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# HUDSON

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## PUBLIC SCHOOLS

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



Artist: Elizabeth Richardson – Grade 7

# DISTRICT IMPROVEMENT PLAN

## 2022-2025

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Element	Definition
<b>Mission</b>	Delivering World-Class Education Today for the Global Leaders of Tomorrow
<b>Our Values</b>	<p>We create a culture of:</p> <p><b>Excellence</b> We work with integrity and hold ourselves accountable for exemplary service, outcomes, and interactions.</p> <p><b>Strong Relationships</b> We build a strong sense of community based on clear communication and partnerships.</p> <p><b>Educating the Whole Child</b> We recognize students as unique individuals and frame decisions with all students in mind.</p>
<b>Vision</b>	Every student feels nurtured, challenged, and confident to embrace the future.
<i><b>Are the foundation of the...</b></i>	
<b>Theory of Action</b>	If all Hudson Public Schools personnel work collaboratively to educate the whole child, then all students will succeed and become productive citizens.
<i><b>Which leads to the development of the...</b></i>	
<b>Strategic Objectives</b>	<p><b>1. High Quality Instructional Practices</b> 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><b>2. Educating the Whole Child</b> Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p> <p><b>3. Innovative Educational Practices</b> Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.</p> <p><b>4. Climate and Culture</b> 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><b>Which will be achieved by the...</b></i>	
<b>Strategic Priorities</b>	<p><b>High Quality Instructional Practices</b> 1.1 Build District-wide capacity through targeted professional learning. 1.2 Build experiences that demonstrate diverse, student-centered, instructional practices.</p> <p><b>Educating the Whole Child</b> 2.1 Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school. 2.2 Implement the District’s MTSS Framework for Social-Emotional Learning. 2.3 Implement the District’s MTSS Framework for Attendance.</p> <p><b>Innovative Educational Practices</b> 3.1 Expand access to advance coursework that ensures rigorous learning experiences for all students. 3.2 Expand District-wide capacity and application of the 1:1 technology.</p>

	<p>3.3 Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.</p> <p><b>Climate and Culture</b></p> <p>4.1 Build a strong community among all stakeholders.</p> <p>4.2 Strengthen stakeholder engagement with, and equitable access to, District information.</p>
<b><i>For which you set...</i></b>	
<b>Outcomes</b>	<p><b>High Quality Instructional Practices</b>  <i>By 2025, 100% of our teaching staff will receive targeted professional development training that includes instructional practices, common assessments, and tiered monitoring plans to support all learners, including multilingual learners.</i></p> <p><b>Educating the Whole Child</b>  <i>By 2025, 100% of our teaching and support personnel will expand their knowledge of the Choose Love Curriculum for social, emotional learning and will implement the curriculum with fidelity at each school.</i></p> <p><b>Innovative Educational Practices</b>  <i>By 2025, all schools will refine and implement a system of supports for struggling students to promote academic success and increase access to rigorous learning experiences by 50%.</i></p> <p><b>Climate and Culture</b>  <i>By 2025, the district will have developed and implemented action steps addressing the recommendation contained in the District-wide equity audit report.</i></p>

# SCHOOL COMMITTEE GOALS 2022-2023

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

# District Leadership Team

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**E**ducational  
**L**eaders  
**E**stablishing  
**V**ision  
**A**iming  
**T**oward  
**E**xcellence

