



# Hoosac Valley Regional School District

## 2022-2023 Updated District Improvement Plan

### Deepening Engagement and Raising the Rigor

**Engagement:** Everyone invested in the work, believing that all can achieve at high levels, persisting despite challenges and obstacles, and taking pride in accomplishments.

**Rigor:** The result of work that challenges thinking in new and interesting ways. It occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they don't know. (Brian Sztabnik, 2015)

## 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.**

Action	Measure for Success/Benchmark
<i>Hoosac Valley Regional School District will continue the cycle of updating curriculum and expanding teacher repertoire to ensure high quality instruction across content areas.</i>	
<p>1. Training in and implementation of each new curriculum and intervention program including but not limited to:</p> <ul style="list-style-type: none"> <li>a. Wit and Wisdom</li> <li>b. Heggerty</li> <li>c. Foundations</li> <li>d. Into Literature</li> <li>e. Geodes</li> <li>f. Wilson Reading/Just Words</li> <li>g. Read 180/System 44</li> <li>h. Math Recovery</li> <li>i. Eureka Math</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Goal</b></p> <ul style="list-style-type: none"> <li>- 100% of classes utilizing HQIM during corresponding instructional blocks</li> </ul> <p><b>Fastbridge</b></p> <ul style="list-style-type: none"> <li>- 85% of students K-10 reading on benchmark as measured by Fastbridge benchmark assessments</li> <li>- 85% of students K-10 math on benchmark as measured by Fastbridge benchmark assessments</li> </ul> <p><b>MCAS:</b></p> <ul style="list-style-type: none"> <li>- 50% of students Meeting or Exceeding expectations in grades 3-8 on MCAS math assessments.</li> </ul> </div>
2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Training for staff in utilization of new HQIM</li> <li>- Rollout of FAR in each building</li> <li>- Installation of new curriculums</li> </ul>	<ul style="list-style-type: none"> <li>- Training for staff in utilization of new HQIM</li> <li>- Training for new staff in utilization of HQIM including Positive Action, Responsive Classroom, and Ready Set Math</li> <li>- Training for staff in implementation with integrity including matching instructional practices and HQIM to increase impact on student learning</li> <li>- Training for all administrators in Analyzing Teaching for Student Results</li> <li>- High-Impact Teacher Teams</li> </ul>
<p><b>Data Sources</b></p> <ul style="list-style-type: none"> <li>- Fastbridge</li> <li>- MCAS</li> <li>- Walkthrough data</li> <li>- Feedback from staff following professional development</li> <li>- High-Impact Teacher Teams Agendas</li> </ul>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- <a href="#">School walkthrough tools</a></li> <li>- PD/Training materials</li> <li>- <a href="#">Elements Report: Transforming Teaching through Curriculum Based</a></li> </ul>	

	<ul style="list-style-type: none"> <li>- Coaching from program consultants</li> </ul>	<a href="#">Professional Learning</a>
		Professional Learning Experiences <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>
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.		
2021-2022	2022-2023	Goal: <ul style="list-style-type: none"> <li>- 100% implementation district-wide of tiered curriculum</li> <li>- Alignment map with attached resources posted to the district website.</li> </ul>
<ul style="list-style-type: none"> <li>- Development of HVRSD Universal Screener Flow Chart</li> </ul>	<ul style="list-style-type: none"> <li>- Approved instructional materials and resources list</li> <li>- Instructional materials and resources approval form</li> <li>- Refined BBT process</li> <li>- Addition of a math intervention program at the elementary and middle schools</li> <li>- Adapt Universal Screener Flow Chart for ES/HS</li> </ul>	Data Sources: <ul style="list-style-type: none"> <li>- Walkthrough Data</li> <li>- IEP referral data</li> </ul> Resources <ul style="list-style-type: none"> <li>- <a href="#">Approved instructional materials resources list</a></li> <li>- <a href="#">Instructional materials and resources approval form</a></li> <li>- <a href="#">Refined BBT process</a></li> <li>- <a href="#">Revised district DCAP</a></li> <li>- <a href="#">HVRSD Universal Screener Flow Chart</a></li> </ul>
		Professional Learning Experiences <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>
3. Training in and implementation of high leverage instructional practices and the Formative Assessment for Results (FAR) Cycle.		
2021-2022	2022-2023	
<ul style="list-style-type: none"> <li>- Initial training of staff in the Formative Assessment for Results Cycle through Research</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporation of the FAR Cycle into weekly collaborative planning</li> </ul>	Goal: <ul style="list-style-type: none"> <li>- 100% of classroom teachers K-8 will participate in weekly FAR Cycle meetings facilitated by the AP of Teaching and Learning.</li> <li>- 100% of teachers will participate in 3 data meetings throughout the course of the school year.</li> </ul>

