

# Hoosac Valley Regional School District

## 2023-2024 District Improvement Plan



# Equity Pause Data Review

## Identify Most Important Wins, Gaps, & Root Causes

1. Review the data you collected and analyzed from the equity pause as well as any additional data you see as relevant.

For each of the categories below:

- What are 3 of the most notable successes that are evident in the data?
- What are three of the most notable gaps?
- For each win & gap, what does your observational data, stakeholder input, and own reflection suggest is the cause? What teacher and leader actions are driving these wins and gaps?

Academic Achievement	Staff Culture/Development	Student Culture/Family Engagement
<input type="checkbox"/> <a href="#">MCAS data</a> <input type="checkbox"/> 32% of accountability points earned  <input type="checkbox"/> Panorama survey data: <ul style="list-style-type: none"> <li><input type="checkbox"/> 51% of students responding favorably to questions regarding self efficacy and their belief they can succeed in achieving academic outcomes.</li> <li><input type="checkbox"/> 44% of staff responding favorably to questions regarding their belief in students' ability to learn and engagement in their classes.</li> </ul> <input type="checkbox"/> Fastbridge data: <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">earlyReading</a></li> <li><input type="checkbox"/> <a href="#">aReading</a></li> <li><input type="checkbox"/> <a href="#">EarlyMath</a></li> <li><input type="checkbox"/> <a href="#">aMath</a></li> </ul> <input type="checkbox"/> Elementary literacy data: <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">HILL for Literacy Systems Analysis</a></li> <li><input type="checkbox"/> <a href="#">Ignite</a></li> </ul> <input type="checkbox"/> Middle school math data: <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">October Walkthrough</a></li> </ul> <input type="checkbox"/> DESE audit (coming soon!)	<input type="checkbox"/> Panorama Data <ul style="list-style-type: none"> <li><input type="checkbox"/> 40% of staff responding favorably to questions regarding their perceptions of the overall social and learning climate of the school.</li> </ul> <input type="checkbox"/> Teacher retention data from 22-23 <ul style="list-style-type: none"> <li><input type="checkbox"/> 4/26- decided not to return for the 23-24 school year (15%)</li> <li><input type="checkbox"/> 5/26- nonrenewed (19%)</li> <li><input type="checkbox"/> 17/26- returned for the 23-24 school year (66% of new hires)</li> </ul> <input type="checkbox"/> Feedback on professional learning <ul style="list-style-type: none"> <li>- 10/25 full day PD: 68% of teachers responded favorably to value and relevance of PD experience</li> <li>- 11/7 full day PD: 84% of teachers responded favorably to value and relevance of PD experience</li> </ul> <input type="checkbox"/> DEI audit (coming soon!)	<input type="checkbox"/> 46% of families responding favorably to questions regarding communication, resources, and support for learning  <input type="checkbox"/> 77% of caregiver respondents reported meeting face to face with their child's teachers less than twice per year.  <input type="checkbox"/> HILL Analysis reflected strong Family Engagement  <input type="checkbox"/> Created a growing list to track <a href="#">Alumni</a> , with 199 Survey responses as of 11/13/23  <input type="checkbox"/> <a href="#">Project Based Learning Parent/Guardian Survey</a> to gather work experiences for potential collaboration with PBL classes (coming soon!)

## Hoosac Valley Regional School District 23-24 SCHOOL IMPROVEMENT PLAN

<p style="text-align: center;"><b><u>Priority</u></b></p> <p>(Small list of focus areas for school-wide growth in both academic and school culture dimensions)</p>	<p style="text-align: center;"><b><u>End of Year Goals</u></b></p> <p>(Measurable goals for each priority, especially focused on student outcomes)</p>	<p style="text-align: center;"><b><u>Drivers</u></b></p> <p>(Specific strategies for achieving those goals)</p>	<p style="text-align: center;"><b><u>Progress Metrics</u></b></p> <p>(Measurable goals that help describe what success looks like for the drivers. Often these focus on teacher or leader actions)</p>
<p><b>High Standards and High Expectations for Mutual Partnerships Between HVRSD and the Community</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage local businesses in Pathway and internship development.</li> <li><input type="checkbox"/> Partner with local agencies to connect students and families with needed services.</li> <li><input type="checkbox"/> Open and maintain meaningful dialogue with caregivers through strengths framework.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement a central system for tracking community engagement and partnerships on both the internship and family support sides.</li> <li><input type="checkbox"/> Research and recommendations for updated community partnership and internship policies.</li> <li><input type="checkbox"/> On end of year survey, &gt;80% of caregiver respondents will respond favorably to questions regarding communication, resources and support for learning.</li> <li><input type="checkbox"/> On end of year survey, &gt;50% of caregiver respondents will report in person interactions regarding academics with their children's teachers more than once or twice per year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pursue grant opportunities to enhance programming.</li> <li><input type="checkbox"/> Foster and strengthen community, state, and grant-funded partnerships coordinated and maintained by the district.</li> <li><input type="checkbox"/> Provide translations for newsletters, events, and other family communications.</li> <li><input type="checkbox"/> Coordinate family engagement activities at least quarterly at all three schools.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By 2/2024 draft a central system for tracking engagement and partnerships for feedback from stakeholders.</li> <li><input type="checkbox"/> By 2/2024 solicit stakeholder group to review research on current and prospective internship policies.</li> <li><input type="checkbox"/> On midyear survey, &gt;60% of caregiver respondents will respond favorably to questions regarding communication, resources and support for learning.</li> <li><input type="checkbox"/> On midyear survey, &gt;35% of caregiver respondents will report in person interactions regarding academics with their children's teachers more than once or twice per year.</li> </ul>

