

Hoosac Valley High School

2023-2024 School Improvement Plan



Equity Pause Data Review

Identify Most Important Wins, Gaps, & Root Causes

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	Staff Culture/Development	Student Culture/Family Engagement
<p>Wins</p> <ul style="list-style-type: none"> • Highest number of credit recovery completion with passing grades this summer • Fastbridge - Grade 10 - Math - 5% increase from fall to winter • Fastbridge - Grade 9 - ELA - 3% increase from fall to winter <p>Gaps</p> <ul style="list-style-type: none"> • Grade 8 - ELA - 13% points below the state • Grade 8 - Math - 21% points below the state • Fastbridge - Grade 8 - ELA - 6% decrease from fall to winter • Grade 9 - 59% of 61 students passing all courses • Grade 10 - ELA - 5% points below the state • Grade 10 - Math - 17% points below the state • Low income, students with disabilities, high needs populations ABOVE the state % <p>Equity lens folder with various data points MCAS data folder</p>	<p>Wins</p> <ul style="list-style-type: none"> • Week of gratitude x2 (around holidays/staff appreciation) • Utilized staff feedback to make changes to PD, focus on behavior, types of meetings, etc • POG work • Collaboration between admin/ACTA (contract, schedule talks) • ILT - inclusive, collaborative leadership <p>Gaps</p> <ul style="list-style-type: none"> • Absences- staff and students • Staff reporting they aren't happy • Staff leaving for various reasons • Staff report families not being friendly toward them down 7% from 2022 • Staff report 52% of them almost never meet with families • Staff do not feel respected by the families <p>Data source: Panorama 2023 staff and teacher survey</p>	<p>Wins</p> <ul style="list-style-type: none"> • Student focus groups (juniors/seniors) • Signature Experience • Williams interns • Weekly admin notes • Updated website • Pep Rally • ½ day “fun” days <p>Gaps</p> <ul style="list-style-type: none"> • Enrollment down and continues to decline (1/3 of our students in the district choose elsewhere) • Families report lack of communication (at the teacher level) • Absences are atrocious (73% in the district absent 10 days or more; 48% chronically absent – more than 10%). Half of the 8-12 student body (50%) was absent 10 or more days in the school year <p>Vanderbilt Study Attendance data chart 22-23</p>

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 priorities for your School Improvement Plans

HVHS SCHOOL 23-24 SCHOOL IMPROVEMENT PLAN

<p><u>Priority</u></p> <p>(Small list of focus areas for school-wide growth in both academic and school culture dimensions)</p>	<p><u>End of Year Goals</u></p> <p>(Measurable goals for each priority, especially focused on student outcomes)</p>	<p><u>Drivers</u></p> <p>(Specific strategies for achieving those goals)</p>	<p><u>Progress Metrics</u></p> <p>(Measurable goals that help describe what success looks like for the drivers. Often these focus on teacher or leader actions)</p>
<p>School Attendance</p> <p>Attendance data chart 22-23</p>	<p><input type="checkbox"/> Increase attendance among students who historically have missed 10 or more days by 85%</p>	<p><input type="checkbox"/> Providing every student a teacher champion through daily CREW opportunities</p> <ul style="list-style-type: none"> ○ 100% of teachers will run a daily CREW (all students had a check-in with an adult daily) ○ 100% of CREW teachers spend 1x per week with individual students checking PS (check/connect)-- (all students had a check-in with an adult daily) ○ 100% of CREW teachers spend 1x per week on the competencies (rubrics, videos, discussions, etc) – (students engaging in agency over their own success) <p><input type="checkbox"/> Developing skills around the PoG competencies with a focus on attendance, attitude, and academics through targeted lesson implementation and resource sharing connected to</p>	<p><input type="checkbox"/> 100% of students engage in weekly self-reflection through Crew Check and Connect.</p> <p><input type="checkbox"/> 85% of teachers will respond favorably to questions regarding their increased preparation and support with implementing the key components of Crew (pre and post surveys – fall, winter and late spring)</p>

