

Hopedale Public Schools
District Strategic Plan
Progress Report
2021-2022

Strategic Objective #1

Implement the “Acceleration Roadmap: Pathway to Equitable Recovery” Plan from the Department of Education.

Foster a sense of belonging & partnership among students and families:

- Examined available data regarding attendance (2021 6% for district and 18% for state) and developed flexible schedules to support families
- Developed an SEL screener
- Administered SEL screener to students and analyzed data
- Contracted with Community Impact to provide additional counseling support
- Provided PD and training for the “World of Difference” program to promote diversity, equity, and inclusion
- Implemented use of the ASQ:SE2 social emotional screener at the preschool level
- Continued use of family “getting to know you” questionnaires at BBC
- Return of Band, Chorus, MES Science Fair, Computer Science Class and Spanish class (grades 5 & 6)
- Club and Athletic activities at the JSHS
- Girls on the Run program at Memorial
- Reading events for family members to read to students
- Events that welcomed our community
 - BBC Popsicles with the Principal, 7/20/21, 8/2/21, and 8/27/21
 - Event held on the BBC playground to allow for incoming BBC families to meet one another, the BBC Principal, and staff
 - BBC Orientation, 8/31/21
 - BBC Curriculum Night, 9/30/21
 - BBC Grandfriends Program began, 12/15/21
 - Guided Tours of MES for students & families of newly enrolled students
 - Guided Tours of MES for Remote Learning Academy (RLA) students and their families
 - Self-Guided Tours of MES for all students
 - PACE-Popsicles in the Playground for incoming Memorial Kindergarten students
 - Kindergarten Orientation at Memorial 8/31/21
 - JSHS seventh grade orientation 8/24/21
 - JSHS new student and RLA transition back to school orientation 8/24/21
 - JSHS seventh grade class meeting with administration and advisors prior to the start
 - JSHS 7-12 class meetings with administration and advisors over the first two weeks of school

- JSHS guidance available to meet with students during the summer
- JSHS open tour/visit invitation
- Virtual curriculum night 2/8/2022
- District wide In-person Back-to-School nights
- Coffee with the counselors parent meeting
- Biweekly academic progress reports
- ELL district wide family night

Continuously monitor students' understanding:

- Investigated and purchased iReady (formative assessment tool for K-8)
- Create an assessment calendar and plan
- Provided training and PD in how to administer iReady
- Provided training and PD in how to analyze iReady data
- Provided training and PD on how to use iReady to drive instructional/curriculum decisions
- HJSHS will begin to design a curriculum review process

Ensure strong grade-appropriate instruction with just-in-time scaffolds when needed:

- Providing after-school academic support at the JSHS
- Developed intensive school day academic reinforcement groups at Memorial based upon iReady
- Purchased iReady modules used to individualize instruction in math and English to assist in reducing learning gaps
- Provided additional teaching support to provide in-class "just in time supports"
- After school "Boot camps" at Memorial in content areas and high engagement interests
- A daily "What I Need (WIN) Block" in all MES classrooms dedicated to academic intervention, including just-in-time scaffolds as well as opportunities for enrichment

Strategic Objective #2

Ensure academic growth and acquisition of skills to ensure recovery and progress for every student after the pandemic of 2020.

Adopt assessments that allow staff to identify learning gaps and/or strengths for all students and identify obstacles and learning gaps for every student:

- Investigated and adopted iReady Formative Assessment
- Provided training for staff
- Provided coaches to assist in analyzing data
- Held grade level/content area staff meetings to review iReady data on consistent basis to determine classroom interventions and identify entry points for student instruction, and enrichment opportunities
- Held school leadership team meetings to discuss data analysis, use of data to drive instructional decisions, based additional supports and use of ESSER funding to provide direct

<p>supports to students</p> <ul style="list-style-type: none"> • Developed formal curriculum/unit review protocols and have begun the process of reviewing current curriculum units, resources, and materials • Developed a formal curriculum review and selection process • Adopted DIAL4 assessment for general education screening at BBC
<p><i>Utilize a multi-tiered system of support to assist students to overcome obstacles and implement strategies to inspire every child to learn and grow as they reenter school:</i></p> <ul style="list-style-type: none"> • iReady coaching by grade level to review data and continued use of adaptive student modules for practice and reinforcement of learning gaps. • Response to Intervention (RTI) program at BBC to provide tiered supports as children are brought through the IST (Instructional Support Team) process • Surveyed all staff on areas of need/growth in their instructional practice for ELL students to enhance accommodations, strategies and knowledge of language development • Memorial PBIS • JSHS monthly Student Intervention Team (SIT) meeting • JSHS Student Return to school survey three time per year
<p><i>Review and adopt research based, quality educational curricula to support all identified academic needs for students and staff:</i></p> <ul style="list-style-type: none"> • School-based Leadership Teams regularly meet to discuss matters related to curriculum, instruction and assessment to support the learning needs of students • Curriculum Council implemented the Accelerated Roadmap within grade levels and content areas • Developed formal curriculum/unit review protocols and have begun the process of reviewing current curriculum units, resources, and materials • Developed a formal curriculum review and selection process • Completed an inventory review of curriculum in ELA and Math to ensure that the district is using research-based curriculum • Began using CURATE (CURriculum RATings by TEachers) to review vetted curricula by DESE
<p><i>Provide enrichment and enhancement opportunities for students who do not demonstrate learning gaps:</i></p> <ul style="list-style-type: none"> • Use of iReady data to form guided instructional groupings in classrooms (math & ELA) to provide enriched/enhanced learning opportunities for students • A daily “What I Need (WIN) Block” in all MES classrooms with opportunities for enrichment

