Hoosac Valley Regional School District

2021-2022 District Improvement Plan

2018 Teacher Rubric

FOCUS, COMMITMENT, PROFESSIONALISM

High Leverage Instructional Practices and Implementation of Curriculum with Integrity

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

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
Hoosac Valley Regional School District will continue the cycle of updating curriculum and expanding teacher repertoire to ensure high quality instruction across content areas.		

1. Training in and implementation of each new curriculum and intervention program including but not limited to:
   a. Wit and Wisdom
   b. Heggerty
   c. Fundations
   d. Into Literature
   e. Geodes
   f. Wilson Reading
   g. Read 180
   h. Math Recovery
	August, September, and ongoing throughout the course of the year.	- Walkthrough data: 100% of classes utilizing programs during corresponding instructional blocks
		- Clever Analytics: 75% of teachers and students utilizing online components of curriculums.
		- Panorama Professional Development data highlighting 10% increase in response favorable to questions measuring from Winter 2021 to Spring 2022:
		  - Value (33%)
		  - Content relevance (35%)
		  - Individualization (31%)
		  - Teacher growth (53%)
		Click here to access Winter 2021 survey results
		
		- Student Fastbridge Benchmark Data measuring typical to ambitious rates of improvement from Fall to Winter and Winter to Spring.

2. Development of an alignment map to provide clarity and consistency around district approved curriculum and resources at the tier 1, tier 2, and tier 3 level.	October to be updated throughout the course of the year.	- Completed map by 6/2022

3. Training in and implementation of high leverage instructional practices and the Formative Assessment for Results (FAR) Cycle.	September and ongoing throughout the course of the year.	- Walkthrough data: 100% of classes utilizing learned high leverage instructional practices during corresponding instructional blocks
		
		Click here for walkthrough data per school
		
		- Panorama Professional Development data highlighting 10% increase in response favorable to questions measuring from Winter 2021 to Spring 2022:
		   - Learned teaching strategies (54%)
		   - Teacher growth (53%)
		Click here to access Winter 2021 survey results
		
		- Student Fastbridge Benchmark Data measuring typical to ambitious rates of improvement from Fall to Winter and Winter to Spring.
		- Teacher team meeting notes documenting regular discussion re: FAR Cycle and high leverage instructional practices.
		- 100% of represented demographic groups achieving 2022 MCAS Accountability Targets in Math and ELA

4. Implementation of a consistent data review cycle utilizing Fastbridge and formative assessment data to drive instructional planning and decision making.	October and ongoing throughout the course of the year.	- Completed data review cycle - Data driven dialogue meeting notes - HVRSD benchmark data review protocol (developed with input from RBT) - *coming soon*
5. Training for and support of building based and district level Instructional Leadership Teams (ILTs) to provide teacher voice in decision making and support staff with program implementation and instructional practice.	August and monthly throughout the course of the year.	- Instructional Leadership Team meeting notes - New ILT job description (developing with RBT) -

Safe Learning Environment

Strategic Objective 2: **Staff will maintain a safe, inclusive and supportive environment for all students by regularly utilizing and reflecting on SEL data to ensure student needs are being met.**

STANDARD II: Faculty/staff/administration will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demo*nstrate 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
Hoosac Valley Regional School District will examine policies and practices district wide with an equity lens.		
1. School leadership teams will work together to align handbook policies and procedures to ensure clarity and consistency with expectations, supports, and information being provided to students and families with an equity lens.	August and ongoing throughout the course of the year.	- Completed school handbooks at all three levels. - Evaluate handbooks for quality/comprehensiveness/DEI
2. Expectations district-wide will be aligned with the tenets of P.R.I.D.E (Perseverance, Respect, Integrity, Diversity, and Empathy).	September and ongoing throughout the course of the year.	- Schedule of PRIDE assemblies and building-based activities to promote tenets of PRIDE
3. Training in and Implementation of Restorative Practices at all levels.	November and ongoing throughout the course of the year.	- Training calendar - Post training feedback - Walkthroughs and Observation: - Baseline suspension data: - PowerSchool log entry data: - Interview data re: effectiveness of restorative conversations

4. Training in and support around implementation of SEL strategies in the classroom.	Monthly	- Training calendar - Post training feedback - Walkthroughs and Observation:
5. Building administration will explore SEL programs with the goal of selecting a consistent SEL program for each building by the 2022-2023 school year.	January and ongoing throughout the course of the year.	- SEL Committee meeting notes - SEL committee curriculum adoption documentation - Proposed curriculums presented to school committee by 6/2022 for approval. - Post a position for a SEL team leader. - See attached for Strategic Plan
6. Implementation of a consistent data review cycle utilizing Panorama staff, student, and family survey data.	October and ongoing throughout the course of the year.	- Completed data review cycle - Data driven dialogue meeting notes - HVRSD benchmark data review protocol (developed with input from RBT)

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 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**

Hoosac Valley Regional School District will regularly communicate with families regarding student learning and academic performance at all grade levels.		
1. FastBridge performance letters will be sent out to families following each benchmark period.	Three times per year.	- Letters sent in fall, January, June
2. All documents will be translated and sent home in the preferred language of the families.	Ongoing	- Data on use of translating service
3. All families will receive regular communication about new curricula and will be provided with opportunities to attend workshops and Q and A sessions about what their children are learning in the classroom.	By October and ongoing throughout the course of the year.	- Calendar of events connected with Step 4 - Hoosac Happenings
4. Families will be invited to attend HVRSD events both in schools and in the community to ask questions, share concerns, and celebrate successes.	By October and ongoing throughout the course of the year.	- First event:December 7th - Second event tentatively scheduled for February 3, 2022
5. Building administration will explore communication platforms with faculty with the goal of selecting a consistent communication platform for each building by the 2022-2023 school year.	Beginning January 2022	- Discussed in JLMC, committee being formed - Feedback from parents survey - Feedback from faculty survey - Post a position for a communication platform committee chair - Select a curriculum platform - Develop a staff and family training plan
6. All stakeholders will be provided with the opportunity to provide feedback via Panorama student, staff, and family surveys.	October and April	- Surveys to be administered in December