



Hoosac Valley Elementary School

2022-2023 School Improvement Plan

[2018 Teacher Rubric](#)

High Leverage Instructional Practices and Implementation of Curriculum with Integrity

Strategic Objective 1: Staff will implement new curriculum(s) with integrity and analyze impact on student learning through the use of the Formative Assessments for Results cycle (FAR 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.

Action

Measure for Success/Benchmark

Hoosac Valley Regional School District will regularly communicate with families regarding student learning and academic performance at all grade levels.

Professional Development for Staff:

- *Fastbridge training for both new and non-experienced staff on the implementation and useful reports*
- *New ELA curricula*
- *FAR Cycle: staff will be trained in the elements of the FAR cycle and supported by the ILT members.*

Completion of PD

Goal:

- 100% of teachers will receive professional development in the curricula being implemented.
- 100% of new staff will receive training in the FAR cycle within their first year of employment.
- 100% of teachers will receive training from the AP around Fastbridge reports and when/why to use them.

Data Sources:

- PD registration
- Attendance to the trainings/faculty meetings
- Daily lessons inclusive of the ELA and math programs
- Fastbridge reports

Resources:

- PD materials
- Curriculum materials
- Consultants
- AP of Teaching and Learning

2021-2022

2022-2023

- All teachers were trained in how to progress monitor, analyze data and administer benchmark assessments in Fastbridge
- Teachers in grades K-3 received PD for Wit & Wisdom
- Teachers in grades PK-3 received PD for Foundations
- New teachers received at PD in the FAR cycle
- Administrative classroom observations and feedback

- Wit and Wisdom consultant will be facilitating 2-3 faculty meetings for teachers
- New teachers attended training for WW and Foundations
- ILT members will be facilitating grade level/content team meetings using the FAR cycle to guide their work during faculty meetings
- Productive Talk and weekly planning meetings with the AP
- All teachers were trained in how to progress monitor, analyze data and administer benchmark assessments in Fastbridge
- Preschool Teachers who administer FastBridge testing were offered refreshers
- Administrative classroom observations and feedback

		Professional Learning Experiences: - <u>2021-2022</u> - <u>2022-2023</u>				
<i>Learning targets:</i> <ul style="list-style-type: none"> • will be visible • will be aligned to the curriculum • will be rigorous • will be engaging • will be written in student-friendly language, such as, “I can...” “We are learning to...” 		Applicable learning targets will be visible for the different content areas Analyze example learning targets during ILT meetings Students will be able to articulate the lesson objective				
		Goal: - 100% of teachers will have written learning targets for each lesson with aligned, measurable formative assessments. - 100% of teachers will communicate learning targets to their students in student-friendly language.				
		Data Sources: - Analyzing student work - Visibility of LT throughout classrooms (verbal, written, etc) - Collaborative planning to create aligned tasks with clear targets				
		Resources: - Curriculum - AP of TL - ILT - RBT binder for HITT				
		Professional Learning Experiences: - <u>2021-2022</u> - <u>2022-2023</u>				
		Grade-level teams will analyze and reflect on formative assessments Adjustments to teaching practice will be made as necessary				
	<i>Reflecting on regular formative assessments</i> <ul style="list-style-type: none"> • Utilize the FAR Cycle (1. Clarify the learning journey, 2. Formative assessments, analyze F.A, 4. FIRME action) • Progress monitoring 					
	<table border="1"> <thead> <tr> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Learning targets were visible in child-friendly language in every classroom • Learning targets were verbally stated and/or explained/modeled in most classrooms • Learning targets were aligned to the curriculum • The rigor and engagement levels could be further developed next year • ILT researched learning targets and analyzed examples. This work should continue next year. • During walkthroughs, students were able to articulate the learning target in most classes. </td> <td> <ul style="list-style-type: none"> • Learning targets were visible in child-friendly language in every classroom • Learning targets were verbally stated and/or explained/modeled in most classrooms • Learning targets were aligned to the curriculum • As an ILT, we’re working on crossing the rigor divide to strengthen and make more meaning of the learning targets and tasks our students are completing. • ILT will utilize the Rigor Rubric to analyze learning targets and tasks to increase cognitive demand in the learning tasks. • Walk-throughs to observe and analyze learning targets • Promoting self reflection of students on how they worked to meet the learning target </td> </tr> </tbody> </table>	2021-2022	2022-2023	<ul style="list-style-type: none"> • Learning targets were visible in child-friendly language in every classroom • Learning targets were verbally stated and/or explained/modeled in most classrooms • Learning targets were aligned to the curriculum • The rigor and engagement levels could be further developed next year • ILT researched learning targets and analyzed examples. This work should continue next year. • During walkthroughs, students were able to articulate the learning target in most classes. 	<ul style="list-style-type: none"> • Learning targets were visible in child-friendly language in every classroom • Learning targets were verbally stated and/or explained/modeled in most classrooms • Learning targets were aligned to the curriculum • As an ILT, we’re working on crossing the rigor divide to strengthen and make more meaning of the learning targets and tasks our students are completing. • ILT will utilize the Rigor Rubric to analyze learning targets and tasks to increase cognitive demand in the learning tasks. • Walk-throughs to observe and analyze learning targets • Promoting self reflection of students on how they worked to meet the learning target 	
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- Use results to differentiate instruction

