



Superintendent Goals 2021-2022

Overview

The 2021-2022 school year promises to be one that is challenging as we continue to confront the challenges of the COVID-19 pandemic and reestablish the instructional practices in all of the Region 1 schools. The messages that we receive from our staff, CSDE and from education literature reinforce the need to simultaneously address social emotional and academic learning. While, in Region 1, we had recognized the power of an intentional focus on building social emotional awareness and resilience in our students in grades pre-k-12 prior to the pandemic, we recognize that it is imperative to address this issue as we soldier on through the pandemic and its aftermath. Thus the first two goals address the need to equally prioritize academic achievement and social emotional awareness education.

The third goal relates to the need to better serve all students at Housatonic Valley Regional High School according to the demands of current/contemporary work and career environments, as well as support the long-term vitality and quality of life in all of the six towns that comprise Region 1. While we regularly send a majority of students to excellent colleges and other post-secondary programs; each year, approximately one-third to one-fourth of our students graduate without a plan to find meaningful work or a place in their community. Sam Herrick, Ian Strever, Steve Schibi and I frequently hear from the contractor and trade organizations as well as from other service providers that they would love to see our students graduate as better-prepared entry-level workers in their businesses. We know that the difference between what a contemporary, apprentice-ready tradesperson and college-ready student needs to know and be able to do has narrowed and that all students can benefit from real-world, hands-on experiences. Thus my third goal focuses on creating a blueprint for changes at the High School that are in line with the need to engage all students such that they are prepared for contemporary college/career requirements, community workforce needs and last, but not least, gain greater self-awareness and self-fulfillment as a result of their experience at HVRHS.

Summary goal statements that address the issues noted above is as follows:

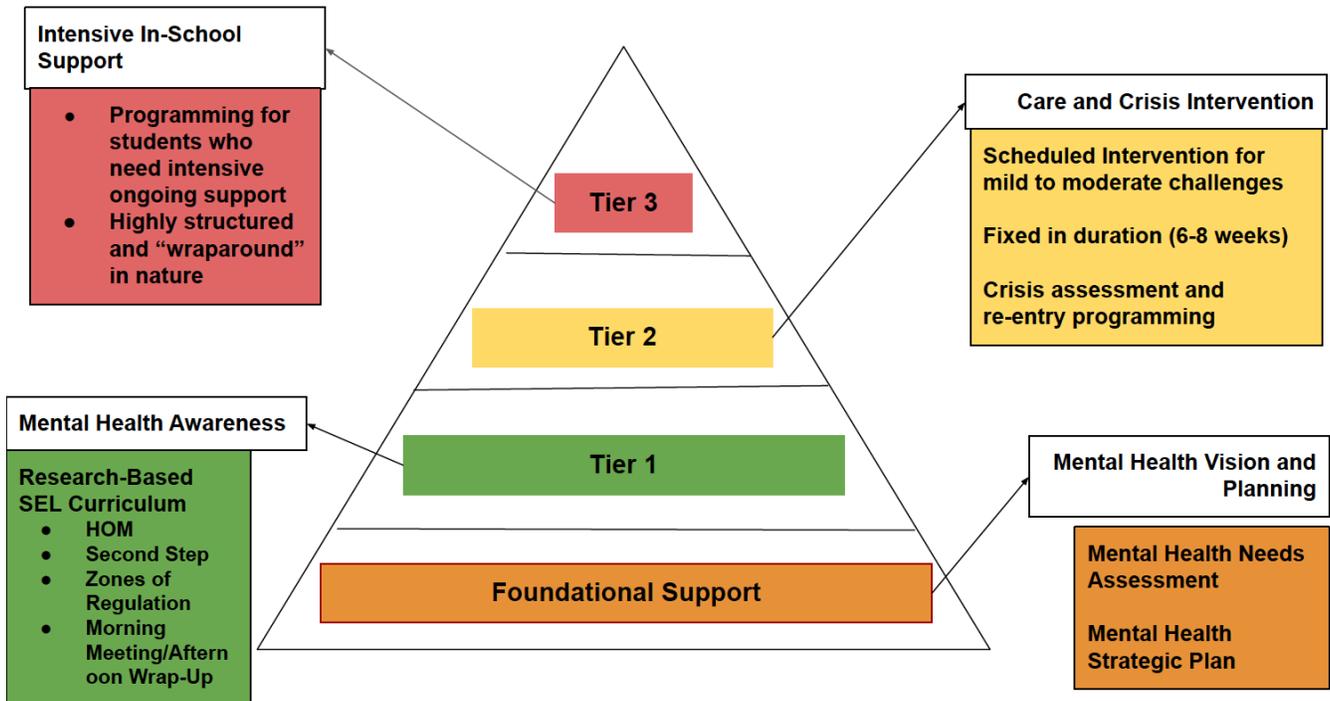
- The creation and implementation of a multi-tiered support system to support the social emotional well being of all students,
- The identification of student learning achievement gaps with targeted plans and support to close those gaps, and
- Exploration and planning to expand on the current offerings at HVRHS to align with 21st century and community needs.

