
HUDSON

PUBLIC SCHOOLS

Delivering world-class education today
for the global leaders of tomorrow



Artist: Graziella Pereira – Grade 7

DISTRICT IMPROVEMENT PLAN

2021-2022

DISTRICT IMPROVEMENT PLAN FRAMEWORK

Mission	Delivering World-Class Education Today for the Global Leaders of Tomorrow
Our Values	<p>We create a culture of:</p> <p>Excellence We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions.</p> <p>Strong Relationships We build a strong sense of community based on clear communication and partnerships.</p> <p>Educating the Whole Child We recognize students as unique individuals and frame decisions with all students in mind.</p>
Vision	Every student feels nurtured, challenged, and confident to embrace the future.
<i>Are the foundation of the...</i>	
Theory of Action	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
<i>Which leads to the development of the...</i>	
Strategic Objectives	<p>1. High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p> <p>2. Educating the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p> <p>3. Innovative Educational Practices Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p> <p>4. Climate and Culture Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.</p>
<i>Which will be achieved by the...</i>	
Strategic Priorities	<p>High Quality Instructional Practices 1.1 Build capacity through the effective use of data in a reflective cycle of inquiry. 1.2 Build experiences that demonstrate diverse, student-centered, instructional practices.</p> <p>Educating the Whole Child 2.1 Establish a social – emotional curriculum to ensure a positive learning community at each school. 2.2 Implement the District’s MTSS Framework to support the academic success of all students.</p> <p>Innovative Educational Practices 3.1 Define and expand K-12 Pathways that ensure rigorous learning experiences for all students. 3.2 Expand district-wide capacity and application of the 1:1 technology. 3.3 Engage in a cycle of curriculum refinement.</p>

	<p>Climate and Culture</p> <p>4.1 Build a strong community among all stakeholders.</p> <p>4.2 Strengthen the effectiveness of the District’s Leadership Team.</p>
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For which you set...

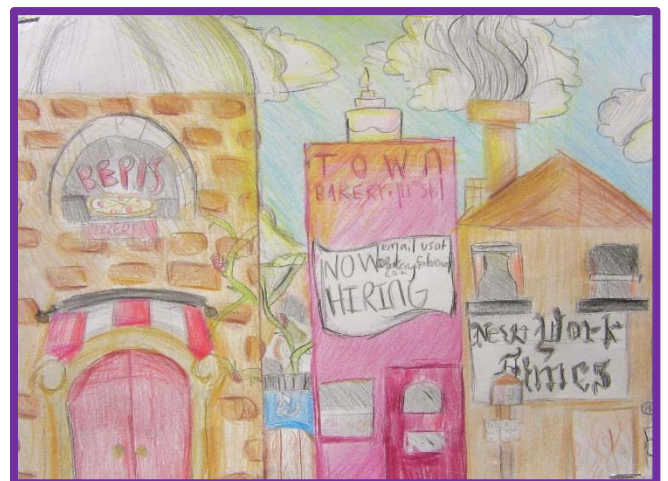
Outcomes	<p>High Quality Instructional Practices <i>By 2022, 100% of our teaching staff will monitor the use of data at the classroom and school level to ensure the establishment of a positive culture of data inquiry.</i></p> <p>Educating the Whole Child <i>By 2022, 100% of our teaching and support personnel will expand their knowledge and build capacity in appropriate social-emotional practices to support all students.</i></p> <p>Innovative Educational Practices <i>By 2022, 100% of our curriculum maps will be refined and expanded to include technology integration and diverse learner sections.</i></p> <p>Climate and Culture <i>By 2022, the district will have completed a district-wide equity assessment and identified areas for strategic action steps.</i></p>
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SCHOOL COMMITTEE GOALS

Goal 1	Achieve continuous improvement in the academic and social growth of ALL students.
Goal 2	Provide a safe and supporting environment for our students and staff.
Goal 3	Promote a collaborative relationship with the community and all stakeholders through effective communication and transparency.
Goal 4	Encourage progressive development and innovation in our professional practice at all levels within the district.
Goal 5	Develop a financially stable and fiscally responsible budget that is responsive to the needs of the district.



