



Hoosac Valley Elementary School

2021-2022 School Improvement Plan

[2018 Teacher Rubric](#)

High Leverage Instructional Practices and Implementation of Curriculum with Integrity

Strategic Objective 1: Staff will implement new curriculum(s) with integrity and analyze impact on student learning through the use of the Formative Assessments for Results cycle (FAR Cycle) and FastBridge data collection.

Standard Alignment:

STANDARD I: Promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

FOCUS ELEMENTS

- I-A-3: Well Structured Lessons:** Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; an strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.
- I-B-2: Adjustments to Practice:** Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.

Action	Timeline	Measure for Success/Benchmark
<i>Hoosac Valley Regional School District will regularly communicate with families regarding student learning and academic performance at all grade levels.</i>		
<i>Professional Development for Staff:</i> <ul style="list-style-type: none"> ● <i>Fastbridge training for both new and non-experienced staff on the implementation and useful reports</i> ● <i>New ELA curricula</i> ● <i>FAR Cycle: staff will be trained in the elements of the FAR cycle and supported by the ILT members.</i> 	On-going	Completion of PD
<i>Learning targets:</i> <ul style="list-style-type: none"> ● <i>will be visible</i> ● <i>will be aligned to the curriculum</i> ● <i>will be rigorous</i> ● <i>will be engaging</i> ● <i>will be written in student-friendly language, such as, "I can..." "We are learning to..."</i> 	Daily	Applicable learning targets will be visible for the different content areas Analyze example learning targets during ILT meetings Students will be able to articulate the lesson objective

<p><i>Reflecting on regular formative assessments</i></p> <ul style="list-style-type: none"> • Utilize the FAR Cycle (1. Clarify the learning journey, 2. Formative assessments, analyze F.A, 4. FIRME action) • Progress monitoring • Use results to differentiate instruction 	<p>weekly</p>	<p>Grade-level teams will analyze and reflect on formative assessments</p> <p>Adjustments to teaching practice will be made as necessary</p> <p>Student interventions will be adjusted based on data</p>
<p>Implementation of curricula with integrity</p> <ul style="list-style-type: none"> • ELA: Wit and Wisdom (K-3), FUNdations and Heggerty • Math: Eureka/Engage NY • Specials: content-specific 	<p>daily</p>	<p>Daily lesson plans will be based on grade-level/content-specific curricula</p>

Safe Learning Environment (SEL)

Strategic Objective 2: The Hoosac Valley Regional School District promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Standard Alignment:

STANDARD II: The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

FOCUS ELEMENTS

II-A-1: Quality and Effort of Work: Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.

II-A-3: Meeting Diverse Needs: Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

II-D-1: Creates and Maintains a Respectful Environment: Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.

Action	Timeline	Measure for Success/Benchmark
Use language from curricula that model high expectations within lessons for all students	on-going	A common language will be present across grade levels and classrooms that reinforce high expectations for all students.
Use Fastbridge data to determine student scaffolds	Every 6-8 weeks	Intervention groups will be created based on data
Supporting Responsive Classroom Practices <ul style="list-style-type: none"> ● SEL support ● Behavior approach - school-wide ● Classroom environment / Responsive Classroom-based behavior grid ● Teacher of Department to reinforce RC practices and behavior throughout the building 	daily	RC grid will be utilized in all classrooms Behavioral referrals will decrease in quantity Student survey- Students' sense of belonging increases Responsive Classroom Trainings/faculty meetings (quarter 2)
Create and maintain a school environment that celebrates cultural diversity	on-going	Family Event: "Where are you from?" PD surrounding cultural awareness and diversity

Communication/Family Engagement

Strategic Objective 3: Faculty/staff/administration will create, implement, and/or host a variety of communication strategies in order to support the mission of the district.

Standard Alignment:

STANDARD III : Promotes the learning and growth of all students and the success of all staff through effective partnerships and communication with families, community organizations, and other stakeholders that support the mission of the school and district.

FOCUS ELEMENTS

III-A-1: Family Engagement: Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.

III-C-1: Culturally Proficient Communication: Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values.

III-B- 2: Curriculum Support: Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.

Action	Timeline	Measure for Success/Benchmark
Host family events at the school	quarterly	Family events will be organized and scheduled. Attendance will be taken to document parent engagement Increased scores on (Panorama) family survey
Communicate school information in families' native language	on-going	Utilize the translation service to translate appropriate documents Invite interpreters, when appropriate, to school events
Parent-teacher conferences	Quarter 1	Teachers will hold parent-teacher conferences to update on student academic and behavioral progress.
Regular communication with parents/guardians	on-going	Teachers will communicate regularly with parents in ways like phone calls, emails, messages on apps, etc with updates on student behavior and academics.

		Parents will have a clear understanding of their child's academic and behavioral progress.
--	--	--