

Hatch Valley Public Schools LFC Presentation - May 20, 2021

Mr. Michael M. Chávez
Superintendent of Schools



Vision: All students and staff empowered to succeed.

Purpose: To improve our students' quality of life through the development of life skills and career readiness.

Mission Statement: Our mission is to **move beyond test scores** and focus on **personal development** that leads to **successful lives** through communication and interpersonal skills; decision-making and problem solving; creative thinking and critical thinking; self-awareness and empathy; assertiveness and self-control; resilience and the ability to cope with problems.

Our Core Values:

1. Understand and practice worthwhile work.
2. Be in control of achieving personal goals.
3. Be encouraging and supportive to others.
4. Stay positive and lead by example.
5. Be graceful under pressure.

Where We Were:

- This year has been an **infinite game** of challenges, twists, turns and also celebrations
- In-Person to Virtual to Hybrid to In-Person
- Navigating academic and socio-emotional needs of students, families and staff
- Supporting families to stay connected to schoolwork despite tech challenges

Where We Are: What the Data Tell Us About Learning Loss/ Instructional Time

- Reading and Math scores show a dip in progress K-12
- Math scores show an increase in number of students needing more support
- 6th-8th graders show gains in Language usage and 6th graders show gains in Reading
- 4th-6th graders showed some gains in math
- Consistent engagement (average daily attendance over 93.7%)
- Increased number of course failures pre to post pandemic

Measuring and Monitoring Progress

- 74% of elementary students and 61 % of secondary students are back engaging in in-person learning
- Students completing benchmarks using supplemental software in reading and math
- Monitoring progress through use of supplemental programs such as Achieve 3000, Reading Plus, Imagine Math and Language/Literacy, iMSSA, interims
- Use of Schoolzilla data software by teachers and principals to monitor progress of all students and to look at subgroup progress
- PLCs will utilize the data reports to inform interventions

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Where We Are Going: Next Steps

- **Building Trusting Teams**
 - Structured, consistent analysis of data by teachers and principals in PLCs
 - Develop Student Relationships and Classroom Culture
 - Encourage Parent Engagement in instruction (FLI, Literacy day, etc.)
- **Addressing Learning Loss Through Existential Flexibility**
 - WIN time to address learning loss and acceleration for all students
 - Providing Tiered Intervention
 - Provide Rigorous and Relevant Instruction
 - Incorporate Blended Learning and Flipped Classrooms
 - Participating in Extended Learning Time Program to extend the school year to June 11 (FY21) as well as extending next year by starting on Aug 2 for 2021-22.
- **Demonstrating the Courage to Lead**
 - Blended learning focus that is rigorous, relevant and cultivates student agency
 - Align Instruction to the Culturally and Linguistically Responsive Instruction Framework
 - Implement Instructional Strategies to Overcome Learning Barriers Resulting from Poverty

Celebrations:

- Increased connections with parents, families and community
- Forced change in practices to help us evolve with the needs of our students
- Achieved one to one devices for all students with internet access
- Increased focus on engagement of all students and their diverse learning styles
- Created virtual classrooms for all courses for greater accessibility
- Moved to a more balanced, equitable grading system
- Move to more equitable lesson planning through the 5E model and Universal Design for Learning

Support through Funding: Over **36%** of our CARES funds budgeted to address learning loss

- Purchase Intervention software K-12 to help remediate as well as accelerate students
- Added a WIN (What I Need) time daily into instructional schedule Pre-K-12
- Purchase of blended learning software Pre-K-12
- Adding positions with CARES funds
 - 2 Interventionists
 - 2 Instructional coaches
 - 1 SPED teacher, 1 Social Studies teacher and 1 Science teacher to lower class sizes

“It is important to celebrate our victories, but we cannot linger on them.
For the Infinite Game is still going and there is still much work to be done.”
— Simon Sinek, The Infinite Game