		<p>the Monthly Crew Competency Calendar.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular home visits with the district family and community engagement coordinator/SAC <input type="checkbox"/> FCEC attends weekly BBT meetings AND monthly student-concern meeting (1x per week data review in BBT, 1x per month with faculty) – (targeted/focused family engagement) <input type="checkbox"/> DATA-Team analyzes multiple data sources from an attendance lens in order to communicate early worries, successes, and trends in need of addressing. 	
Positive and Supportive School Culture	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of 9th graders will pick a path and participate in a 2024 spring signing <input type="checkbox"/> 100% of 8th graders will pick a preliminary path by June 2024 <input type="checkbox"/> Panorama survey results will show a 50% increase a positive working environment 	<ul style="list-style-type: none"> <input type="checkbox"/> Providing teachers autonomy in choosing their CREW topic 100% of teachers participate in CREW kick-off, provide their plans (share) <input type="checkbox"/> Providing students choice in CREW selection (work with teachers with similar interests) <ul style="list-style-type: none"> ○ 100% of students rank their CREW options, placed accordingly <input type="checkbox"/> Restructuring open house 	<ul style="list-style-type: none"> <input type="checkbox"/> 85% of teachers will respond favorably to questions regarding their increased preparation and support with implementing the key components of Crew (pre and post surveys – fall, winter and late spring) <input type="checkbox"/> 100% of students engage in self-reflection through Crew Check and Connect.

	<input type="checkbox"/> Panorama survey results will show an 50% increase in responses favorable regarding school fit and sense of belonging as indicated on student and family surveys.	opportunities to showcase curriculum/PBL/Pathways/CREW <ul style="list-style-type: none"> Providing staff, students, and families multiple opportunities to connect/engage <input type="checkbox"/> DATA-Team analyzes multiple data sources from a culture and DEIB lens in order to communicate early worries, successes, and trends in need of addressing.	
High Standards and Academic Success	<input type="checkbox"/> Increase the number of students passing all classes at year end by 50%.	<input type="checkbox"/> Launch a tutoring-center support program <ul style="list-style-type: none"> All students failing at progress report time will attend the tutoring center at least 1x per week <input type="checkbox"/> Launch a math intervention program <ul style="list-style-type: none"> All at risk students will be scheduled into math intervention (iReady) <input type="checkbox"/> Create a year-long scope of touchpoints for families of struggling students <ul style="list-style-type: none"> CREW champions call families 2x per month 	<input type="checkbox"/> 100% of students recommended to the tutoring center will achieve a 65 or higher at each report card time (4x per year) <input type="checkbox"/> 100% of students in math intervention meet stretch growth AND are re-integrated into electives <input type="checkbox"/> 85% of families will respond favorably to questions regarding the connection and understanding of their

		<ul style="list-style-type: none"> Teachers call families at PR time VP schedules student-concern meetings Counselors/SAC connect with families weekly (BBT) <p><input type="checkbox"/> CREW champion monitoring student progress</p> <ul style="list-style-type: none"> 100% of teachers will run a daily CREW 100% of CREW teachers spend 1x per week with individual students checking PS (check/connect) 100% of CREW teachers spend 1x per week on the competencies <p><input type="checkbox"/> Project-Based Learning</p> <ul style="list-style-type: none"> 100% PBL teachers will implement at least 1 project <p><input type="checkbox"/> DATA Team</p>	<p>students' progress, etc. (48% in the fall – How clear has your school's communication been to support in person learning?)</p> <p><input type="checkbox"/> 85% of students engage in self-reflection through Crew Check and Connect.</p> <p><input type="checkbox"/> 85% of teachers will respond favorably to questions regarding their increased preparation and support with implementing the key components of Crew (pre and post surveys – fall, winter and late spring)</p>
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