**Members:**

Adam N. Goldberg

Alise D. Budny

Ana Pimentel

Catherine A. Kilcoyne

Dan McAnespie

Daniel J. Gale

David Champigny

Lisa O'Brien

Ellen Schuck

Jason W. Medeiros

Jeannie Graffeo

Jeffrey T. Gaglione

Jennifer N. Allard

Jessica L. Winders

Anne Doble

Allyson O'Malley

Kathleen Provost

Kelly C. Sardella

Lauren Pupecki

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

Brenna Kane

## ACTION PLAN 2022-2023

STRATEGIC PRIORITY 1.1: Build District-wide capacity through targeted professional learning.			
S.P.	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
1.1a	D-ILT Focused Schools Principals	District-Wide Instructional Leadership Team guides the development of professional learning opportunities that links multilingual learner and ILT needs for all learners.	<ul style="list-style-type: none"> <li>● Develop yearlong district-wide PD plan with an emphasis on Multilingual Learners that is driven by data.</li> <li>● Support continuous learning opportunities after every professional development session through building level / department support to ensure fidelity of implementation.</li> <li>● Create opportunities for regular collaboration, classroom learning walks, data analysis, and growth-producing feedback from coaches, principals and peers.</li> </ul>
1.1b	D-ILT Focused Schools Principals FIC	Implement 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 inform professional learning.	<ul style="list-style-type: none"> <li>● Identify and evaluate the available data regarding multilingual learners.</li> <li>● Identify and explore additional data sources to measure the impact of professional development as it relates to educator practice.</li> <li>● Identify additional common assessments to be used to facilitate classroom discussions.</li> <li>● Explore and pilot new protocols for facilitating student-centered conversations.</li> <li>● As needed, identify and pilot new intervention strategies to support MLLs.</li> </ul>
STRATEGIC PRIORITY 1.2: Build experiences that demonstrate diverse student-centered instructional practices.			
S.P.	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
1.2a	D-ILT Focused Schools Principals FIC	Strengthen Tier 1 & Tier 2 instruction by identifying, learning, and using 3-5 instructional practices that are highly effective for all learners.	<ul style="list-style-type: none"> <li>● Develop and implement a four to six week monitoring plan that measures the impact on student growth and achievement.</li> <li>● Evaluate Tier 1 &amp; Tier 2 instructional practices using SMARTE Goals (Specific, Measurable, Attainable, Relevant, Time-based, Every Student Every Day) and adjust based on data analysis.</li> </ul>
1.2b	D-ILT Focused Schools Principals FIC	Create an internal accountability system (inspect what we expect) to monitor the implementation of the adopted instructional practices.	<ul style="list-style-type: none"> <li>● Implement a set of “look-fors” based on ILT instructional practices.</li> <li>● Implement learning walks across the district in order to monitor best practices.</li> </ul>

## ACTION PLAN 2022-2023

			<ul style="list-style-type: none"> <li>Utilize the information from learning visits to create building or district level action steps.</li> <li>Buildings will communicate with staff relentlessly, creating an agreed upon process of sharing updates and information on a continuous basis through various means of communication including ILT, department, grade level meetings, and weekly updates.</li> </ul>
<b>STRATEGIC PRIORITY 2.1: Implement Choose Love’s social-emotional curriculum to build and sustain a positive learning community at each school.</b>			
S.P.	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
	D-ILT Principals Teachers Support Personnel FIC	Introduce, learn, implement and evaluate the Choose Love Curriculum	<ul style="list-style-type: none"> <li>Develop a Communication plan for district and community partners regarding the implementation of Choose Love, including Home and School groups, SEPAC/ELPAC and Hudson Community organizations.</li> <li>Before School begins, the district will publish the professional development training schedule for the implementation of Choose Love for all staff.</li> <li>Each school develops building-based Choose Love Champion Teams to support implementation for each level that will meet regularly in order to refine the program in the schools, decide where the curriculum best fits in the schedule at each level, review surveys, and problem-solve any possible issues as the need arises</li> <li>During the school year, all schools will collect baseline data to assist with understanding improvement in school culture (attendance, nurse, office and guidance referrals, discipline records)</li> <li>All students will participate in a pre and post survey about themselves prior to the start of Choose Love and at the end of the year</li> <li>A staff survey will be developed by late Fall to be given at the midpoint and end of year to assess success of the Choose Love curriculum and implementation</li> </ul>



