

Hoosac Valley Elementary School

2023-2024 School 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?
 - Consider this in relation to the priorities and initiatives you established for the current year.
- What are three of the most notable gaps?
- For each win and 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

[End of Year FastBridge Data Sheet](#)

Wins

-Preschool EarlyMath - 81% of students scored in low-risk or college pathway.
 -Kindergarten- EarlyMath - 70% of students scored in low-risk or college pathway.
 -1st grade - EarlyReading - increased percentage in low-risk to college pathway from winter to spring: 37% up to 43%.
 -2nd Grade aMath (81% typical to aggressive growth)
 -3rd Grade aReading (74% typical to aggressive growth)

Gaps

Preschool - EarlyMath 50% EOY typical to aggressive growth
Kindergarten- Early Reading 41% EOY typical to aggressive growth
1st Grade Early Reading 41% EOY typical to aggressive growth
2nd Grade CBMR 64% EOY typical to aggressive growth
3rd Grade aMath 53% EOY typical to aggressive growth

MCAS Historical Data

Math				
	2022	2021	2019	2018
Grade 3	25% (-16) SWD: 7%	29% (-4)	42% (-7)	28% (-22)

ELA				
	2022	2021	2019	2018
Grade 3	38% (-6) SWD: 14%	41% (-10)	46% (-10)	46% (-6)

Staff Culture/Development

Panorama Survey Results

Wins

-27% increase - staff believe the PD offered is beneficial for them.
 -57% feel they have improved their behavior management approaches.
 -61% of staff feel students are enthusiastic about learning on a daily basis.
 -68% of staff feel their colleagues help build their skillset.

Gaps

-3% feel they have input on creating your own PD opportunities.
 -13% think the school is a positive place to work.
 -19% feel they can change their teaching practices to match their students' needs.

Student Culture/Family Engagement

(District-wide survey results)

Wins

-50% feel teachers respect their child (12% increase)
 55% feel their child has a sense of belonging at school
 -61% feel there are positive relationships between teachers and students.
 -87% feel there is a trusted adult to support their child

Gaps

-29% think their child's lessons are motivating for their child.
 -36% think their child enjoys going to school.
 -50% of families feel diversity is celebrated at our school.
 -59% responded favorably to their school being a good fit for their child.

Reflect:

1. Which of the above wins, if built on, or gaps if closed, would do the most to increase students' current and future success?
2. Categorize your data by potential priorities for your School Improvement Plans

HVES SCHOOL 23-24 SCHOOL IMPROVEMENT PLAN

<p style="text-align: center;"><u>Priority</u></p> <p style="text-align: center;">(Small list of focus areas for school-wide growth in both academic and school culture dimensions)</p>	<p style="text-align: center;"><u>End of Year Goals</u></p> <p style="text-align: center;">(Measurable goals for each priority, especially focused on student outcomes)</p>	<p style="text-align: center;"><u>Drivers</u></p> <p style="text-align: center;">(Specific strategies for achieving those goals)</p>	<p style="text-align: center;"><u>Progress Metrics</u></p> <p style="text-align: center;">(Measurable goals that help describe what success looks like for the drivers. Often these focus on teacher or leader actions)</p>
<p>Active Partnerships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> By spring 2324 90% of caregiver respondents will respond favorably to feeling their child has a sense of belonging at school on the Panorama Family Survey. <input type="checkbox"/> By spring 2324 at least 50% of caregiver respondents will report in person interactions regarding academics with their children's teachers more than once or twice per year. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least 3 opportunities for feedback including but not limited to 2 family surveys, so that teachers and administrators can continuously gather information on how to best support the students socially, academically and emotionally. <input type="checkbox"/> Teachers will use results from the family surveys to refine their engagement with the caregivers of the students in their classes as they work toward collaboratively developing student profiles that highlight strengths and interests. <input type="checkbox"/> ILT will regularly analyze and engage their colleagues in Data-Driven Dialogue and action planning around family and student survey data to 	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of caregiver respondents will respond favorably that their child has a sense of belonging at school. <input type="checkbox"/> By winter 2324 at least 35% of caregiver respondents will report in person interactions regarding academics with their children's teachers more than once or twice per year.

		determine wins worth celebrating and continued areas for improvement.	
Positive School Culture of High Standards and High Expectations	<input type="checkbox"/> >80 % of staff responding favorably to questions regarding their perceptions of the overall social and learning climate of the school. <input type="checkbox"/> By spring of 2024, at least 80% of staff will respond favorably that they can analyze student needs to drive their instructional practices.	<input type="checkbox"/> The Responsive Classroom approach with a growth mindset will be modeled and fostered through the introduction of resources and language in faculty meetings, daily conversations and ILT-based research. <input type="checkbox"/> The critical elements of lesson design (objectives, criteria for success, formative assessments and feedback), will be implemented by all staff, so that students have high standards and high expectations. <input type="checkbox"/> Teachers will get at least 1 opportunity to model and/or observe each other around the critical elements of lesson design and/or Responsive Classroom strategies as a way to further develop their pedagogical skill set. <input type="checkbox"/> Weekly BBT and content-specific	<input type="checkbox"/> There will be 100% of teachers implementing practices from Responsive Classroom and Growth Mindset <input type="checkbox"/> >65% of staff responding favorably to questions regarding their perceptions of the overall social and learning climate of the school. <input type="checkbox"/> There will be student data that reflects growth between the learning zone and performance zone (via Wit & Wisdom end of module assessments, Eureka post-module assessments, etc). <input type="checkbox"/> There will be 100% teacher participation in at least one model and/or observation of a lesson using the non-evaluative observation tool that focuses on the critical elements of lesson design and Responsive Classroom.

	<input type="checkbox"/> By spring 2024, >80% of students will be meeting or exceeding grade level standards as evidenced by standards and skills-based assessments.	collaborative planning <input type="checkbox"/> Implement research-based, high quality curriculum and provide high quality professional development <input type="checkbox"/> Calibrate ILT members around high standards, high expectations and accommodations/ differentiation	<input type="checkbox"/> >80% of students will reach proficiency on end of unit/module assessments (Eureka, Wit & Wisdom, Foundations) <input type="checkbox"/> Report card grades will show >80% of students meeting or exceeding expectations across content areas.
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Find out more about Responsive Classroom by viewing [the website here](#).

Please find out more information about the curricula we use [here](#).