Student interventions will be adjusted based on data

2021-2022	2022-2023
<ul style="list-style-type: none"> ● Grade level and content teams have clarified the learning journey by studying the curriculum and creating learning targets for their lessons ● Grade-level teams began to analyze and reflect on formative assessments ● Adjustments to teaching practice were made as necessary ● Student interventions were adjusted based on data ● Progress monitoring occurred in every grade level bi-monthly ● Teacher and interventionist data meetings 	<ul style="list-style-type: none"> ● Continue clarifying the learning journey across all grade levels and content areas ● Implement more formative assessments and analyze the student data ● Begin taking FIRME action based on the results of the data (ie-Fundations' unit assessments and reteach, Eureka pre-module assessments to create intervention groups) ● Continue progress monitoring bi-monthly ● Teacher and interventionist data meetings ● A block per day used to differentiate small-group student learning needs based on data ● Grade-level meetings with the AP to analyze curriculum/assessments and make instructional shifts based on student needs ● Gathering student work samples and observational data

<p>Goal:</p> <ul style="list-style-type: none"> - 100% of classroom teachers will participate in weekly planning meetings facilitated by the AP of Teaching and Learning. - 100% of teachers will participate in 3 data meetings throughout the course of the school year.
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<p>Data Sources:</p> <ul style="list-style-type: none"> - Results from the following assessments: <ul style="list-style-type: none"> - Foundations unit assessments - Heggerty - daily observations - Eureka pre-assessments - Wit and Wisdom end of module tasks - Fastbridge progress monitoring and benchmarks
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<p>Resources:</p> <ul style="list-style-type: none"> - Foundations unit assessments - Heggerty - daily observations - Eureka pre-assessments - Wit and Wisdom end of module tasks

<p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - <u>2021-2022</u> - <u>2022-2023</u>
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- Implementation of curricula with integrity
- ELA: Wit and Wisdom (K-3), FUNdations and Heggerty
 - Math: Eureka/Engage NY
 - Specials: content-specific

Daily lesson plans will be based on grade-level/content-specific curricula

2021-2022	2022-2023
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<p>Goal:</p> <ul style="list-style-type: none"> - Consider: 100% of classes utilizing HQIM during corresponding instructional blocks.
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- Preschool to implement Focus on Early Learning daily with integrity
- Grades K-3 implemented Wit and Wisdom daily and with integrity
- Grades PK-3 implemented Foundations daily and with integrity
- Grades PK-2 implemented Heggerty daily and with integrity
- Grades PK-3 implemented Eureka Math daily and with integrity
- Specials implemented content-specific curricula

- Preschool to implement Focus on Early Learning daily with integrity
- Grades K-3 implemented Wit and Wisdom daily and with integrity
- Grades PK-3 implemented Foundations daily and with integrity
- Grades PK-2 implemented Heggerty daily and with integrity
- Grades PK-3 implemented Eureka Math daily and with integrity
- Specials implemented content-specific curricula