<p>for Better Teaching and through faculty meetings at ILT.</p> <ul style="list-style-type: none"> <li>- Emphasis on Step 1 of the FAR Cycle: Clarifying the Learning Journey.</li> </ul>	<ul style="list-style-type: none"> <li>- FAR Cycle as the focus on the Instructional Leadership Team</li> <li>- FAR Cycle as a key focus area of faculty meeting and PD time.</li> <li>- Focus on Steps 2, 3, and 4 of the FAR Cycle: Infusing Formative Assessment, Analyzing Data, and Providing F.I.R.M.E. Action in response to data</li> </ul>	<p>Data Sources</p> <ul style="list-style-type: none"> <li>- Walkthrough data from administrative and ILT walkthroughs</li> <li>- Feedback from staff following professional development</li> <li>- Instructional Leadership Team meeting notes</li> <li>- Grade level collaborative planning meeting notes</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>- <a href="#">Introducing High Impact Teacher Teams</a></li> <li>- FAR Cycle articles/binders</li> <li>- <a href="#">Strong Teams Strong Results</a></li> <li>- <a href="#">School walkthrough tools</a></li> </ul> <p>Professional Learning Experiences</p> <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>								
<p>4. Installation of a consistent data review cycle utilizing Fastbridge and formative assessment data to drive instructional planning and decision making.</p>		<p>Goal:</p> <ul style="list-style-type: none"> <li>- 100% of classroom teachers will participate in at least 3 data meetings throughout the course of the school year.</li> </ul> <p>Data Sources</p> <ul style="list-style-type: none"> <li>- Grade level team meeting notes</li> <li>- Data Meeting Agendas/Notes</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>- <a href="#">HVRSD Data review cycle</a></li> <li>- <a href="#">Data Driven Dialogue meeting notes template</a></li> <li>- <a href="#">Fall Benchmark Data Analysis Protocols PPT</a></li> <li>- <a href="#">Winter Benchmark Data Analysis Protocols PPT</a></li> </ul> <p>Professional Learning Experiences</p> <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>								
<table border="1"> <thead> <tr> <th data-bbox="83 802 849 870">2021-2022</th> <th data-bbox="849 802 1623 870">2022-2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="83 870 849 1114"> <ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Director of Curriculum Instruction and PD</li> <li>- FastBridge Data Review Calendar Created</li> </ul> </td> <td data-bbox="849 870 1623 1114"> <ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Assistant Principals of Teaching and Learning and supported by the coaches</li> <li>- ILT teams to become trained facilitators in Data Driven Dialogue and the FAR Cycle</li> </ul> </td> </tr> </tbody> </table>	2021-2022	2022-2023	<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Director of Curriculum Instruction and PD</li> <li>- FastBridge Data Review Calendar Created</li> </ul>	<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Assistant Principals of Teaching and Learning and supported by the coaches</li> <li>- ILT teams to become trained facilitators in Data Driven Dialogue and the FAR Cycle</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="849 802 1623 870">2021-2022</th> <th data-bbox="849 802 1623 870">2022-2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="849 870 1623 1114"> <ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Director of Curriculum Instruction and PD</li> <li>- FastBridge Data Review Calendar Created</li> </ul> </td> <td data-bbox="849 870 1623 1114"> <ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Assistant Principals of Teaching and Learning and supported by the coaches</li> <li>- ILT teams to become trained facilitators in Data Driven Dialogue and the FAR Cycle</li> </ul> </td> </tr> </tbody> </table>	2021-2022	2022-2023	<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Director of Curriculum Instruction and PD</li> <li>- FastBridge Data Review Calendar Created</li> </ul>	<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Assistant Principals of Teaching and Learning and supported by the coaches</li> <li>- ILT teams to become trained facilitators in Data Driven Dialogue and the FAR Cycle</li> </ul>	<p>Goal</p> <ul style="list-style-type: none"> <li>- 100% of ILT members will be trained in: High Impact Teacher Teaming including the Formative Assessment for Results Cycle and Data Driven Dialogue as well as Crossing the Rigor Divide and</li> </ul>
2021-2022	2022-2023									
<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Director of Curriculum Instruction and PD</li> <li>- FastBridge Data Review Calendar Created</li> </ul>	<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Assistant Principals of Teaching and Learning and supported by the coaches</li> <li>- ILT teams to become trained facilitators in Data Driven Dialogue and the FAR Cycle</li> </ul>									
2021-2022	2022-2023									
<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Director of Curriculum Instruction and PD</li> <li>- FastBridge Data Review Calendar Created</li> </ul>	<ul style="list-style-type: none"> <li>- Data Driven Dialogue modeled and facilitated by the Assistant Principals of Teaching and Learning and supported by the coaches</li> <li>- ILT teams to become trained facilitators in Data Driven Dialogue and the FAR Cycle</li> </ul>									
<p>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.</p>		<p>Goal</p> <ul style="list-style-type: none"> <li>- 100% of ILT members will be trained in: High Impact Teacher Teaming including the Formative Assessment for Results Cycle and Data Driven Dialogue as well as Crossing the Rigor Divide and</li> </ul>								