## ACTION PLAN 2022-2023

			<ul style="list-style-type: none"> <li>By May 2023, the Choose Love Champion teams will meet to evaluate what was learned about implementing the program and identify changes for the 2023-2024 SY</li> </ul>
<b>STRATEGIC PRIORITY 2.2: Implement the District’s MTSS Framework for social-emotional learning.</b>			
S.P	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
2.2a	D-ILT Principals	<p>The District will focus on the social-emotional behavioral strand for the 2022-2023 school year.</p> <p>Utilize the MTSS Implementation Tool to identify each school’s current practice related to social-emotional behavioral health.</p>	<ul style="list-style-type: none"> <li>By October 2022, identify the MTSS subcommittee members or Social-Emotional to meet to review previous work.</li> <li>By late December 2022, each school level will examine their specific needs for Social-Emotional Framework and tiers of support that should be made available.</li> <li>By mid-January 2023, reconvene as a district to share the completed frameworks/supports.</li> </ul>
<b>STRATEGIC PRIORITY 2.3: Implement the District’s MTSS Framework for attendance.</b>			
S.P	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
2.3a	D-ILT Principals	<p>Revise and Formalize MTSS Tool Kit (supports).</p> <p>Implement MTSS attendance procedures at each school.</p>	<ul style="list-style-type: none"> <li>By the end of October 2022, revisit MTSS Tool Kit in order to prioritize and solidify actionable items and identify potential budget items needed for additional attendance supports.</li> <li>By November 2022, develop a protocol for monitoring and addressing attendance across schools.</li> <li>Conduct quarterly district meetings to discuss attendance records throughout the district.</li> </ul>
<b>STRATEGIC PRIORITY 3.1: Expand access to advanced coursework that ensures rigorous learning experiences for all students.</b>			
S.P	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
3.1a	D-ILT HHS leadership team Teachers	Continue committee work 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"> <li>By December 2022, curriculum directors and HHS administration will evaluate current opportunities for advanced studies, including course options, profiles of those enrolled, and promotion of programs.</li> <li>By December 2022, create a strategic plan that targets all eligible students and offers a coherent menu of course offerings.</li> </ul>



## ACTION PLAN 2022-2023

			<ul style="list-style-type: none"> <li>By January 2023, create new course recommendation guidelines (“on-ramps”) that will promote students’ full access to advanced courses (i.e. AP, PLTW, honors).</li> </ul>
<b>STRATEGIC PRIORITY 3.2: Expand District-wide capacity and application of the 1:1 technology.</b>			
<b>S.P</b>	<b>Resources</b>	<b>Action Steps (Outputs)</b>	<b>2022-2023 Action Step Priorities (Outcomes)</b>
3.2a	Director of Technology D-ILT Technology Integration Specialists Technology Task Force	Implement and monitor effective instructional practices that infuse the core elements of Digital Literacy across content areas.	<ul style="list-style-type: none"> <li>By January 2023, identify key lessons in Digital Citizenship (Common Sense Media) and connect to them to specific content areas K-12.</li> <li>Rollout to staff expected student skills in using technology (ongoing monthly).</li> <li>Continue to identify and offer professional development in best practices for integration of technology into the K-12 curriculum (ongoing through Professional Development days).</li> </ul>
<b>STRATEGIC PRIORITY 3.3: Implement the District’s MTSS Framework to identify systems of support for students experiencing academic failure.</b>			
<b>S.P</b>	<b>Resources</b>	<b>Action Steps (Outputs)</b>	<b>2022-2023 Action Step Priorities (Outcomes)</b>
3.3a	Counselors Adjustment Counselors School Administrators D-ILT Principals/Assist. Principals Research and Accountability Specialist Teachers	Convene teams at each school and use the MTSS framework to identify and implement system of supports.	<ul style="list-style-type: none"> <li>By February 2023, evaluate and revise the IST process at each school.</li> <li>Review students’ academic/attendance data (monthly) with teachers and counselors to identify and assess MTSS intervention strategies (Sept-June - ongoing).</li> <li>By November 2022, evaluate strengths and areas for growth or gaps in current Tier 2 intervention opportunities at each school (e.g., Hawk Block, RTI, and ARC).</li> <li>By November 2022, establish core elements of effective Tier 1 instruction.</li> <li>By fall of 2022, establish a PLC pilot group to explore grading practices at the secondary level.</li> </ul>

