

Hoosac Valley Elementary School

2025-2026 School Improvement Plan



Equity Pause Data Review

Headlines from the 2425 Data

Focus: All students will grow their literacy skills.

Focus: Improve universal tier in literacy, math, and social-emotional learning.

Just try it!

Better together!

The only way up is to turn challenges into new heights.

Onward and upward the best is yet to come!!

Overall: Building Brighter Futures Through Learning with Support and Growth

From Struggle to Strength: Advancing Learning with Purpose

HVES SCHOOL 2526 SCHOOL IMPROVEMENT PLAN

<u>Priorities/Focus Areas</u>	<u>Drivers/Action Steps</u>	<u>Progress Metrics</u>	<u>End of Year Outcomes</u>	<u>Resources and Funding Sources</u>
Instructional Improvement & Academic Achievement <i>Champion: Alissa Rosier (Assistant Principal of Teaching and Learning)</i>	☐ Professional Development and Implementation of the Universal Tier paired with tiered support within the classroom ☐ Professional Development and implementation of Science of Reading (modules 1-5) ☐ Professional development and implementation of Reveal Math/Eureka Squared	☐ Quarterly walkthroughs by the Instructional Leadership Team aligned to our instructional focus ☐ Monthly administrative non-evaluative walkthroughs with shared feedback ☐ Weekly pacing guide check-ins to ensure all curriculum is being implemented and aligned throughout classrooms in each grade level	☐ 100% of staff will have the opportunity to observe and/or model for one another ☐ 85% of students will make typical or stretch growth in reading and math	Title 1 Title 2

	☐ Continued Internalization and implementation of the Critical Elements of Lesson Design (CEOLD) through collaborative planning ☒ ~~Implementation of a refined Literacy Support Team process integrated into Building-Based Team~~	☐ Intentionally Planning with the elements during Common Planning Teams and faculty meetings paired with student work feedback & analysis ☒ Weekly Building based team meetings with calendarized agendas and notes ☒ Analyzing teacher and student referral data	☒ ~~Streamlined LST/BBT process for support with flow chart and forms paired with regular data collection/analysis~~	
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Social Emotional Learning and Student Behavior <i>Champion:</i> <i>Wendy Lamberton</i> <i>(Dean)</i>	☐ Continued internalization and consistent implementation of the strategies of Responsive Classroom and MTSS support for behavior and SEL through professional development for staff ☐ Professional Development and implementation of Zones of Regulation in the universal tier in collaboration with Optimal Healing. ☐ Pilot a Social Emotional curriculum to support Responsive Classroom and Zones of Regulation. ☐ Develop and utilize a Google form to track calls for assistance, as well as provide professional development on executive function skills, and ADHD ☐ Develop a streambed lined process for parents to gain access to workshops/ support for their child	☐ Quarterly walk-throughs aligned to Responsive Classroom practices and Zones of Regulation ☐ Weekly communication about Responsive Classroom strategies and Behavior/Social Emotional Learning support. ☐ School-wide consensus for an approved Social Emotional curriculum for Preschool through Grade 3 ☒ Monthly administrative data checks on access to SEL and Behavior	☒ ~~100% of students will have access to calming corners/strategies within the classroom and other areas of the school.~~ ☐ 100% of students will be able to identify the Zone that they are in at a given time. ☐ 100% of caregivers will be provided with information on Responsive Classroom and Zones of Regulation. ☐ 26-27 plan for implementation of an approved SEL curriculum ☒ Students will be able to regulate their behavior in order to reduce the number of calls to assistance for classrooms / behavior reports ☐ Teachers will develop a tool box on how to support students with ADHD/ executive function	Title 4 SASS

<u>Priorities/Focus Areas</u>	<u>Drivers/Action Steps</u>	<u>Progress Metrics</u>	<u>End of Year Outcomes</u>	<u>Resources and Funding Sources</u>
Implementation of the New IEP/Access for Students with Disabilities <i>Champion: Shelley Fachini and Mary Ott-Dahill (SPED Coordinators)</i>	☐ Professional Development for faculty on the new IEP time lines and & Ed Assessment. ☐ Develop designated collaboration time with service providers, interventionists, etc., and faculty.	☐ Monthly time line check in meeting for compliance with Special Ed Coordinators, Associate Director of Special Education, Principal, and Asst. Principal ☐ Collect and Analyze data through a survey on the implementation of student IEP accommodations (BOY, MOY, EOY)	☐ 100% of the time, timelines will be met in accordance with the district CAP ☐ 100% of students will demonstrate progress towards meeting their IEP goals	IDEA Title 2 Early Childhood CPPI