<ul style="list-style-type: none"> <li>- Rewrote Instructional Leadership Team job description</li> <li>- Instructional Leadership Summit 2021</li> </ul>	<ul style="list-style-type: none"> <li>- New focus on deepening engagement and raising the rigor</li> <li>- Alignment of ILT work through Assistant Principals of Teaching and Learning and instructional coaches</li> <li>- Instructional Leadership Summit 2022</li> <li>- ILT teams to become trained facilitators in Data Driven Dialogue and the FAR Cycle</li> <li>- Increase ILT member repertoire and skill in facilitation of collaborative professional learning including but not limited to the content of the Formative Assessment for Results cycle above and beyond the facilitated time with the Assistant Principals of Teaching and Learning</li> <li>- Training building leaders High Impact Teacher Teaming including the Formative Assessment for Results Cycle and Data Driven Dialogue as well as Crossing the Rigor Divide and Powerful Task Design.</li> <li>- Training and feedback loops for building administration to ensure consistency across ILTs.</li> </ul>	<p>Powerful Task Design.</p> <hr/> <p>Data Sources</p> <ul style="list-style-type: none"> <li>- Instructional Leadership Team meeting notes</li> </ul> <hr/> <p>Resources</p> <ul style="list-style-type: none"> <li>- TEAMS binder (protocols)</li> <li>- Research compiled for effective implementation of high leverage instructional practices</li> <li>- <a href="#">Powerful Task Design Rubric</a></li> <li>- <a href="#">Updated ILT job description</a></li> </ul> <hr/> <p>Professional Learning Experiences</p> <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>
---	---	---

**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 demonstrate cultural proficiency.**

Action	Measure for Success/Benchmark
--------	-------------------------------

*Hoosac Valley Regional School District will examine policies and practices district wide with an equity lens.*

A. The district will create a DEI committee representative of all stakeholders to prioritize the work in Hoosac.

2022-2023
<ul style="list-style-type: none"> <li>- Developing a district DEI committee</li> <li>- Examining handbooks and policies for equity</li> <li>- Developing new policies from equity lens</li> <li>- Creating a new, inclusive student enrollment process</li> <li>- Engaging staff in two signature equity and diversity focused experiences:                             <ul style="list-style-type: none"> <li>- Examining curricular and instructional materials for equity</li> <li>- Equity and inclusion: Exploring Identity</li> </ul> </li> <li>- Offering two optional book clubs for teachers to participate in:                             <ul style="list-style-type: none"> <li>- Zaretta Hammond’s Culturally Responsive Teaching and the Brain</li> <li>- Tracey Benson’s Unconscious Bias in Schools</li> </ul> </li> </ul>

