

## HHS School Improvement Plan 2016-18: Status Report October 2017

Goal	What we've done: 2016-17	Where we will focus: 2017-18
<b>1.) To successfully integrate a School Resource Officer (SRO) into all Hanover Public Schools.</b>	<ol style="list-style-type: none"> <li>1. Seek out opportunities for educational collaboration on safety and security, criminal justice, law, health and wellness, and decision-making.</li> <li>2. Sustain rotating schedule with each school, allowing for presence at events during and after school hours.</li> <li>3. Officer John will assist as a trainer for ongoing A.L.I.C.E. school safety training and incorporate classroom visits to review safety plans with students.</li> <li>4. Continue partnership with SRO through involvement in student meetings, intervention team meetings, and safety meetings.</li> <li>5. Increase education and awareness of bus, bike, and car safety for students K-12.</li> <li>6. Monitor, evaluate, and revise the progress of these goals on an ongoing basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seek out opportunities for educational collaboration on safety and security, criminal justice, law, health and wellness, and decision-making in association with the HHS Connect and Choose Presence goals.</li> <li>2. Officer John will assist as a trainer for ongoing A.L.I.C.E. school safety training and incorporate classroom visits to review safety plans with students.</li> </ol>
<b>2.) To embark on a comprehensive exploration of course opportunities to afford future HHS students focused pathways within selected areas of academic interest</b>	<ol style="list-style-type: none"> <li>1. Define the scope of the evaluation, establish a targeted set of goals and purpose for the work, and set measurable benchmarks for the process (early fall).</li> <li>2. Recruit volunteers (administrators, staff, students, and parents/guardians) to</li> </ol>	<ol style="list-style-type: none"> <li>1. Update parents, students, and community members on curriculum redesign and new educational experiences available. (Completed)</li> <li>2. Identify initial educational concentrations based on student</li> </ol>

<p><b>(for example - engineering, fine arts, bio-medical, and human services).</b></p>	<p>conduct research, solicit feedback, and to function as an organized “think tank” to explore opportunities unique to Hanover and to potentially develop a plan for recommendation (fall/winter).</p> <ol style="list-style-type: none"> <li>3. Explore options for course alignment within the HHS schedule, evaluate opportunities to utilize Virtual High School (VHS) more broadly, seek partnerships with higher education institutions, and participate in due diligence trips (both physical and virtual) to schools successfully utilizing this philosophy.</li> <li>4. Provide a mid-year report to the School Committee, staff, students, and community on progress (mid-year goals report in January).</li> <li>5. Develop and present recommendations for School Committee, staff, student, and community review and feedback.</li> <li>6. If favorable, move forward on a strategy for eventual implementation. If not favorable, then put process on hold for future consideration (January/February).</li> <li>7. Survey students regarding career/college interests in order to determine which innovation academies to pilot. (June)</li> </ol>	<p>interest. (Completed)</p> <ol style="list-style-type: none"> <li>3. Recognize existing educational opportunities that could be offered for credit and included in particular innovation academies. (Completed)</li> <li>4. Examine program of studies and identify strengths and weaknesses in program in terms of possible innovation academies. (Completed)</li> <li>5. Develop a school improvement plan to include the design of innovation academies and a complimentary program of studies. (Completed)</li> <li>6. Complete professional development calendar that outlines the curriculum redesign. (Completed)</li> <li>7. Review the school improvement plan with faculty and establish common expectations for curriculum work. (Completed)</li> <li>8. Introduce professional development calendar to faculty. (Completed)</li> <li>9. Re-visit 21<sup>st</sup> century learning expectations and establish school-wide essential skills to be included in the high school’s curriculum. (October 2017 - November 2017)</li> <li>10. Create new semester courses and update existing courses to reflect essential skills and relevance to innovation academies. (November 2017 - January 2018)</li> <li>11. Finalize new program of studies and</li> </ol>
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		<p>present program of studies to School Committee. (March 2018)</p> <p>12. Register students for courses for 2018-2019 school year. (May 2018)</p>
<p><b>3.) To continue to improve student learning through the use of professional learning communities (PLCs), teacher collaboration time, peer visitation, and professional development.</b></p>	<ol style="list-style-type: none"> <li>1. Designated topics and protocols for each PLC session, using the National School Reform Faculty resources.</li> <li>2. Formed groups and identified objectives during teacher collaboration time.</li> <li>3. Teachers visited colleagues to share strategies and reflected upon practice.</li> <li>4. Invited faculty to participate as teacher leaders through facilitation of PD workshops.</li> <li>5. Identified topics for teacher-lead professional development workshops.</li> <li>6. Collected feedback on PLCs, teacher collaboration time, peer visits, and professional development to ensure a quality product and guide future collaborative efforts aimed at improving teaching and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Designate topics and protocols for each PLC session, in association with HHS Connect, using the National School Reform Faculty resources.</li> <li>2. Identify topics and agendas for early release days, department meetings, and PLCs in association with HHS Connect.</li> <li>3. Form groups and identify objectives during teacher collaboration time, as related to HHS Connect.</li> <li>4. Teachers will visit colleagues to share strategies and reflect upon practice, as related to HHS Connect.</li> </ol>
<p><b>4.) To improve student learning through increased teacher training in technology integration and digital literacy in the classroom.</b></p>	<ol style="list-style-type: none"> <li>1. Re-organize and refocus the Technology Committee to formally evaluate the capacity of our current human resources dedicated to instructional technology and support systems. Make formal recommendations during the FY'18 budget process for the human resources required to effectively support and advance our staff and students</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish student learning outcomes and teacher expectations for technology in the classroom at every grade level.</li> <li>2. Continue to incorporate best practices that highlight the successful use of technology within the classroom by supporting and encouraging teacher-led PD and peer observations.</li> </ol>

	<p>in these areas.</p> <ol style="list-style-type: none"> <li>2. Update technology curriculum documentation containing student learning outcomes and teacher expectations for every grade level.</li> <li>3. Continue to incorporate technology best practices within the classroom by supporting and encouraging teacher-led professional development, peer observations, and teacher collaboration.</li> <li>4. Continue to embed technology training in PLCs and staff meetings.</li> <li>5. Further leverage our Google Platform as well as increase the use of Chromebooks and iPads for teaching and learning.</li> </ol>	<ol style="list-style-type: none"> <li>3. Offer professional development for implementation of new ISTE standards through the use of Google platforms.</li> <li>4. Continue to utilize the District Technology Committee for improvement in technology integration in both instructional and non-instructional areas and to make recommendations for technology purchases.</li> <li>5. Conduct an analysis of computing resources (Chromebooks, iPads and desktop computers) usage in order to guide purchasing decisions and decisions regarding teaching and learning at Hanover High School.</li> </ol>