<p align="center">Strategic Objective #3</p> <p align="center">Ensure growth in social/emotional competencies and application of those skills to manage and achieve positive goals, support reconnecting relationships and make responsible decisions.</p>
<p><i>Assess support of social emotional health needs for students and staff and consistently</i></p>

review effectiveness of interventions:

- At Jr-Sr High School, Tier 1 data from Strengths and Difficulties Questionnaire (Sept 2021) identified 133 students qualifying for involvement in Tier 2 groups. 3 groups created: social/peer, emotional regulation, hyperactivity/inattention. First 2 waves of intervention completed. Per student reporting in Group Satisfaction Questionnaire, interventions helpful in areas addressed.
- At MES, use data from SEL screening tool to create Tier 1 classroom interventions and Tier 2 individual and small group interventions and supports for students
- Data collected from both ASQ:SE2 parent questionnaires as well as classroom observations used in BBC IST process to identify students requiring additional SEL supports

Create universal strategies to promote collective self-care for students and staff through repercussions of the pandemic:

- BBC Pyramid Model building expectations and routines across classrooms support a successful social emotional model for students and staff at the preschool level
- Twice weekly RRICK Time meetings in MES classrooms to discuss and promote self-care for students
- JSHS Blue Raider Block for academic support, enrichment and SEL
- JSHS Identifies SEL strategies in teacher lesson plans during walkthrough observation

Provide rigorous and inclusive social emotional learning experiences to ensure all students are college and career ready:

- BRIDGE Program provided support for students returning to school and their emotional health, including academic and emotional support, family engagement and care coordination
- Continued membership with BRYT to foster communication and coordination with guidance, special education, social work and wrap around mental health supports for students and families
- Continued use of DESE's Massachusetts Standards for Preschool and Kindergarten Social Emotional Learning and Approaches to Play as the main curriculum for learning at BBC allows for integration of several research-based programs such as Conscious Discipline's Feelings Buddies, Skill Streaming, and Social Thinking to help enhance the SEL learning experience for students
- MES Counseling Staff provide Tier 1 classroom interventions and learning experiences to teach, model and rehearse Social Emotional Learning strategies
- Classroom RRICK Time dedicated to classroom discussion and activities related on SEL themes
- Unified Arts team collaboration with Flex Center and Rising Stars classrooms to provide enrichment activities for students

Practice meaningful integration of academics and SEL so they are mutually reinforcing to improve focus and decrease stress and anxiety:

- Use of the Teaching Pyramid Observation Tool (TPOT) at BBC to monitor use of Pyramid Model practices in classrooms and provide teachers with feedback and areas for growth
- MES SEL and PBIS teams collaborate to offer integrated resources and strategies to aid staff in teaching self-regulatory and self-care strategies

Ensure identification of tiered interventions targeting social emotional growth for all students :

- Contracted Community Impact Partners at JrSr High School and Memorial to provide tiered intervention groups in identified areas.
- Continued work with the Pyramid model at BBC

Strategic Objective #4

To embrace and advance a culture and climate that supports diversity, equity and inclusive practices that lead to knowledge, appreciation, and respect within the Hopedale Community and beyond.

Foster and maintain a climate based upon collaboration, celebration, appreciation, and validation:

- Several orientation events, spirit weeks, staff events, and celebration days have been incorporated throughout the year at BBC to maintain a positive and inclusive school community and climate
- Grandfriends program started at BBC, introducing elder community members as “adoptive grandparents” in BBC pre-kindergarten classrooms
- MES has held a variety of spirit weeks and staff events & activities to help maintain a positive and inclusive school climate & community
- MES provided Professional Development workshop for all staff, “Courage, Hope & Resilience” focused on self-care and collaboration
- JSHS held a volleyball tournament, corn hole tournament, and held spirit days throughout the year
- JSHS students have been attending training in the World of Difference program
- MIAA training and events for students
- DECA students teaching Memorial students about Financial Literacy
- Math Honor Society teaching math at Memorial

Develop lessons, plans, activities, and experiences that meet the diverse needs of every level of learner within our district:

- BBC teachers participated in PD on Diverse and Inclusive Classrooms and have created a DEI shared library in addition to using funding to purchase additional diverse curriculum materials
- Memorial has incorporated diversity, equity, and inclusion lessons into RRICK time
- JSHS has begun student training in the “World of Difference” program

Create systems to increase understanding and appreciation for all home languages, cultures, and values:

- In Tiered Focus Monitoring process, facilitated adjustments to handbook and building documents and language with emphasis on civil rights and culturally proficient procedures
- Continue review and assessment of all curricula to ensure cultural proficiency in all materials

with a focus on awareness of bias

- Purchase of multiple grade level texts (K-6) that promote multicultural awareness and themes of Diversity, Equity and Inclusion
- Virtual Visiting Author program for MES teachers and students, which includes multicultural children's authors

Engage in constructive dialogue to move toward continuous growth for students, staff, and families:

- Continuous cycle of data analysis for every student
- Development of unit review protocol which includes a review of student work
- Analysis of student growth data in iReady and MCAS with adjustments to instruction

Provide training to increase cultural proficiency within the district:

- World of Difference work and professional development
- Expansion of ELL services for the town's growing population
- Diverse and Inclusive Classrooms professional development at the preschool level
- Massachusetts Partnership for Youth Membership that provides many monthly webinars including "School Mental Health Leadership Institute", "Intersection of Race and Culture" and support for gender diverse students
- Diverse and Inclusive Classrooms professional development at the preschool level