<p>Goal</p> <ul style="list-style-type: none"> <li>- An established DEI committee representative of a cross-section of stakeholders in the district.</li> </ul>
<p>Data Sources</p> <ul style="list-style-type: none"> <li>- Survey data and feedback from focus groups</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>- <a href="#">DESE REDI Resource</a></li> <li>- <a href="#">Examining curricular and instructional materials for equity</a></li> <li>- <a href="#">Equity and inclusion: Exploring Identity</a></li> </ul>
<p>Professional Learning Experiences</p> <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>

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.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Aligned handbooks</li> <li>- Creation of new kid handbook</li> <li>- Translation of handbooks</li> </ul>	<ul style="list-style-type: none"> <li>- Examining handbooks and policies for equity</li> <li>- Developing new policies from equity lens</li> <li>- Focus of policy subcommittee</li> <li>- New enrollment process</li> <li>- New introduction to Hoosac process</li> <li>- Create and implement a homework policy and a failure policy</li> <li>- Utilize Student Support Centers as alternatives to suspensions</li> <li>- Examine attendance policy</li> <li>- Develop DEI playbook</li> <li>- Refine our policies in order to create and support a more equitable and inclusive environment.</li> </ul>

Goal

- Policy subcommittee will review and revise at least 3 current district policies with an equity lens.

Data Sources

- Updated policies in the handbooks
- Discipline data

Resources

- School handbooks
- New Kid handbook
- Translated handbooks
- Updated HVRSD student enrollment process
- [Lexikeet](#)
- Policy Committee notes and agendas
- Family and Community Coordinator

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)

2. Expectations district-wide will be aligned with the tenets of P.R.I.D.E (Perseverance, Respect, Integrity, Diversity, and Empathy).

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Consistently implemented PRIDE in all three schools districtwide</li> </ul>	<ul style="list-style-type: none"> <li>- Aligning PRIDE to Portrait of a Graduate work.</li> <li>- Developing a soft skills rubric that connects PRIDE and Portrait of a Graduate work.</li> </ul>

Goal

- An established rubric that aligns the tenets of PRIDE with the Portrait of a Graduate competencies.

Data Sources

- Banks of activities and learning experiences for students connected to PRIDE
- Discipline data

Resources

- [HVHS Competency Rubric](#)

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)

3. Training in and Implementation of Restorative Practices at all levels.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Restorative practices have been utilized for various circumstances, but not yet implemented in a systematic way.</li> </ul>	<ul style="list-style-type: none"> <li>- Training deans</li> <li>- Optimal Healing work with Cornerstone and training of staff at all three levels</li> <li>- Refine our responses to behavior and employ alternatives to exclusionary disciplinary practices.</li> </ul>

Goal

- Decrease in state reported suspensions from the 21-22 to 22-23 school year.

Data Sources

- Student discipline data

Resources

- Professional Development for RP
- Professional Development from Optimal Healing

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)

4. Training in and support around implementation of SEL strategies in the classroom.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Formed an SEL committee to analyze a variety of SEL curricula</li> <li>- Selected SEL curricula</li> </ul>	<ul style="list-style-type: none"> <li>- Professional Development in the SEL curricula</li> <li>- Implementing SEL curricula</li> <li>- Optimal Healing work with Cornerstone and training of staff at all three levels</li> </ul>

Goal

- 100% of students reporting that they have a teacher or adult from school who they can count on to help them no matter what.
- 100% of students reporting they have a teacher or adult from school who they can be completely themselves around.

Data Sources

- MCAS
- Walkthrough data
- Feedback from staff following professional development
- SEL Curriculum Pre and Post Assessment Data

Resources

- [SEL curriculum selection committee meeting notes](#)
- [SEL curriculum committee adoption documentation](#)
- Positive Action Training Resources
- Responsive Classroom Training Resources
- WIN/RMR at HS

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)



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.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Selected and purchase SEL curriculums</li> </ul>	<ul style="list-style-type: none"> <li>- Implementing SEL curriculums in all schools with fidelity</li> <li>- Training all staff in implementation of curriculums</li> <li>- Optimal Healing work with Cornerstone and training of staff at all three levels</li> <li>- Training from Kim Biagini</li> <li>- Behavior with Biagini at the elementary school</li> <li>- Implementation of a consistent student support center model at all three schools</li> <li>- Coaching around Positive Action Implementation at MS by Dean &amp; SAC</li> </ul>

Goal

- Newly adopted SEL curriculums will be fully implemented based on curriculum guidelines by the end of the 22-23 school year.

