

# **DISTRICT IMPROVEMENT PLAN**

**2024-2026**

## **SOUTH HADLEY PUBLIC SCHOOLS**

**EXECUTIVE SUMMARY:** School and District Improvement Plans (DIPs) are tools to help design a future not yet realized for students. South Hadley's District Improvement Plan builds upon the last DIP and continues to recognize the changing needs of students in the post-COVID era. The updated District Improvement Plan focuses on the next steps in district efforts to create a best practices learning community based on data and research, inspired by connection and alignment, and rooted in common purpose.

- Curriculum, Instruction, and Data
- Social Emotional Health and Wellness
- Special Education and General Education Alignment

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 is committed to initiating and supporting policies, practices and pedagogies that promote social justice, diversity, and inclusion. In celebration of our collective rich diversity, we also seek to affirm and elevate historically marginalized identities and experiences. We are fervent in our belief that biased actions and hateful speech have no place in our learning community. As one unified South Hadley School District, our commitment to social justice and educational equity will be reflected in our daily operations including recruitment, admission, student and staff retention, responsibility for modeling and reinforcing upstander behavior, school and family support, hiring practices, curriculum, and respectful dialogue.

**Goal #1 Curriculum, Instruction and Data:** The South Hadley School District 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. In order to achieve this goal, the District Improvement Plan identifies the following three objectives, each of which is intended to create and support the conditions for the success of the district’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 flexibly administered instructional best practices informed by data.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
<p>~Provide students with access to multiple tiers of support as needed, beginning with strong and comprehensive Tier I instruction.</p>	<p>~Continue development and implementation of district and school based MTSS teams            ~Identify and establish common understandings of (MTSS) at all schools and expand instructional repertoires in response            ~Continue to enhance Tier I instruction at all levels, including the active use of DCAP to assist Tier I learning objectives for all students            ~Continue to provide specific and actionable PD in support of Tier I instruction</p>	<p>~District administrative team            ~Educators, interventionists and specialists</p>	<p>~Fall 2024-Spring 2026</p>	<p>~Establishment and active engagement of district and site based MTSS teams.            ~Consistent and appropriate use by teachers of updated District Curriculum Accommodation Plan (DCAP) and other tools to sustain strong Tier I instruction            ~1-2% Decrease annually in Special Education referrals over next two years            ~2/12-3 % increase annually in ELA and Math MCAS Performance (<i>Exceeding or Meeting Expectations</i>) across all grades over next two years            ~5% decrease annually in students <i>Not Meeting Expectations</i> over each of next 2 years</p>

<p>~Consistent and systematic reliance on qualitative and quantitative data from a variety of sources for use as progress monitoring tools and as tools to inform instruction</p>	<p>~Continue to establish and monitor district and school based data teams  ~Conduct regular periodic team review of student data  ~Develop individual and group instructional action plans in response to data reviews</p>	<p>~District administrative team</p>	<p>~Fall 2024-Spring 2026</p>	<p>~Continued development of school based data teams across the district  ~Development of common processes for data review for instructional purposes  ~Evidence of data driven instruction informed by formative and summative assessments and periodic progress monitoring</p>
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Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
<p>~Continue to implement and support revised curriculum and related pedagogical practices to support frameworks aligned curriculum and instruction</p>	<p>~Establish district-based curriculum document review cycles and development process            ~Provide professional development in the use of curriculum guides as instructional tools            ~Create/Revise Curriculum Guides            ~Continue to provide teachers with contemporary best practices in pedagogy in professional development at site and district levels            ~Develop and Implement Elementary Report card            ~Review and update secondary grade/progress reporting tools</p>	<p>~District administrative team</p>	<p>~Fall 2024-Spring 2026</p>	<p>~Establishment of content area teams            ~Establishment of revised schedule and accompanying processes for standards research, review and implementation            ~Use of Progress Monitoring tools to inform curriculum and programming choices            ~Development of revised curriculum guides for ELA and Math prek-12            ~Demonstrated/observable implementation of updated instructional practices and curriculum            ~1-2% Decrease annually in Special Education referrals over next two years            ~2/12-3 % increase annually in ELA and Math MCAS Performance (<i>Exceeding or Meeting Expectations</i>) across all grades over next two years            ~5% decrease annually in students <i>Not Meeting Expectations</i> over each of next 2 years            ~New reporting tools</p>