- 75% of students in grades PK-3 will be reading on benchmark as measured by Fastbridge benchmark assessments.
- 75% of students in grades PK-3 will be performing on benchmark for math as measured by Fastbridge benchmark assessments.
- *The total number of students in the low-risk category on the Early Reading (PK-1) fall data: 54% of students*
- *The total number of students in the low-risk category on the ELA CBM (2nd and 3rd) fall data: 35% of students*
- *The total number of students in the low-risk category on the aReading assessment (2nd and 3rd) fall data: 35% of students*
- *The total number of students in the low-risk category on the Early Math (PK-1) fall data: 63% of students*
- *The total number of students in the low-risk category on the aMath assessment (2nd and 3rd) fall data: 52% of students*

Data Sources:

- Daily lesson plans
- Walk-throughs
- ILT agendas
- Curriculum planning meetings

Resources:

- Foundations
- Heggerty
- Eureka
- Wit and Wisdom

Professional Learning Experiences:

- 2021-2022
- 2022-2023

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.

Action		Measure for Success/Benchmark
Use language from curricula that model high expectations within lessons for all students		A common language will be present across grade levels and classrooms that reinforce high expectations for all students.
2021-2022	2022-2023	
<ul style="list-style-type: none"> A common language started to be implemented across grade levels and classrooms that reinforced high expectations for all students, based on the language in WW, Heggerty, Foundations and Eureka. 	<ul style="list-style-type: none"> Continue building common language across grade levels and classrooms that reinforces high expectations for all students, based on the language in WW, Heggerty, Foundations and Eureka. For example, implementing the same Foundations rituals across grade levels. Implementation of Socratic Seminars Making student thinking visible through productive talk across content areas. Professional learning talk moves to promote student discourse and the use of rigorous, content specific vocabulary by all students. Addition of Morning Meeting language and expectations across all grade levels. Stating objectives for students to understand and take ownership of their learning Tenets of PRIDE 	<p>Goal:</p> <ul style="list-style-type: none"> - Each grade level will implement at least 4 Socratic Seminars throughout the school year. <p>Data Sources:</p> <ul style="list-style-type: none"> - Unannounced and announced observations from admin - Implementation and observation of Socratic Seminars <p>Resources:</p> <ul style="list-style-type: none"> - Curriculum resources - Curriculum planning meetings - ILT - planning socratic seminars - Peer observations/modeling <p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - <u>2021-2022</u> - <u>2022-2023</u>

Use Fastbridge data to determine student scaffolds		Intervention groups will be created based on data
2021-2022	2022-2023	<p>Goal:</p> <ul style="list-style-type: none"> - 100% of intervention groups will be created based on data from Fastbridge.
<ul style="list-style-type: none"> • Intervention groups were created based on data. • Data Driven Dialogue modeled and facilitated by the AP • FastBridge Data Review Calendar Created 	<ul style="list-style-type: none"> • Intervention groups are created and modified based on progress-monitoring and benchmarking via Fastbridge to support student needs. • Intervention groups will be updated after each benchmark assessment/progress monitoring and changes will be made based on the data. • Refined BBT process with an emphasis on using data to make informed decisions about tier 2 and tier 3 intervention for students. • WIN model incorporates Fastbridge data to arrange groups 	<p>Data Sources:</p> <ul style="list-style-type: none"> - Fastbridge reports (ie-growth, skills, screening to intervention)
		<p>Resources:</p> <ul style="list-style-type: none"> - Classroom teachers - Fast Team - Fastbridge
		<p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - <u>2021-2022</u> - <u>2022-2023</u>
Supporting Responsive Classroom Practices		
<ul style="list-style-type: none"> • SEL support • Behavior approach - school-wide • Classroom environment / Responsive Classroom-based behavior grid • Teacher of Department to reinforce RC practices and behavior throughout the building 		
2021-2022	2022-2023	<p>Goal:</p> <ul style="list-style-type: none"> - 100% of staff will be formally trained in Responsive Classroom. - 100% of staff will implement the tools from the Responsive Classroom training - 100% of classrooms will implement a daily Morning Meeting. - At least 85% of students will achieve their grade-level P.R.I.D.E. goal each month.
<ul style="list-style-type: none"> • The Responsive Classroom grid was utilized in most classrooms as a tier 1 support. • Behavioral referrals decreased in quantity during recess time. • Student survey- Students' sense of belonging increases...*The survey was not administered in the spring of 2022 per district decision. • Responsive Classroom Trainings/faculty meetings (quarter 2) 	<ul style="list-style-type: none"> • Teachers and support staff are receiving Responsive Classroom Professional Development throughout the year. • At least 1 faculty meeting per month will be focused on supporting staff's development of RC. • All classrooms and spaces in the building have a RC chime to maintain building-wide 	<p>Data Sources:</p> <ul style="list-style-type: none"> -Walkthroughs with a Responsive Classroom focus -Attendance at Responsive Classroom training.

