

Hoosac Valley Middle School

2025-2026 School Improvement Plan



Equity Pause Data Review

Headlines from the 2425 Data

There is a discrepancy in accurately recording student progress relative to iReady and MCAS performance.

Grades 6/7 had more students with 80% or more absences in the 2024-2025 school year

More than 50% of students at each grade-level are not meeting benchmark for ELA or Math

Two students with perfect scores on 6th grade ELA MCAS; One student scored 559/560 on 5th grade Science MCA

HVMS SCHOOL 2526 SCHOOL IMPROVEMENT PLAN

<u>Priorities/Focus Areas</u>	<u>Drivers/Action Steps</u>	<u>Progress Metrics</u>	<u>End of Year Goals/Outcomes</u>	<u>Resources and Funding Sources</u>
Instructional Improvement & Academic Achievement <i>Champion: Bridget O'Neil-Hopkins</i>	☐ Explicit Instruction to Promote Academic High Expectations to Improve the Universal Tier. ☐ Professional Development and implementation of strategies to promote literacy with intentional coaching in grades 4-7. ☐ Coaching ☐ Content Collaborative Planning ☐ Faculty	☐ Feedback from quarterly Professional Development on literacy strategies and SRSD. ☐ Bi-Weekly data review, looking at student work, and analysis of implemented evidence-based universal tier instructional strategies (i.e. vocabulary/fluency routines).	☐ Student Impact/Culture: ☐ 4 out of 4 accountability points for ELA and Math MCAS ☐ 85% of students at HVMS will make typical to stretch growth on ELA ☐ Family Partnership: ☐ At the start of each math unit, families will	

	meetings ☐ Portrait of a Learner block with a focus on frequent, literacy specific communication and collaboration and personalized learning. ☐ Implementation of clear, articulated data and eligibility processes for strengthening the Universal Tier and MTSS for academics. ☐ Portrait of a Learner Block ☐ Differentiated Instruction ☐ Intervention ☐ Building-Base d Team (BBT)	☐ Regular review and analysis of end of unit/module assessment data across content areas. ☐ Monthly walk-throughs focusing on evidence of student learning.	receive specific information about what students are learning each unit and resources/ activities to practice skills that support that learning at home. ☐ Communication and implementation of parents' ability to refer students for access to additional support through ACE. ☐ Families and community partners will attend two Applied Learning showcases featuring student work. ☐ 1/30/25 ☐ 5/29/25 ☐ DEIB: ☐ 100% of	
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			students will receive ACE support as needed. ☐ 100% of students from historically marginalized groups will grow at a level commensurate with their peers. ☐ Staff Culture: ☐ 100% of staff will demonstrate increased efficacy with strategies to promote instructional improvement as measured by the EOY survey data and as demonstrated by class observations. ☐ iReady Data Indicators: -Math: moving 50% of students that are 1-2 years behind grade	
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			level (57%) to early on grade level proficiency Reading: moving 50% of students that are 1-2 years behind grade level (?) to early on grade level proficiency	
Social Emotional Learning, Mental Health, and Student Behavior <i>Champion: JJ Choquette</i>	☐ Professional Development and consistent implementation of the strategies of Developmental Design and strengthening the universal tier for behavior. ☐ Advisory ☐ Reset ☐ Live School ☐ Implementation of clear, articulated data and eligibility processes for Tier 2 and Tier 3 behavior and mental health support through RESET and supported by BIRCH. ☐ Implementation of the Hurricane Heroes student mentoring to highlight student voice	☐ Weekly walk-throughs aligned to Developmental Design practices. ☐ Weekly BBT data review on access to SEL, mental health, attendance and behavior support. ☐ BOY, MOY, and EOY attitudinal surveys to teachers about behavior management, mental health and SEL support. ☐ BOY and EOY attitudinal surveys for students about Social Emotional well being, connection to school, and impact of developmental design practices.	☐ Student Impact/Culture: ☐ 100% of students will demonstrate increased confidence with self regulation, identity, and sense of belonging. ☐ Family Partnership: ☐ 100% of caregivers will be provided with information on Developmental Design. ☐ DEIB: ☐ 100% of students will receive tiered behavioral and SEL instruction/intervention based on their needs.	

	and agency in positive change at HVMS.		☐ 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 2425 school year to the 2526 school year. ☐ Staff Culture: ☐ 100% of staff will demonstrate increased efficacy with strategies to promote positive class climate and social emotional learning.	
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Implementation of the New IEP/Access for Students with Disabilities <i>Champion:</i> Bridget/Lisa	☐	☐ Feedback from Professional Development on the new IEP and intentionally planning to support students with disabilities. ☐ BOY, MOY, and EOY attitudinal surveys to teachers about ability and comfort implementing students' accommodations and modifications.	☐ Student Impact/Culture: ☐ 100% of SWD will make growth on IEP goals as measured in progress reports. ☐ Family Partnership: ☐ 100% of caregivers and students will be the leading voice in determining the goals and vision written in the IEP. ☐ 100% of staff will demonstrate increased comfort and fluency with strategies to promote their ability to accommodate and modify for all their students as measured by the EOY survey data.	
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