum Planning	-Facilitate joint planning sessions for special and general education teachers to align curriculum and assessment practices.  -Provide professional development sessions on the new IEP format and compliance requirements.  -Create a digital platform for sharing student progress and strategies between special and general educators.	High School Administration and Faculty.	Ongoing for the 24-26 School Years with quarterly monitoring of progress.

<p>2. Monitor Student Progress</p>	<ul style="list-style-type: none"> <li>-Implement data collection methods to track the academic and social progress of students in both special and general education settings.</li> <li>-Develop a digital tracking system for monitoring IEP goal progress and service delivery.</li> <li>-Train staff on using the tracking system effectively.</li> <li>-Establish a protocol for identifying and addressing missed services promptly.</li> </ul>	<p>High School Administration and Faculty.</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>
<p>3. Foster a Culture of Inclusion</p>	<p>Organize school-wide events and campaigns to promote awareness and understanding of diversity and inclusion among students and staff.</p>	<p>High School Administration and Faculty.</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>
<p>4. Strengthen Universal Support Strategies for all Learners</p>	<ul style="list-style-type: none"> <li>-Adapt the District Curriculum Accommodation Plan (DCAP) to fit our school's specific needs.</li> <li>-Provide training sessions on implementing DCAP strategies in general education classrooms.</li> <li>-Establish a peer observation program for teachers to share best practices in differentiation.</li> </ul>	<p>High School Administration and Faculty.</p>	<p>Ongoing for the 24-26 School Years with quarterly monitoring of progress.</p>

\*All goals will be quarterly, monitored and evaluated through surveys, feedback mechanisms, and collaboration with students, caregivers and staff representatives, making adjustments as needed.