Data Sources

- MCAS
- Walkthrough data
- Feedback from staff following professional development
- SEL Curriculum Pre and Post Assessment Data

Resources

- [SEL curriculum selection committee meeting notes](#)
- [SEL curriculum committee adoption documentation](#)
- Positive Action Training Resources
- Responsive Classroom Training Resources
- WIN/RMR at HS

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)

6. Implementation of a consistent data review cycle utilizing Panorama staff, student, and family survey data.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Administered Surveys to students, families and staff in Fall and Spring</li> <li>- Fall data was used in January to assess progress</li> <li>- Spring data was utilized for SY2223 planning</li> </ul>	<ul style="list-style-type: none"> <li>- District hired Family and Community Coordinator in August</li> <li>- Goals of the position are               <ul style="list-style-type: none"> <li>- To examine and deepen relationships with families and</li> <li>- To support staff in deepening their work with families</li> <li>- To build deeper connections with businesses and other community stakeholders</li> </ul> </li> <li>- Examination of our survey processes will occur to look for more effective means of 2-way communication with families</li> <li>- Focus groups will be utilized to provide</li> </ul>

Goal

- 100% of classroom teachers will participate in at least 3 data meetings throughout the course of the school year with at least 1 dedicated SEL focus.

Data Sources

- Panorama survey data
- My SAEBRS student responses

Resources

- Surveys and other related documents
- [HVRSD Data review cycle](#)
- [Navigating Panorama Student Success](#)

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)

	<p>opportunities for students, staff, families, and community stakeholders to have a voice in our important decisions</p> <ul style="list-style-type: none"> <li>- Utilization of the Panorama Students Success dashboard.</li> <li>- Increased staff proficiency with understanding data so that it can be utilized in a way to maximize positive impact on all stakeholders.</li> </ul>	
--	---	--

**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.**

Action		Measure for Success/Benchmark
1. FastBridge performance letters will be sent out to families following each benchmark period.		<p>Goal:</p> <ul style="list-style-type: none"> <li>- 100% of families of students in grades K-12 will receive Fastbridge performance letters three times per year.</li> </ul> <p>Data Sources</p> <ul style="list-style-type: none"> <li>- Fastbridge results and letters sent home</li> <li>- Feedback from families regarding home-school communication in specific reference to academic performance and instructional support for those students in need of it.</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>- <a href="#">Why We Benchmark (video from January 2022)</a></li> <li>- <a href="#">Fastbridge Report Info Video for Families (video from March 2022)</a></li> <li>- <a href="#">District Fastbridge Benchmark Letter (from Fall 2021)</a></li> </ul> <p>Professional Learning Experiences</p> <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>
2021-2022	2022-2023	
<ul style="list-style-type: none"> <li>- Implemented a district benchmark calendar including communication with families about student performance.</li> <li>- Selected the Fastbridge family benchmark letter as our template.</li> <li>- The Director of Curriculum created family resource videos explaining benchmarking and the letters being sent home.</li> </ul>	<ul style="list-style-type: none"> <li>- Continuing to send home family letters following each benchmark period.</li> <li>- Continuing to train teachers in interpreting the data from benchmark assessments in order to partner with families around data driven instructional decision making.</li> <li>- Evaluating communication regarding academic performance to our EL families.</li> <li>- Continuing to improve and create outreach measures strategies designed to support partnership in learning with all families.</li> </ul>	

2. All documents will be translated and sent home in the preferred language of the families.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Partnered with Lexikeet for translation support.</li> </ul>	<ul style="list-style-type: none"> <li>- Continuing our partnership with Lexikeet.</li> <li>- Regular communication with EL teacher and Family and Community Engagement Coordinator to identify documents in need of translation</li> <li>- Strengthening the district student enrollment process in order to more accurately identify translation requirements/needs individualized to each family.</li> <li>- Development of a repository to store all previously translated documents</li> <li>- Develop a repository of resources and a more robust process for identification of and communication with all families.</li> </ul>

