



# **Hoosac Valley High School**

## **2021-2022 School Improvement Plan**

[2018 Teacher Rubric](#)

**WE...**

**CONNECT - BUILD - OWN - REFLECT**

## 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
<i>Hoosac Valley Regional School District will regularly communicate with families regarding student learning and academic performance at all grade levels.</i>		
<b>Family Engagement:</b> <ul style="list-style-type: none"> <li>● Words from Byrd</li> <li>● Quarterly 8th Grade Showcase Events</li> <li>● Meet Hoosac Valley</li> <li>● Parent/Teacher Conferences</li> <li>● Dean’s Quarterly Newsletter</li> <li>● LINK Crew Showcase Newsletters</li> <li>● Social Media Updates (Facebook, website)</li> <li>● Partner with the Northern Berkshire Community Coalition, the Family Resource Ctr., and Juvenile Court to strengthen and support more services available to students and families</li> <li>● Sandy Hook Promise initiatives (Start with Hello, SOS, Student Wellness)</li> <li>● LINK Crew -- 8th Grade Step UP</li> <li>● School events (musical, athletics, Art Hathaway dinner, ice-cream social, band/jazz performances, talent show, etc.)</li> </ul>	Weekly Quarterly Yearly Yearly Quarterly Bi-Weekly Daily Daily  Quarterly Yearly Yearly Monthly	Check “read” receipts Attendance rate and feedback forms Attendance rate Attendance rate Completion/track clicks on website Completion/track clicks on website Track views Discipline records (decrease), completion of program Completion/feedback/#of outside providers & student participants Attendance/grant renewal Attendance and views/clicks and feedback

<p><b>Culturally Proficient Communication:</b></p> <ul style="list-style-type: none"> <li>• Email, phone calls</li> <li>• Class or department newsletters and/or Facebook pages (other platforms)</li> <li>• Schoology pages/Google Classroom</li> <li>• Face-to-face meetings</li> <li>• Powerschool</li> <li>• Translated documents</li> </ul>	<p>48-hours (M-F) Daily/quarterly Daily As needed Two-weeks As needed</p>	<p>Documented logs <b>PANORAMA</b> Completion/clicks, etc. Views/reviews Agenda/notes/attendance Views/reviews/responses Completion</p>
<p><b>Curriculum Support:</b></p> <ul style="list-style-type: none"> <li>• Fastbridge data reports</li> <li>• Syllabi</li> <li>• Progress reports/report cards</li> <li>• Posting curriculum maps</li> <li>• MCAS data reports</li> <li>• Schoology/Powerschool</li> <li>• Instructional software progress reports (Edgenuity, EdPuzzle, Informative)</li> </ul>	<p>3x per year Yearly Quarterly Yearly Yearly Daily Daily</p>	<p>Completion Signed parent/student page and Schoology Completion Completion and views Completion Views/reviews Views/review</p>

## 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 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
<p><b>Well Structured Lessons:</b></p> <ul style="list-style-type: none"> <li>● Staff working in departments/independently to complete curriculum maps, update maps, and prepare for department presentations June 2022</li> <li>● ILT/TEAMS to use protocols to access the integrity and effectiveness of formative and summative assessments</li> <li>● FAR Cycle               <ul style="list-style-type: none"> <li>○ Clarifying the Journey (Learning Targets and Success Criteria) implemented in every classroom</li> <li>○ Formative Assessments tied to the standards</li> <li>○ Analyze assessments</li> <li>○ Taking FIRME action</li> </ul> </li> </ul>	<p>1x per month - June 2022</p> <p>1x per month</p> <p>Daily</p>	<p>Maps added to folders -- added to website</p> <p>Agendas, data, meeting reflections</p> <p>Posted to see/review -- evidence (Schoology, Teachpoint, etc)</p> <p>Curriculum maps, other data provided</p> <p>Observation, other data provided</p> <p>Observation, other data provided</p>
<p><b>Adjustments to Practice:</b></p> <ul style="list-style-type: none"> <li>● ILT/Teachers review data as part of FAR Cycle</li> <li>● Coaches reviewing Fastbridge Data</li> <li>● Co-Teaching in ALL 8th grades classes and identified areas of need</li> <li>● BBT</li> </ul>	<p>3x per month</p> <p>Ongoing</p> <p>Daily/weekly</p> <p>Weekly</p>	<p>Agendas, student work samples</p> <p>FB/Powerpoint</p> <p>Agendas, assessment data</p> <p>Agendas/notes, meetings with families, students, teachers</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
<p><b>Quality and Effort of Work:</b></p> <ul style="list-style-type: none"> <li>● Clarifying the journey (LT, Use of success criteria (meeting or exceeding))</li> <li>● Connect, build, own, reflect</li> </ul>	<p>Ongoing Ongoing</p>	<p>Data driven by student work (getting work on the table) -- reflected in agendas Formative assessments -- reflected in agendas</p>
<p><b>Meeting Diverse Needs:</b></p> <ul style="list-style-type: none"> <li>● Differentiation</li> <li>● TIER I across the board</li> <li>● Co-Teaching and Coaching</li> </ul>	<p>Daily Daily Daily</p>	<p>Observation, assessments, agendas, student work Observation, various assessments Plans/Agendas, progress reports (IEP and others)</p>
<p><b>Create and Maintain a Respectful Environment:</b></p> <ul style="list-style-type: none"> <li>● ESL Liaison</li> <li>● Restorative Circles/Code of Conduct</li> <li>● SEL Block               <ul style="list-style-type: none"> <li>○ Soft-Skills Rubric</li> </ul> </li> <li>● Panorama Surveys</li> </ul>	<p>Daily Daily Daily Ongoing Monthly</p>	<p>Discipline data PRIDE Rallies, Talk About Them Tuesday, etc. (to be created by PBIS team) Progress reports, meetings with teachers Discipline data, Dean/SAC data Agendas, rubric data collection</p>

- Focus on 100% participation
- Class meetings

3x per year  
3x per year

Data collection via Panorama  
Feedback from students -- protocol to make change