

HADLEY PUBLIC SCHOOLS STRATEGY DOCUMENT 2019-2024 (reviewed annually)

| Statement of Purpose | | | |
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| Strong schools are essential to healthy communities and economies. Hadley’s continued investment in its public schools helps ensure a vibrant future for our community. | | | |
| Vision | | | |
| Hadley Public Schools seek to educate students to understand and contribute positively to a global society. We are guided by the mission to provide a safe and supportive environment that fosters cooperation, critical thinking, creativity, integrity, and a love of learning. | | | |
| Our Expectation | | | |
| IF we continue to build educator expertise and a shared vision of effective teaching, implement evidence-based practices that foster <i>deep learning</i> and strong relationships, use data effectively, and partner with families around our work, THEN we will increase achievement, engagement, and equity. | | | |
| Strategic Objectives | | | |
| A. Instructional Leadership Provide every student with a rigorous, aligned curriculum, effective instruction, and meaningful assessments that improve teaching and foster deep learning. | B. Management and Operations Ensure a safe, efficient, and effective learning environment for all students. | C. Family and Community Engagement Partner with families to meet students’ academic, social-emotional, and behavioral needs. | D. Professional Culture Reflect on effectiveness of practice by using data, research, and best practices to adapt practice and achieve results. |
| Strategic Priorities | | | |
| 1. Establish aligned curricula and appropriate and challenging proficiency targets at each grade level in every subject that reflect learning that is: <i>interactive – uses brains and hands</i> <i>relevant-connected to the world around us</i> <i>relational – with strong relationships between teachers and students.</i> | 1. Fully implement multi-tiered systems of support that include universal screening, regular data meetings, progress monitoring, and evaluation in mathematics, reading, and social-emotional learning in grades K-8. | 1. Improve and enhance two-way communication using surveys, parent portal, and other new channels. Communicate curricula, proficiency targets, and student progress to families in formats that are understandable and accessible. | 1. Improve effectiveness of data teams through professional development and regular meetings to analyze impact of interventions on student behavior and achievement. |
| 2. Develop Early College High School, Innovation Pathways, and Ch. 74 approved program(s) at Hopkins Academy. | 2. Implement evidence-based practices that promote inclusion, diversity, dialogue, equity, community building and conflict resolution. | 2. Engage parents in meaningful decision-making (e.g. start time task force, school redesign discussions, ELL PAC, and SEPAC). | 2. Foster and build a professional culture by seeking staff input and ensuring open channels of communication. |
| 3. Enhance and expand technology and engineering opportunities for students at all grade levels | 3. Allocate resources and align policy in accordance with district priorities. | 3. Collaborate with businesses, donors, and Select board on major capital projects including fields, HA heating, girls’ locker room, and safety upgrades. | 3. Provide opportunities for high quality professional development in evidence-based practices. |

STRATEGY ACTION PLAN 2019-20 – Progress Benchmarks

A: Instructional Leadership

A1: Establish a district curriculum council to conduct a district-wide curriculum audit including an inventory of curriculum maps and instructional materials; Organize curriculum documents and identify web-based access for educators, students, and parents; Develop curriculum and instructional materials review, revision, and adoption schedules; Apply for DESE Kaleidoscope Collective for Learning; Apply for School Redesign Institute and 2019-20 Learning Excursions.

A2: Submit grant applications for two Innovation Pathways in Life/Environmental Science and Finance/Business; Secure pathway designation by spring of 2020; Submit planning grant for Early College High School with goal of receiving designation in 2020-21 and establishing a program that allows every student to earn from 12 credits to a dual degree (HS diploma and Associate’s degree) free of charge within five years; Implement career fair and career speakers bureau at HA; Implement public safety academy and begin application process for Ch. 74 approval.

A3: Expand integration of and access to STEAM lab at HES; Integrate engineering and design skills through expanded use of 3D printers; Explore opportunities for concurrent enrollment/dual enrollment in college engineering and technology programs for HA students.

B: Management and Operations

B1: Expand FAST universal screening and progress monitoring in reading to grade six; Implement FAST universal screening and progress monitoring in mathematics and social emotional learning in grades 7 and 8; Implement data days for HA middle school math team; Conduct Implementation Fidelity Evaluation of PBIS at HES and a school-wide PBIS Implementation and Planning Evaluation at HA; Administer Social Academic Emotional and Behavior Risk (SAEBERS) Screener in HA MS.

B2: Expand Intergroup Dialogue Training at HA; Expand Responsive Classroom practices to HA middle school; Expand Training Active Bystander training; Conduct an implementation evaluation of restorative practices at HA.

B3: Prepare budget document in accordance with Meritorious Budget Award criteria; Review entire district policy manual; Convene (through CES) meeting of Hatfield and Hadley School Committees to discuss strategies for resource sharing and addressing problems associated with declining enrollment.

C: Family and Community Engagement

C1: Share HES Social Studies curriculum documents with parents; Review and improve reports of student progress sent to parents and families; Expand communication to include additional subjects/data.

C2: Establish an English Language Learner Parent Advisory Council; Collaborate with other Special Education Parent Advisory Councils in the region and create shared goals; Recruit parents for participation in School Start Time Task Force and school redesign efforts.

C3: Advertise bid for fields renovation and begin construction in 2020; Secure funding for heating upgrades, girls locker room renovation, and partial paving at HA and execute projects in accordance with Ch. 30b; Complete safety upgrades using grant funds and town warrant article funds; Collaborate with Public Safety on state and federal safety grant activities; Collaborate with Board of Health on possibilities for sharing nurse leader position.

D: Professional Culture

D1: Provide consult from Umass to support data teams in PBIS and academic supports; of support

D2: Recruit teachers to participate in meaningful decision-making teams at the building and district level (e.g., teams, school redesign, curriculum council, etc.)

D3: Middle grade math teachers will participate in MHC professional development series; Team of four educators including middle school teachers will participate in Responsive Classroom intensive training; Leadership team will participate in DESE MTSS Leadership Institute; Superintendent will establish district-wide data teams for PBIS/SEL and academic tiered systems