Artist: Eioizah Avelar – Grade 6



Artist: Carolina Almeida – Grade 6

ACTION PLAN 2021-2022

STRATEGIC PRIORITY 1.1: Build capacity through the effective use of data in a reflective cycle of inquiry.				
S.P.	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
1.1a	Curriculum Directors Principals Administrators Time	Evaluate the District practices relative to: 1. gathering evidence of student learning and mastery of content to inform instruction. 2. how accurately our assessments are being used to drive instruction and to reflect student growth and achievement in grades K-12.		<ul style="list-style-type: none"> • Evaluate strengths and areas of growth for existing K-4 data meetings, formative assessments, and implement identified areas for improvement. • Establish schedule, norms, and protocols for curriculum director-supported bi-weekly meetings at QMS and evaluate their efficacy. • Evaluate areas of opportunity within the HHS schedule for teaching teams to meet in order to explore department/team-based data. Build the required infrastructure to accomplish this work.
1.1b	ELEVATE Team DELTA Team Data Research and Accountability Specialist	Monitor the use of data at the classroom, school, and District levels (e.g. CPT, Department Meetings, Principal’s Meetings, professional development days, ILTs, DELTA, ELEVATE.) to ensure the establishment of a positive culture of data inquiry.		
STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.				
S.P.	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
1.2a	ILT Curriculum Directors Time, Data	Identify, learn, and use 3-5 instructional practices, based on research, to strengthen core instruction, and to be adopted school-wide. Based on research, we will strengthen Tier 1 & Tier 2 instruction by identifying, learning and using 3-5 instructional practices.		<p>Further the ILT work at each building by:</p> <ul style="list-style-type: none"> • Continue regular ILT meetings to further identify instructional practices related to each building’s instructional focus. • Incorporate ILT-developed instructional practices into department-specific work.
1.2b	ILT Time Professional Training	Develop district-wide and school-based PD plans that coherently build student-centered instructional practices.		<ul style="list-style-type: none"> • Create a map of the PD plan to communicate with staff and to show how PD opportunities connect. • Engage staff in district-wide multilingual learner PD. • Engage staff in building-based PD focused on ILT goals. • Make clear connections for staff between ILT strategies and multilingual learner strategies.

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1.2c	ILT Time Data	Create an internal accountability system (inspect what we expect) to monitor the implementation of the adopted instructional practices.		Further the ILT work at each building by: <ul style="list-style-type: none"> • Create classroom level “look fors” for each instructional focus. • Collect classroom artifacts (e.g., video, student work) that demonstrate instructional focus in action.
1.2d	ILT Time Data	Develop a targeted plan to engage families and community in supporting the school-wide instructional focus.		Further the ILT work at each building by: <ul style="list-style-type: none"> • Continue to design and advertise the school-based instructional focus to relevant stakeholders, particularly students (i.e. assemblies, announcements).
STRATEGIC PRIORITY 2.1: Establish a social-emotional curriculum to ensure a positive learning community at each school.				
S.P.	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
2.1a	SEL Committee Principals Time General education teachers EL, Special Ed, specialist teachers	Build capacity to support schools to implement specific changes to existing school structures to make them more comprehensive for students.		<ul style="list-style-type: none"> • SEL committee expands to include general and special education teachers, EL teachers and specialists who will research curriculum options for each level. • Identify the SEL Curriculum at each level that supports SEL framework (CASEL). • PD trainings (CASEL, WSCC, Responsive Classroom, Second Step). • Buildings developing a schedule to support SEL learning. • Program implementation to begin in the 2022-2023 school year.
STRATEGIC PRIORITY 2.2: Implement the District’s MTSS Framework to support the academic success of all students.				
S.P.	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
2.2a	Principals, Curriculum Directors, Building Staff, Time	Utilize the MTSS Implementation Tool to identify each school’s and department’s current practices related to each intervention tier identified in the MTSS Framework.		<ul style="list-style-type: none"> • Reconvene the MTSS committee to refresh the work from 2 years ago. • The District will focus on the attendance strand for the 2021-2022 school year. • Send a consistent message reintroducing the District to MTSS. • Each school level will examine their need for the MTSS Attendance Framework and use information on the Toolkit to support their practices.

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				<p>MTSS Tool - https://drive.google.com/file/d/186POIKLhY-A_ZoolPZ9six6FAdaR9tno/view?usp=sharing</p> <p>MTSS Framework - https://drive.google.com/file/d/14ctFRm6AVjTm88btNozuWOI8RF3F-2DM/view?usp=sharing</p>
STRATEGIC PRIORITY 3.1: Define and expand K-12 pathways that ensure rigorous learning experiences for all students.				
S.P	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
3.1a	Curriculum Directors, Principals, Asst. Superintendent, Time, Funding	Develop a committee to analyze data relative to students' current level of access and participation in advanced courses and provide recommendations for growth.		<ul style="list-style-type: none"> Engage the committee members in the understanding and definition of advanced courses and student access. Identify and review the available data to make short term and long-term decisions relative to student access to advanced courses.
3.1b	Curriculum Directors, Subject Leaders, Principals, Time	Develop system for reviewing and expanding the Pathway program to include the establishment of Advisory Boards for each Pathway.		<ul style="list-style-type: none"> Review existing pathways and identify possible new pathways, with a focus on access for all students. Establish advisory boards for each pathway using/adapting the CVTE advisory board guidelines.
3.1c	Curriculum Directors, Subject Leaders, Principals	Evaluate District's protocol for course referral/offerings and student scheduling.		<ul style="list-style-type: none"> Evaluate the District's protocol for course referral/offerings and student scheduling process at HHS and make recommendations for improvement and inclusive practices.
STRATEGIC PRIORITY 3.2: Expand District-wide capacity and application of the 1:1 technology.				
S.P	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
3.2a	1:1 Technology Task Force Curriculum Directors Principals, Time	Implement and monitor effective instructional practices that infuse the core elements of Digital Literacy across content areas.		<ul style="list-style-type: none"> Re-establish the Technology Task Force to provide greater representation across the district. Identify necessary student skills and how they connect to the curriculum. Evaluate the impact of technology at different grade levels/content areas and create a portfolio of lessons that have integrated technology.