<p><b>High Standards and High Expectations for Academic Success</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promote Student achievement.</li> <li><input type="checkbox"/> Build teacher leadership capacity to promote and develop high leverage teaching practices.</li> <li><input type="checkbox"/> Formalize assessment of inquiry-based learning, Innovation Pathways, and Portrait of a Graduate competencies.</li> <li><input type="checkbox"/> Develop a shared vision for continuous instructional improvement with an asset-based approach to student learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On end of year survey, &gt;80% of students will respond favorably to questions regarding self efficacy and their belief they can succeed in achieving academic outcomes.</li> <li><input type="checkbox"/> On end of year survey,&gt;80% of staff will respond favorably to questions regarding their belief in students' ability to learn and engagement in their classes.</li> <li><input type="checkbox"/> On end of year survey, &gt;90% of staff will respond favorably to prompts regarding the value and relevance of professional learning in the district.</li> <li><input type="checkbox"/> &gt;80% of students at 65% national norm based on Fastbridge math and reading data grades 3-8</li> <li><input type="checkbox"/> 4/4 Points for Achievement in Math, Science, and ELA MCAS</li> <li><input type="checkbox"/> &gt;65% accountability points on MCAS</li> <li><input type="checkbox"/> Established system for measurement of inquiry-based and applied learning, Innovation Pathways, and Portrait of a Graduate competencies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Redefine, train and support Building Instructional Leadership Teams focused on promotion of High Expertise Teaching</li> <li><input type="checkbox"/> Develop and implement a Universal Assessment Plan for HVRSD incorporating assessment of standards, inquiry based and applied learning, Innovations Pathways, and Portrait of a Graduate competencies.</li> <li><input type="checkbox"/> Align instructional practices and curriculums PK-12, building toward a <a href="#">Portrait of a Graduate</a> with a focus on science and social studies.</li> <li><input type="checkbox"/> Provide ongoing, job-embedded, targeted Professional Development designed to build teacher repertoire and leadership capacity.</li> <li><input type="checkbox"/> Implement early childhood programming with an emphasis on literacy at the elementary school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On midyear survey, &gt;70% of students will respond favorably to questions regarding self efficacy and their belief they can succeed in achieving academic outcomes.</li> <li><input type="checkbox"/> On midyear survey, &gt;60% of staff will respond favorably to questions regarding their belief in students' ability to learn and engagement in their classes.</li> <li><input type="checkbox"/> On midyear survey, &gt;80% of staff will respond favorably to prompts regarding the value and relevance of professional learning in the district.</li> <li><input type="checkbox"/> On winter benchmark, 65% of students at 65% national norm based on Fastbridge math and reading data grades 3-8.</li> </ul>
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<p><b>High Standards and High Expectations for Inclusive Practices</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide professional development aimed at providing curriculum access points for all students in the classroom.</li> <li><input type="checkbox"/> Build understanding of implicit bias, identity and cultural competence in order to create a more inclusive setting for all staff, students, and families.</li> <li><input type="checkbox"/> Implementation of a district-wide, data-driven, cohesive Multi Tiered System of Support for students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On end of year survey, &gt;80% of staff will respond favorably to questions regarding their perceptions of the overall social and learning climate of the school.</li> <li><input type="checkbox"/> On end of year survey, &gt;80% of caregivers across disaggregated demographic groups will respond favorably to questions regarding their perceptions of the overall social and learning climate of the school.</li> <li><input type="checkbox"/> On end of year survey, &gt;80% of students across disaggregated demographic groups will respond favorably to questions regarding their perceptions of the overall social and learning climate of the school.</li> <li><input type="checkbox"/> Evidence of use of universally designed or differentiated instructional materials for Students with Disabilities in &gt;80% of classroom walkthroughs.</li> <li><input type="checkbox"/> Narrowed equity gaps in referral, suspension, and class failure rates for students from historically marginalized backgrounds, including those with disabilities, as measured by Powerschool.</li> </ul>	<p><b><i>Social Emotional Learning:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foster ongoing partnership with Optimal Healing to structure therapeutic programming and ensure access to small group and individual mental health support for secondary students.</li> <li><input type="checkbox"/> Provide professional development for staff to increase their repertoire in meeting the needs of students who have experienced trauma.</li> </ul> <p><b><i>Diversity, Equity, Inclusion and Belonging:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foster ongoing partnership with DEIO to provide professionals development for staff to increase understanding of bias and identity, communication across differences, and DEI toolboxes to use in their classrooms</li> <li><input type="checkbox"/> Engage in a DEI audit of district policies, practices, culture, and data.</li> <li><input type="checkbox"/> Engage stakeholders with the district DEIB Advisory Committee.</li> </ul> <p><b><i>Supporting Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refine BBT and Special Education referral processes</li> <li><input type="checkbox"/> Provide professional development for staff to increase their repertoire in developing asset-based student learning profiles to support student-specific differentiation and individualized education planning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On midyear survey, &gt;60% of staff will respond favorably to questions regarding their perceptions of the overall social and learning climate of the school.</li> <li><input type="checkbox"/> On midyear survey, &gt;70% of caregivers across disaggregated demographic groups will respond favorably to questions regarding their perceptions of the overall social and learning climate of the school.</li> <li><input type="checkbox"/> Evidence of use of differentiated instructional materials for Students with Disabilities in &gt;50% of classroom walkthroughs.</li> <li><input type="checkbox"/> By 2/2024 review current equity gaps in referral, suspension, and class failure rates for students from historically marginalized backgrounds including those with disabilities as measured by Powerschool.</li> </ul>
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School Improvement Plans
<a href="#">Hoosac Valley Elementary School</a>
<a href="#">Hoosac Valley Middle School</a>
<a href="#">Hoosac Valley High School</a>