

Hoosac Valley High School

2025-2026 School Improvement Plan



Equity Pause Data Review

Headlines from the 2425 Data

DATA DIVE PowerPoint [HERE](#)

HEADLINES [here](#).

HVHS SCHOOL 2425 SCHOOL IMPROVEMENT PLAN

<u>Priorities/Focus Areas</u>	<u>Drivers/Action Steps</u>	<u>Progress Metrics</u>	<u>End of Year Goals/Outcomes</u>
Instructional Improvement & Academic Achievement <i>Champion: Regina</i>	☐ Professional Development and Implementation of strategies to promote formative assessments and feedback. ☐ Instructional Leadership Team (ILT) ☐ Coaching ☐ CPT-Looking at student work protocol ☐ Faculty Meetings/PD	☐ Feedback after PD, weekly meetings, CPT meetings, ILT as it relates to our focus (Feedback, and Formative assessment) ☐ Monthly CPT checks to analyze students work (formatives and feedback) ☐ Scheduled opportunities for teacher-to-teacher classroom observations focused on the universal focus	☐ Student Impact/Culture: ☐ 80% of students can explain their current level of mastery on key learning targets and identify at least one strategy to improve. ☐ Increase in quarterly passing rates ☐ Student-led conferences or goal-setting routines are implemented in all

			classrooms by spring ☐ Staff Culture: ☐ 100% of staff will demonstrate increased efficacy with strategies to promote use of formatives to drive feedback and instructional practices as measured by surveys
Social Emotional Learning and Student Behavior <i>Champion: Brian/Colleen</i> FOCUS ON GRADE 8?	☐ Internalization of the strategies to promote student engagement, social emotional learning, and positive behavior at the Tier 1 level. ☐ Crew/WIN ☐ Attendance team ☐ Classroom managed discipline ☐ Peer mentors ☐ Implementation of the Student and Adult Advisory Board to highlight student voice and agency in positive change at HVHS. ☐ Schoolwide assembly led by SAAB ☐ Student voice summit ☐ Bi-Monthly SAAB	☐ Monthly admin meetings specific to WIN/analyze data ☐ Monthly meetings with the Student and Adult Advisory Board to monitor data collected and change initiatives planned. ☐ Weekly administrative data checks on access to SEL and behavior support through RISE and RESET. ☐ BBT ☐ Attendance team ☐ BOY, MOY, and EOY attitudinal surveys to teachers about behavior management and SEL support.	☐ 50% decrease in the number of behavioral referrals per grade as compared to the 2425 school year. ☐ End of Year behavior data will reflect percentages in line with and not exceeding demographic percentages with particular attention to: Students with disabilities, male students, black and African American students as measured from the Fall to Spring and from the 2324 school year to the 2425 school year. ☐ 100% of staff will demonstrate increased efficacy with strategies for meeting students' needs via WIN

	meetings		
Access for ALL (framing, investigating, reteaching, moving on, extending learning) <i>Champion: Monica, Colleen, Nancy, Regina, Brian</i>	☐ Enrollment in the MA Secondary Inclusive Practice ☐ Professional Development and Implementation of strategies to promote accurate performance levels on the PLAAFP derived from general education classroom formative assessments ☐ Facilitated planning and collaboration on classroom data from formative assessments and feedback. (What does it mean to have high expectations for students with disabilities)?	☐ Feedback from Professional Development re: intentionally planning to support students with disabilities. ☐ BOY, MOY, and EOY attitudinal surveys to teachers about ability and comfort implementing students' accommodations and modifications.	☒ 100% of teachers will use formative assessment data to drive instruction. ☒ 100% of PLAAFPs show accurate student performance from multiple data sources