<ul style="list-style-type: none"> • An RC team was created and they attended a one-day training. • Implementation of P.R.I.D.E. awareness and rallies 	<p>expectations.</p> <ul style="list-style-type: none"> • All classrooms have a Take a Break space for students to utilize when they feel necessary. • Morning Meeting was added to the building-wide schedule. • Continue the work with P.R.I.D.E. and monthly P.R.I.D.E. rallies, grade levels develop monthly PRIDE goals • Develop a survey for SEL for staff and students. • Peer observations of Morning Meeting • Kindness shoutouts on morning announcements and in the Beaulac Bulletin • Staff Shoutouts in Friday Focus • Spirit Week in December 	<p>Resources:</p> <ul style="list-style-type: none"> - "Responsive Classroom: Elementary Core Course" - "The First Six Weeks of School" - "Yardsticks" - PD materials
		<p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - <u>2021-2022</u> - <u>2022-2023</u>

<p>Create and maintain a school environment that celebrates cultural diversity</p>		<p>Goal:</p> <ul style="list-style-type: none"> - 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. 				
<table border="1"> <thead> <tr> <th data-bbox="96 844 897 909">2021-2022</th> <th data-bbox="897 844 1698 909">2022-2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="96 909 897 1133"> <ul style="list-style-type: none"> • Family Event: "Where are you from?" - This event did not happen in the 2021-2022 school year. • PD surrounding cultural awareness and diversity - This did not occur in this school year. • Implementation of P.R.I.D.E. across all grade levels • Kindergarten Fiesta family event </td> <td data-bbox="897 909 1698 1133"> <ul style="list-style-type: none"> • DEI work during faculty meetings scheduled for two dates this year. • Continue the work with P.R.I.D.E. • Grade 2 and 3- Holidays Around the World event </td> </tr> </tbody> </table>	2021-2022	2022-2023	<ul style="list-style-type: none"> • Family Event: "Where are you from?" - This event did not happen in the 2021-2022 school year. • PD surrounding cultural awareness and diversity - This did not occur in this school year. • Implementation of P.R.I.D.E. across all grade levels • Kindergarten Fiesta family event 	<ul style="list-style-type: none"> • DEI work during faculty meetings scheduled for two dates this year. • Continue the work with P.R.I.D.E. • Grade 2 and 3- Holidays Around the World event 		<p>Data Sources:</p> <ul style="list-style-type: none"> - Panorama survey results - PRIDE monthly goal data
2021-2022	2022-2023					
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		<p>Resources:</p> <ul style="list-style-type: none"> - Missy Tarjick (DEI presenter) - Wendy Lamberton (PRIDE rally facilitator) 				
		<p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - <u>2021-2022</u> - <u>2022-2023</u> 				

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.

Action		Measure for Success/Benchmark
Host family events at the school		
2021-2022	2022-2023	
<ul style="list-style-type: none"> The following family events were held at HVES: Open House, Trunk or Treat, Love of Literacy, Frosty Fest (canceled due to inclement weather), Reading Rompus: Where the Wild Things Are, Give a Gift, Music BINGO, STEAM Events, Field Day 	<ul style="list-style-type: none"> The following events have happened or are scheduled to happen within this school year: Trunk or Treat, Pie Party, Frosty Fest, Music BINGO, STEAM Events, Field Day, Meet the Teacher Night, Ornament Night, Ice Cream Social (*some of these events also include materials for families to take home), United Way-sponsored coat drive Buses were provided by Dufour to transport families to and from Open House Involved PTG Attendance will be taken to document parent engagement Increased scores on (Panorama) family survey Family and Engagement Coordinator helps new families to register and can include tour 	<p>Goal:</p> <ul style="list-style-type: none"> - HVES will host at least 4 family and community engagement events per school year. <hr/> <p>Data Sources:</p> <ul style="list-style-type: none"> - Event flyers - Event attendance sheets <hr/> <p>Resources:</p> <ul style="list-style-type: none"> - Family and Community Engagement Committee - Title I support - PTG - Event-specific materials (ie- books or experiments) <hr/> <p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - 2021-2022 - 2022-2023

