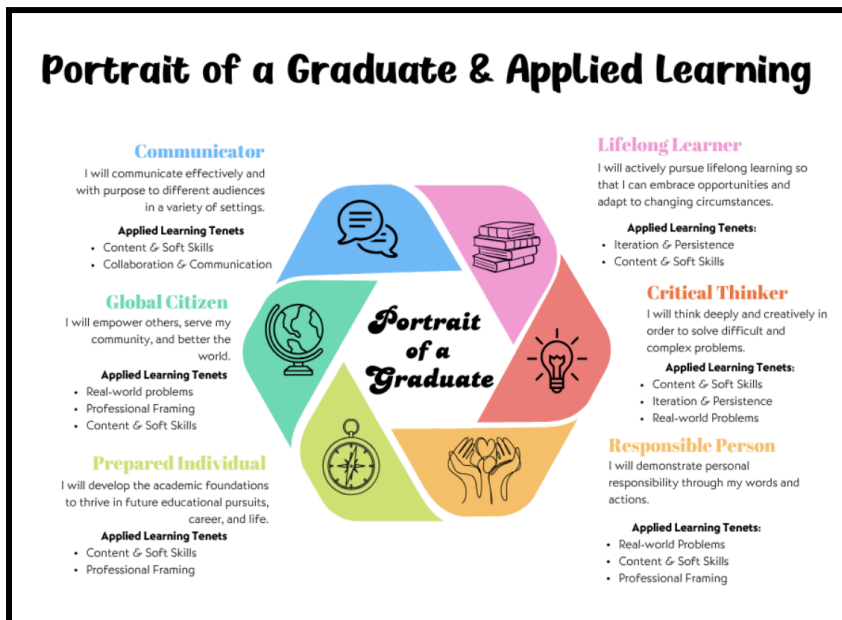


Hoosac Valley Regional School District

2025-2028 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
☐ MCAS data ☐ HVHS ☐ HVMS ☐ Panorama survey data: ☐ 57% of caregivers responding favorably to perceptions of school preparing students adequately for the next grade level (up 12% from 2324) ☐ Fall 2024 Fastbridge data: ☐ earlyReading ☐ aReading ☐ CBM Fluency ☐ EarlyMath ☐ aMath ☐ Fall 2024 iReady data: ☐ Reading ☐ Math ☐ Elementary literacy data: ☐ HILL for Literacy Systems Analysis ☐ Ignite ☐ DESE audit ☐ Dropout Prevention Data- Root Cause Analysis ☐ Currently 100% of principals and assistant principals of teaching and learning are trained in Analyzing Teaching for Student Results, next training deans, VPs, and coordinators who serve as input evaluators.	☐ Beginning of Year Staff Data ☐ Teacher retention data from 23-24 ☐ 2/15- decided not to return for the 23-24 school year (13%) ☐ 2/15- nonrenewed (13%) ☐ 11/15- returned for the 2324 school year (73% of new hires) (up 7% from 2223) ☐ Feedback on professional learning ☐ 11/1/2024 Teacher Driven PD Day ☐ 87% responded favorably (up 15% from May 2024) ☐ DEI audit	☐ 52% of families responding favorably to questions regarding communication, resources, and support for learning (up 8% from 2324) ☐ 56% of families responding favorably to questions regarding school climate and fit (up 7% from 2324) ☐ 18% of caregivers responding favorably to questions regarding family engagement (down 1% from 2324) ☐ HILL Analysis reflected strong Family Engagement ☐ Created a growing list to track Alumni , with 199 Survey responses as of 11/13/23 ☐ Project Based Learning Parent/Guardian Survey to gather work experiences for potential collaboration with PBL classes (coming soon!)
<i>*Disaggregated demographic data has not been linked to ensure the protection of personally identifiable information and to maintain compliance with privacy regulations.*</i>	<i>*Disaggregated demographic data has not been linked to ensure the protection of personally identifiable information and to maintain compliance with privacy regulations.*</i>	<i>*Disaggregated demographic data has not been linked to ensure the protection of personally identifiable information and to maintain compliance with privacy regulations.*</i>

Hoosac Valley Regional School DISTRICT IMPROVEMENT PLAN

<u>Priority</u> (Small list of focus areas for school-wide growth in both academic and school culture dimensions)	<u>End of Year Goals</u> (Measurable goals for each priority, especially focused on student outcomes)	<u>Drivers</u> (Specific strategies for achieving those goals)
High Standards and High Expectations for Mutual Partnerships Between HVRSD and the Community ☐ Engage local businesses in Pathway and internship development. ☐ Partner with local agencies to connect students and families with needed services. ☐ Open and maintain meaningful dialogue with caregivers through strengths framework.	☐ Implement district wide MyCap (My Career and Academic Plan) curriculum ☐ Review and formalize <u>policy</u> for community partnership and internship policies and expand our <u>central system</u> for community engagement and partnerships related to internships and capstone experiences. ☐ Develop a district-wide mental health plan grounded in the MTSS framework, with clearly defined roles, systems, and supports. Key components include ☐ aligned goals, data systems to measure impact, ☐ staff supervision, consultation, and targeted professional development, ☐ Repository of family and community resources ☐ Assessment report detailing outcomes of work with current state and local partners including but not limited to: ☐ Optimal Healing ☐ Portrait of a Graduate ☐ GLEAM and CPPI	☐ Pursue grant opportunities to enhance programming. ☐ Calendar of Events ☐ Foster and strengthen community, state, and grant-funded partnerships coordinated and maintained by the district. ☐ Provide translations and training in AI tools to support access for families and community to newsletters, events, and other district communications. ☐ Coordinate family engagement activities at least quarterly at all three schools.