Per the discussion at the September 22 ABC meeting, these are not one year goals. The work for the first two goals will span a three year period and a 5-7 year period for goal three. A detailed plan for the work in each year follows.

Expectations for Progress Relative to stated Goals

1. **Goal #1** - The documentation and improvement of a multi-tiered support system to support the social emotional well being of all students
 - a. Using the graphic below as a resource to guide the work, the Superintendent and the Assistant Superintendents will work together with administrators, School counselors, Pupil Services staff to document the existing components of a Multi-Tiered Support System for Social Emotional Awareness and Support in each school.

Region 1 - Multi-Tiered Support Framework for Social Emotional Awareness and Support



- b. Work in 2021-2022 will focus on *Foundational Support* and *Tier 1* and will include the following accomplishments by the end of the year:
 - i. Foundational Support:
 1. Conduct an SEL needs assessment that includes:
 - a. Assessment of SEL service delivery capacity (staffing) to identify gaps and recommend solutions.
 - b. Evaluation of current SEL curricula in each school and identify needed adjustments using the new school counseling standards to guide this work.
 - ii. Tier 1 - Mental Health Awareness
 1. Use the FastBridge MySAEBRS tool according to State and Federal guidelines for parent permission by the spring of 2021
 2. Reporting of screening data results to BOEs and families
 3. Discussion of how to use data to guide interventions at Tier 1 and Tier 2 levels

4. Identification and development/purchase of curriculum and support materials and needed professional learning for all staff. This work will carry over to 2022-2023 and 2023-2024.
- c. Goals for years 2022-2023 and 2023-2024 will be set based on progress in 2021-2022.

Outcome: The Superintendent will be able to discuss how this work contributed to one year of student achievement growth (based on student achievement data) due to greater attention to student mental health, resilience and engagement in daily school routines.

2. **Goal #2** - The identification of student learning achievement gaps with targeted plans and support to close those gaps.
 - a. The Superintendent will ensure that the Educlimber data warehouse includes the information required to accurately review progress for all students in the Region in grades Pre-K-8 and that all administrators and teachers have received necessary professional learning support to use this tool.
 - i. FastBridge screening data - 2021-2022
 - ii. Smarter Balanced and NGSS summative data - 2021-2022
 - iii. Relevant classroom achievement grades that are linked to priority standards identified in the Region 1 Curriculum - 2021-2024
 - iv. Attendance data - 2021-2022
 - v. MySAEBRS and SABERS and other SEL-related information - 2021-2024
 - vi. Notes from data team meetings in each of the schools - 2021-2023
 - b. The Superintendent will ensure that curriculum work continues, particularly for the High School and for School Counselors/Psychologists
 - i. Work will continue to ensure that curriculum is in place for all High School courses by the end of the 2023-2024 school year.
 - ii. The Assistant Superintendents will work with the school counselors and psychologists to continue progress on completing curriculum that is aligned with the new standards in these areas.
 - iii. Completed curriculum will be published on all school websites as a resource for current parents prospective parents and community members
 - iv. Existing curriculum will continue to be reviewed and revised in 2022-23 and 2023-24 as the need arises based on data review and feedback from teachers and administrators
 - c. The Superintendent will ensure that MTSS frameworks for academic achievement are in place for all schools and that administrators and teachers will work together to ensure one year of growth for all students over the next three years. Particular focus will be on student achievement in early literacy (Pre-K-2) and math (Pre-K-12). Data will be reported from these sources:
 - i. 2021-2022 - FastBridge and State summative assessments (SBAC, SAT School Day)
 - ii. 2022-2023 & 2023-2024 - FastBridge, State summative assessments, classroom assessments, and MySAEBRS.

Outcomes: Completion of data collection tasks, description of the use of data to guide instruction and evidence of student progress (student achievement data) based on modifications to instruction, intervention and support. This information will be reported by administrators throughout the year and summarized by the Superintendent at the end of the year.

3. **Goal #3** - Exploration and planning to expand on the current offerings at HVRHS to align with 21st century and community needs.
- i. Year 1 - 2021-2022
 1. The Superintendent will work with the HVRHS administrators and BOE to identify and visit schools that could serve as models and/or resources for future planning.
 2. The Superintendent will work with CAPSS, CSDE, Berkshire Taconic, the 21st Century Fund and the HVRHS Alumni Association to identify possible sources of funding for future plans
 - ii. Year 2 - Based on the findings in Year 1, the Superintendent will work with the HVRHS administration, BOE and Business Manager to begin to flesh out a blueprint for change. Community members, staff and students will have an opportunity to provide input as well.
 - iii. Year 3 - The Superintendent will work with a team consisting of the Region 1 Business Manager, representative members of Region 1 BOEs, community members, administrators, and staff to create a Case for Development (for fundraising purposes) and a comprehensive plan for implementing the new blueprint.

Outcomes: By the conclusion of the 2021-2022 school year, the Superintendent will report on:

- School visits
- Agencies consulted (CSDE, CAPSS, attorneys, etc)
- Next steps for years 2 and 3

The school visits and agency consultations will provide valuable input for future plans and raise important questions. We will also discover important information about funding sources.