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**Goal #2 School Community Social Emotional Health and Wellness:** The South Hadley School District 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. In order to achieve this goal, the District Improvement Plan identifies the following three objectives, each of which is intended to create and support district and school based learning environments in which students’ individuality and unique social emotional needs are acknowledged, respected, and leveraged for their benefit.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
~Reinforce and strengthen the conditions allowing for an authentically inclusive educational environment for all students	~Leverage the District’s Diversity, Equity Inclusion and Belonging (DEIB) Committee to advance <u>all</u> students’ access to a high quality education ~Continue to maintain and report out on regular meetings of DEIB and their connections to curricular practices and school operations ~Continue to review and implement policy positions on issues related to DEIB and revise as necessary ~Conduct regular data reviews to understand needs of the whole child	~District administrative team	~Fall 2024-Spring 2026	~Maintenance of committees with regular meetings purposefully focused on practice and policy influences on district operations ~Updated and relevant policy support as needed to support this objective ~Establishment and regular review of SEL related data points, including survey results ~Increase in attendance rates, decrease in documented office visits, overall increase in student performance (grades), increase in participation in activities/support groups

~Establish regular opportunities for students, staff and families to provide information about issues related to school and district operations, particularly as relates to access and inclusion	~Develop research based, valid survey tools ~Administer survey to constituent groups ~Regular review of results at district level to inform operations	~District administrative team ~District MTSS	~Fall 2024-Spring 2026	~Development and administration of climate surveys ~Regular review of survey results and action steps (where appropriate) taken as a result
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<b>Objectives</b>	<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Measures of Success</b>
~Use SEL and anti-bullying curricula and related activities and initiatives to create sustainably accessible learning spaces for <u>all</u> students in support of greater access to learning ~Enhance family engagement-online and in other capacities ~Build community partnerships that support student mental health	~Maintain and sustain Sown to Grow and MARC curriculum implementations ~Create district and site based anti-bullying task force ~Conduct on-going listening sessions and focus groups with students K-12 ~Collaborate with community partners to host events supportive of SEL goals	~District administrative team	~Fall 2024-Spring 2026	~Decrease in incidences of bullying (allegations requiring investigation etc.) ~Evidence of improved school climate for students (surveys etc.) ~Increase in attendance rates, decrease in documented office visits, overall increase in student performance (grades), increase in participation in activities/support groups

**Goal #3 Improved Special Education and General Education Alignment:** The South Hadley School District 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 need. In order to accomplish this goal, the District Improvement Plan identifies the following four objectives, each of which acknowledges, highlights and supports the practical and theoretical responsibility all educators have to support student learning needs and goals.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
<p>~Improve special education service delivery through the articulation of clear and concise expectations.</p>	<p>~Develop, distribute to <u>all staff</u>, and implement a predictable and regulations informed menu of services, plans, programs and expectations for identified students from pre-K through post-secondary            ~Implement internal and external findings program review findings            ~Develop a throughline document of services, programs and expectations for students, educators and families</p>	<p>~District administrative team</p>	<p>~Fall 2024-Spring 2026</p>	<p>~The development and distribution of a document outlining all services, procedures, timelines and expectations for special education service delivery</p>
<p>~Improve communication between special education service providers and classroom teachers in support of aligned and comprehensive service delivery, including information about</p>	<p>~Develop and sustain on-going site based and district dialogue and professional development regarding the relational expectations between special education and general education</p>	<p>~District administrative team</p>	<p>~Fall 2024-Spring 2026</p>	<p>~Improved compliance with local, state and federal expectations            ~Increased and observable partnerships between special educators and general educators in the development and delivery of instructional</p>

timelines, the new IEP, and compliance mandates				plans for identified students at all tiers of support
~Efficiently monitor service delivery for consistency and compliance with IEP requirements	~Develop, distribute and implement a system to monitor service delivery to ensure compliance with IEP goals and appropriate compensatory services, as needed	~Director of Student Services	~Fall 2024	~Reduction in missed services and increase in timely delivery of compensatory services
~Strengthen the understanding and implementation of strategies to be used by <u>all</u> educators in support of the universal needs of <u>all</u> learners	~Develop, distribute to all staff, and implement District Curriculum Accommodation Plan (DCAP)	~District administrative team	~Fall 2024-Spring 2026	~Enhanced Tier I instruction delivered through the observable use of DCAP for all struggling students ~Reduction in special education referrals through use of appropriate pre-identification strategies