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STRATEGIC PRIORITY 3.3: Engage in a cycle of curriculum refinement.				
S.P	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
3.3a	Curriculum Directors, Assist. Superintendent Teachers Time , Funding	Examine completed curriculum maps to identify existing and potential research-based practices for integration of technology and diverse learners.		<ul style="list-style-type: none"> Modify the curriculum map template to include technology integration and diverse learner sections. Begin to modify department curriculum maps throughout the year.
STRATEGIC PRIORITY 4.1: Build a strong community among all stakeholders.				
S.P	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
4.1a	DELTA Team ELEVATE Team Time	Implement the District Leadership Communication Plan designed to improve internal and external communication with all stakeholders.		<ul style="list-style-type: none"> Review content of the District’s website to improve stakeholders’ access to important information and documents. Plan expansion and training around communication through School Messenger and/or emailing from Aspen Unify use of Smore software for communication. Review effectiveness of communication plans for parents, especially for EL parents.
4.1b	DELTA Team ELEVATE Team Time	Build and enhance family partnerships through existing groups (SEPAC, HSA, School Councils, ELPAC).		<ul style="list-style-type: none"> Evaluate the effectiveness of online meetings vs in-person meetings. Identify families’ basic needs and potential “Wraparound Services” needed. Galvanize community organizations to support the needs of our diverse population.
4.1c	DELTA Team School Counselors	Conduct a District-wide Equity Assessment.		<ul style="list-style-type: none"> Select an organization to conduct a District-wide Equity Assessment in 2021-2022 school year. Develop an Action Plan based on the results of the Equity Assessment.

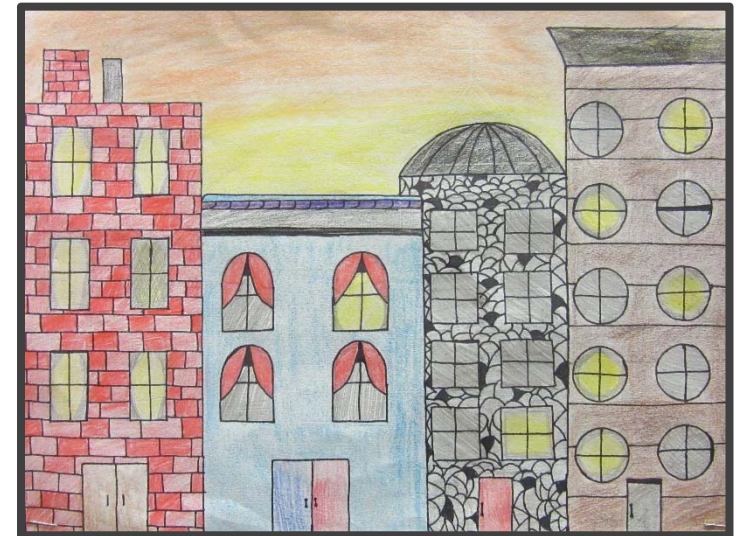
ACTION PLAN 2021-2022

STRATEGIC PRIORITY 4.2: Strengthen the effectiveness of the District's Leadership Team				
S.P.	Resources	Action Steps (Outputs)	Status	2021-2022 Action Step Priorities (Outcomes)
4.2a	DELTA Team ELEVATE Team Survey	Expand the practice of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District's identified values.		<ul style="list-style-type: none"> • Ensure all relevant stakeholders receive procedures created by various leadership teams. • Ensure all relevant stakeholders have a mutual understanding of procedures being implemented across the district.
4.2b	DELTA Team	Develop an Action Plan to address the areas for growth identified through the analysis of the Parent, Student, Staff survey results.		<ul style="list-style-type: none"> • Select notable areas for growth identified through former and current survey results. • Create action steps to address and support identified areas of concern/need.



Artist: Shaelyn Madden – Grade 6

Artist: Aila MacDonald – Grade 6



District Leadership Team



Educational
Leaders
Establishing
Vision
Aiming
Toward
Excellence

Members:

Adam N. Goldberg

Alise D. Budny

Ana Pimentel

Catherine A. Kilcoyne

Dan McAnespie

Daniel J. Gale

David Champigny

Diane F. Hoff

Ellen Schuck

Jason W. Medeiros

Jeannie Graffeo

Jeffrey T. Gaglione

Jennifer N. Allard

Jessica L. Winders

Judith M. Merra

Katherine R. Crothers

Kathleen Provost

Kelly C. Sardella

Kerry A. Bartlett

Kristine L. Somers

Lara L. Beach

Lisa A. Nims

Marco C. Rodrigues

Matt Gaffny

Paulo Roberto P. Murta

Rachel Scanlon

Robert D. Knittle

Sarah B. Davis

Sarah C. Worrest

Scott D. Kurposka

Tanya M. O'Connell

Todd Wallingford

Wendy Anderson