## ACTION PLAN 2022-2023

<b>STRATEGIC PRIORITY 4.1: Build a strong community among all stakeholders.</b>			
S.P	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
4.1a	Mass Insight All Staff	Conduct a District-wide equity assessment.	<ul style="list-style-type: none"> <li>By the Summer 2022, establish norms, expectations, and working relationships among Mass Insight, Hudson Public Schools, and key stakeholders, including sessions with Hudson Public School leaders to prepare for the audit Process</li> <li>By the early fall 2022, Mass Insight will identify, compile, and analyze key data and artifacts related to structures, systems, processes, and outcomes in Hudson Public Schools</li> <li>During the fall and early winter, Mass Insight will collect and synthesize a wide range of perspectives and experiences from Hudson Public Schools students, families, staff, and community members through surveys, interviews, and focus groups.</li> <li>By early spring 2023, publish and present findings to district leaders and the broader Hudson community.</li> </ul>
4.1b	District Admin Principals	Strengthen staff buy-in at all levels through relentless communication of all relevant information at the district and school levels.	<ul style="list-style-type: none"> <li>Identify and implement opportunities for new and returning staff to learn about the current work of Hudson Public Schools (on going).</li> <li>Identify opportunities for schools to vertically align and showcase the work being developed at each level.</li> </ul>
4.1c	Welcome Center Family Liaisons Counseling Department Asst. Principals Athletic Director	Launch the Hudson Public School’s Family Welcome Center	<ul style="list-style-type: none"> <li>By October 2022, create and communicate the role, responsibility, and resources associated with the Welcome Center.</li> <li>Quarterly analyze how the Welcome Center is used/accessed in order to calibrate expectations of stakeholders.</li> </ul>
<b>STRATEGIC PRIORITY 4.2: Strengthen stakeholder engagement with, and equitable access to, District information.</b>			
S.P.	Resources	Action Steps (Outputs)	2022-2023 Action Step Priorities (Outcomes)
4.2a	Welcome Center Family Liaisons Principals Tech Department	Ascertain/analyze how families receive information and adjust communication systems as needed.	<ul style="list-style-type: none"> <li>Analyze how district/school communication is consumed (on going).</li> </ul>

## ACTION PLAN 2022-2023

			<ul style="list-style-type: none"> <li>• By December 2022, explore systems/modalities (e.g., electronic messaging) that can leverage communication with families and community.</li> <li>• By January 2023, evaluate how existing technologies can be leveraged to support the sharing of information across levels of the organization.</li> <li>• By February 2023, begin implementing multimodal communication outlets at the level families engage in.</li> </ul>
4.2b	<p>Welcome Center Family Liaisons Town Department (Social worker, Housing authority, Health Department, Select Board)</p>	<p>Make information about town/community resources accessible for students, families, and staff.</p> <p>Foster mutual understanding of resources and opportunities within the district including local services and extracurricular activities outside of the Public School system.</p>	<ul style="list-style-type: none"> <li>• By January 2023, conduct a community needs assessment to ascertain resources individuals / families need.</li> <li>• By February 2023, create a community resource repository that is housed in the Welcome Center and is available for students, families, and staff to access.</li> <li>• Audit/update information on a twice-yearly basis.</li> <li>• By March 2023, plan and implement an in-person resource fair.</li> <li>• Leverage existing district events to educate families about tools and services available (ongoing).</li> </ul>