<p>Goal</p> <ul style="list-style-type: none"> <li>- 100% of documents sent home will be translated into the native language of our students' families.</li> <li>- Interpreters present at 100% of family meetings interpretation is required.</li> </ul>
<p>Data Sources</p> <ul style="list-style-type: none"> <li>- <a href="#">Lexikeet</a></li> <li>- District home language survey results</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>- <a href="#">Lexikeet</a></li> <li>- Translated documents</li> </ul>
<p>Professional Learning Experiences</p> <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>

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.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Through the Title 1 Family Engagement Coordinators, began to reopen the schools to subject-specific events such as the Reading Rompus</li> <li>- Hoosac Happenings</li> </ul>	<ul style="list-style-type: none"> <li>- Hosting more subject-specific and curriculum events and information sessions in all three schools</li> <li>- Making the curriculum information public on the website</li> </ul>

<p>Goal</p> <ul style="list-style-type: none"> <li>- Curriculum information posted to the district website by the end of the 22-23 school year.</li> <li>- Each school will host at least one curriculum focused family and community engagement event during the 22-23 school year.</li> </ul>
<p>Data Sources</p> <ul style="list-style-type: none"> <li>- Panorama survey results</li> <li>- Feedback from families and teachers</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>- <a href="#">Hoosac Happenings</a></li> <li>- <a href="#">Teaching and Learning Link</a></li> </ul>
<p>Professional Learning Experiences</p> <ul style="list-style-type: none"> <li>- <a href="#">2021-2022</a></li> <li>- <a href="#">2022-2023</a></li> </ul>

4. Families will be invited to attend HVRSD events both in schools and in the community to ask questions, share concerns, and celebrate successes.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- First event: December 7th</li> <li>- Second event: March 3rd</li> <li>- Title 1 Events (Trunk or Treat, Where the Wild Things Are, Musical Bingo, etc.)</li> <li>- Pathway presentation at HS</li> <li>- Open Houses, Meet the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>- At least monthly family and community events including Open House, Trunk or Treat, Haunted Halls of Hoosac, Veterans Day Event, Parent Conferences, Apple Pie Making etc.</li> <li>- Strengthening the SEPAC through creative marketing, engagement strategies, and personalized experiences based on feedback from families.</li> <li>- Title 1 Events</li> <li>- Provide multiple means of access (Zoom links, bussing, remote locations, etc.)</li> <li>- Increase the number of learning showcase opportunities</li> </ul>

Goal

- Each school will host at least three family events during the 22-23 school year.

Data Sources

- SEPAC survey results
- Title I events- surveys and attendance

Resources

- [Lexikeet](#)
- [SEPAC meeting notes \(Meetings on the second Tuesday of every month\)](#)
- Title 1 Family Engagement Calendar

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)

5. All stakeholders will be provided with the opportunity to provide feedback via Panorama student, staff, and family surveys.

2021-2022	2022-2023
<ul style="list-style-type: none"> <li>- Administered Surveys to students, families and staff in Fall and Spring</li> <li>- Fall data was used in January to assess progress</li> <li>- Spring data was utilized for SY2223 planning</li> </ul>	<ul style="list-style-type: none"> <li>- District hired Family and Community Coordinator in August</li> <li>- Goals of the position are               <ul style="list-style-type: none"> <li>- To examine and deepen relationships with families and</li> <li>- To support staff in deepening their work with families</li> <li>- To build deeper connections with businesses and other community stakeholders</li> </ul> </li> <li>- Examination of our survey processes will occur to look for more effective means of 2-way communication with families</li> </ul>

Goal:

- 50% participation from families on Panorama surveys.

Data Sources

- Family and Community Coordinator outreach/interviews to families
- Panorama survey results

Resources

- [Panorama: Building buy in and communicating with families about surveys](#)
- [Why We Benchmark \(video from January 2022\)](#)
- [Fastbridge Report Info Video for Families \(video from March 2022\)](#)
- [District Fastbridge Benchmark Letter \(from Fall 2021\)](#)

Professional Learning Experiences

- [2021-2022](#)
- [2022-2023](#)

- Focus groups will be utilized to provide opportunities for students, staff, families, and community stakeholders to have a voice in our important decisions