	<p>and possibly some HVES swag</p> <ul style="list-style-type: none"> Individual grade levels invite families in for specific events (ie-First grade is starting Secret Reader.) 	
Communicate school information in families' native language		
<p style="text-align: center;">2021-2022</p>	<p style="text-align: center;">2022-2023</p>	
<ul style="list-style-type: none"> Utilized the translation service to translate the student handbooks at the beginning of the year. Invited interpreters, when appropriate, to school to assist with conferences. Josh Kellogg helped facilitate meetings with our EL families. 	<ul style="list-style-type: none"> Invited interpreters, when appropriate, to school to assist with conferences and events. Utilize the translation service to translate appropriate documents Josh Kellogg helped facilitate meetings with our EL families. 	<p>Goal:</p> <ul style="list-style-type: none"> To ensure all families are able to receive information in their native language, 100% of documents sent home will be translated into the native language of our students' families. Interpreters will be present at 100% of conferences when necessary for interpretation.
		<p>Data Sources:</p> <ul style="list-style-type: none"> Handbooks translated Attendance logs from conferences
		<p>Resources:</p> <ul style="list-style-type: none"> Lexikeet (translation service) Josh Kellogg (EL Teacher)
		<p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> 2021-2022 2022-2023
Parent-teachers conferences		
		Teachers will hold parent-teacher conferences to update on student academic and behavioral progress.
<p style="text-align: center;">2021-2022</p>	<p style="text-align: center;">2022-2023</p>	
<ul style="list-style-type: none"> Teachers held parent-teacher conferences to update on student academic and behavioral progress. 	<ul style="list-style-type: none"> Teachers held parent-teacher conferences to update on student academic and behavioral progress. 	<p>Goal:</p> <ul style="list-style-type: none"> To have at least 80% of parents, per classroom, attend parent-teacher conferences

	<ul style="list-style-type: none"> • in-person, Zoom, and phone call options to meet as many needs as possible. 	<ul style="list-style-type: none"> - To further develop the school-home relationship by keeping the parents up-to-date on their child's academic and behavioral progress.
		<p>Data Sources:</p> <ul style="list-style-type: none"> - Conference attendance sheets
		<p>Resources:</p> <ul style="list-style-type: none"> - Classroom teachers - Parents
		<p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - 2021-2022 - 2022-2023
Regular communication with parents/guardians		
2021-2022	2022-2023	<p>Goal:</p> <ul style="list-style-type: none"> - Teachers will send at least one monthly communication (phone call, newsletter, email correspondence, etc.) to parents to check in about their child.
<ul style="list-style-type: none"> • Teachers communicated regularly with parents in ways like phone calls, emails, messages on apps, etc with updates on student behavior and academics. • Parents were kept in the loop and had a clear understanding of their child's academic and behavioral progress. • Weekly principal communication to families • Coffee Hours for parents to express their comments and questions • Fastbridge family letters 	<ul style="list-style-type: none"> • Teachers communicate regularly with parents in ways like phone calls, emails, messages on apps, etc with updates on student behavior and academics. • Parents are kept in the loop and have a clear understanding of their child's academic and behavioral progress. • Teachers communicate with parents about the DCAP and BBT process when applicable. • Weekly principal communication to families • Coffee Hour for parents to express their comments and questions • Fastbridge family letters 	<p>Data Sources:</p> <ul style="list-style-type: none"> - Newsletters - Family communication logs/Panorama (voluntary at this point)
		<p>Resources:</p> <ul style="list-style-type: none"> - Newsletters - Family communication logs/Panorama (voluntary at this point)
		<p>Professional Learning Experiences:</p> <ul style="list-style-type: none"> - 2021-2022 - 2022-2023