



Hoosac Valley Middle School

2021-2022 School Improvement Plan

[2018 Teacher Rubric](#)

Engaging Every Student Every Day

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 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; a 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-B-2 TEAMS: Formative Assessment for Results (FAR) cycle I-A-3 Step 4 of FAR Cycle FIRME Action	Weekly	Protocols completed and submitted to coaches/admin/curriculum director
I-B-2 Fastbridge administration / Data meetings	3 times a year	Assessment given/reviewed
I-B-2 Building Based Teams (BBT)	Weekly	

I-A-3 Develop and instruct lessons with fidelity to the curriculum guidelines and timelines	Daily	Observations/Walkthroughs/Common Plan notes/protocols/evaluation
I-A-3 Use of digital curriculum supports to engage students	Ongoing	Observations/Walkthroughs/Common Plan notes/(some sites provide usage data)

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
II-A-1, II-A-3, II-D-1: Implementation of Universal Design for Learning tenets	Ongoing/Daily	Observations/walkthroughs/Common Planning Notes
II-A-1 Use of high-leverage teaching practices such as providing: exemplars, rubrics, guided practice etc	Ongoing	Exemplars, rubrics provided Guided Practice Observed
II-A-3 Use of appropriate inclusive practices (UDL) tiered supports, scaffolded instruction.	Ongoing	Flexible groupings, tiered groupings, progress monitoring results

II-D-1 Faculty Meetings open with brief SEL Activity	Monthly	Quarterly Pre and Post surveys of SEL practices used by staff
II-D-1 Use of SEL strategies	Ongoing	Panorama Self Awareness & Social Awareness 2 x Year

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 Middle School will regularly communicate with families regarding student learning and academic performance at all grade levels.</i>		
III-C-1 Weekly family quick-notes (newsletter) by admin <input type="checkbox"/> Sent via messenger <input type="checkbox"/> Posted on Website <input type="checkbox"/> Posted on Facebook	Weekly	Completed quick notes sent via school messenger
III-A-1 Meet the teacher Night	September 23	Attendance by families tracked

III-B-2 <i>Fastbridge parent letter</i>	3 times a year	Letters Mailed Home
III-B-2 Family Tips for supporting learning at school and home	At least Quarterly	
III-A-1 Family Roundtable	every other month (October 4th)	Agenda Notes and sign in sheet
III-A-1 Opportunities to engage with the community at the school where student learning is displayed such as Literacy Fair, Culture Fair, Art Fair, Science Fair, etc.	Fall-Winter-Spring	Attendance counts/sign in sheets/etc
III-C-1 Weekly Family updates (Grade-Level, Teacher-Team) (Bloomz-preferred, etc.)	Weekly	Letters Bloomz Updates