	☐ Innovation Career Pathways ☐ NECC ☐ BIRCH ☐ Research and develop a comprehensive districtwide caregiver communication plan that promotes meaningful partnership, ensures timely and transparent access to essential information, and establishes consistent, accessible channels for two-way communication and engagement at both the school and district levels.	
High Standards and High Expectations for Academic Success ☐ Promote Student achievement. ☐ Build teacher leadership capacity to promote and develop high leverage, culturally affirming teaching practices. ☐ Formalize assessment of inquiry-based learning, Innovation Pathways, and Portrait of a Graduate competencies. ☐ Develop a shared vision for continuous instructional improvement with an asset-based	☐ 4/4 Points for Achievement in Math, Science, and ELA MCAS ☐ Implement and collect baseline data on the Reveal Math Curriculum in grades K-Geometry. (triangulated with MCAS) ☐ Training of teachers, related service providers, special educators, and support staff PK-5 in the Science of Reading ☐ Refine our system of measurement of inquiry-based and applied learning, Innovation Pathways, and Portrait of a Graduate competencies. ☐ Likelihood of Learning Walkthroughs ☐ Instructional Rounds Note Catcher ☐ Looking at Student Work Protocol	☐ Install HVRSD Instructional Improvement Handbook districtwide. ☐ Align instructional practices and curriculums PK-12, building toward a Portrait of a Graduate with a focus on applied learning. ☐ Provide ongoing, job-embedded, targeted Professional Development designed to build teacher repertoire and leadership capacity. ☐ Develop an action plan to address Dropout Prevention with a focus on historically marginalized and high needs students. ☐ Install early childhood programming with an emphasis on literacy at the elementary school. ☐ Literacy Plan ☐ Pilot and select a new HQIM for Math in grades K-8. ☐ HVRSD Implement Process

approach to student learning.		
High Standards and High Expectations for Inclusive Practices ☐ Provide professional development aimed at providing curriculum access points for all students in the classroom. ☐ Build understanding of implicit bias, identity and cultural competence in order to create a more inclusive setting for all staff, students, and families. ☐ Implementation of a district-wide, data-driven, cohesive Multi Tiered System of Support for students.	☐ Research and develop a districtwide, comprehensive multitiered system of support with a focus on the Universal Tier and supported by: ☐ HVRSD Dropout Prevention Plan ☐ HVRSD Literacy Plan ☐ HVRSD MYCAP Curriculum Plan ☐ HVRSD Substantially Separate ☐ HVRSD Mental Health Plan ☐ Evidence of use of universally designed or differentiated instructional materials for Students with Disabilities in >80% of classroom walkthroughs. ☐ Narrowed equity gaps in referral, suspension, and class failure rates for students from historically marginalized backgrounds, including those with disabilities, as measured by Powerschool. ☐ A published set of goals for the DEIB Advisory that outlines clear objectives for making a positive impact on the culture of the school community.	<i>Social Emotional Learning:</i> ☐ Foster ongoing partnership with Optimal Healing, the DA's office, the Elizabeth Freeman Center, Walker Institute, and our HVHS SAAB to elevate student voice and structure therapeutic programming and ensure access to small group and individual mental health support for secondary students. ☐ Provide professional development for staff to increase their repertoire in meeting the needs of students who have experienced trauma. <i>Diversity, Equity, Inclusion and Belonging:</i> ☐ Continue to implement feedback from the district DEIB Advisory Committee. Create more meaningful connections to strategic plans and professional development plans ☐ Provide professional development for staff to increase their repertoire in implementing culturally affirming HQIM and classroom practices. ☐ Utilize the HVHS Student and Adult Advisory Board to gather valuable feedback from students, ensuring their perspectives are considered in decision-making and continuous improvement efforts. ☐ Strengthen partnerships with DESE to develop and implement strategies for recruiting and retaining a diverse staff, focusing on race, ethnicity, culture, language, gender, and background to create an inclusive and equitable learning environment. <i>Supporting Students with Disabilities:</i> ☐ Implement new IEP

		☐ Professional development for staff in: ☐ The new IEP ☐ Multi-Tiered Systems of Support ☐ Inclusive practice and collaborative goal writing ☐ Student-specific differentiation and access to tier 1 instruction.
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School Improvement Plans
Hoosac Valley Elementary School
Hoosac Valley Middle School
Hoosac Valley High School