# Center/Sylvester School Improvement Plan 2016-2018 – Status Report
## November 2017

| Goal | Actions Taken | Pending Actions/Recommendations |
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| GOAL #1: **To successfully integrate a School Resource Officer (SRO) into all Hanover Public Schools.** | 1. Seek out opportunities for educational collaboration on safety and security, criminal justice, law, health and wellness, and decision-making. | 1. **Completed/Operational:** SRO has been included in community meetings, classroom visits. |
| | 2. Sustain rotating schedule with each school, allowing for presence at events during and after school hours. | 2. **Completed/Operational:** SRO has a presence at the school daily during drop off and dismissal as well as in classrooms. The SRO participated in a variety of school wide events during and after the school day. |
| | 3. SRO 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. | 3. **Completed/Operational:** SRO participated in staff training and two school wide drills during the 2016-2017 school year. This included at least one emergency response drill. |
| | 4. Continue partnership with SRO through involvement in student meetings, intervention team meetings, and safety meetings. | 4. **Completed/Operational:** the SRO is a member of the crisis team and meets as available/needed to review school and student needs. He has access to all of the student notes/data. |

| | 5. Increase education and awareness of bus, bike, and car safety for students K-12. | 5. **Completed/Ongoing:** SRO reviewed bus safety protocols with the school and students. Future lessons will be incorporated to include bike safety, car safety, and other elementary appropriate safety instruction. |
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| | 6. Monitor, evaluate, and revise the progress of these goals on an ongoing basis. | 6. **Ongoing:** All goals are monitored, evaluated and revised on an ongoing bas |
| | **Actions Taken** | **Pending Actions/Recommendations** |
| GOAL #2: **To continue to enhance instruction and student learning outcomes in Math and Science.** | **Mathematics:** <br><br> 1. Provide ongoing support to all math K-4 teachers on the enVision Math 2.0. <br><br><br> 2. Incorporate the enVision Math 2.0 Topic Assessments, Cumulative Assessments, and Math Diagnostics into the district assessment calendar for progress monitoring. | **Mathematics:** <br><br> 1. **Completed:** Math Centers In-service Feb 2017; ongoing work on Tier II supports; Math coach consulted with teachers as requested. <br><br><br> 2. **Completed/Revised:** Based on the math program, teachers administered topic assessments, cumulative assessments and benchmark assessments. In reflection, teachers have decreased the number of assessments to focus on data needed to monitor progress. The benchmark assessment was revised to incorporate iReady math online for grades 2-4 three times per year. Grades K-1 will administer two paper/pencil assessments Topics 1-8 and end of year assessment. |

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| 3. Dedicated PLC time to analyze the formative and summative Mathematics Assessments. | 3. **Completed/Revised:** Grade level math meetings were held in March 2017. The administration of iReady provides immediate data that can be sorted in a variety of ways and specifically pinpoint areas of focus. Two data meetings for math are planned this year following the administration of iRready to look at individual, grade, and school wide results. |
| 4. Create opportunities and encourage informal peer observations mathematics. | 4. **Ongoing:** Peer observations in math need to be encouraged and scheduled. |
| **Science:**<br>1. Implement the new standards as organized by grade level in 2016. | **Science:**<br>1. **Completed/Operational:** Grades K-4 have implemented the new science standards. |
| 2. Provide ongoing support to all K-4 teachers in the implementation of the new science standards. | 2. **Ongoing:** Time has been provided to each grade level on at least 3 Tuesdays to work on planning and assessing new standards. Units and lessons have been developed where needed. "Top Secret Science", a hands on science program was scheduled for each grade K-4 in June 2017. Each class participated in 5-6 experiments during the 90" class. PLC time was dedicated to working on shared resources for addressing the new science standards. |

| | 3. Provide PLC time to explore DESE Model units and create PBL units for three strands: Life, Physical, and Earth/Space. | 3. **Ongoing:** Grade levels have begun to plan units for each strand. Grades 2 and 3 have moved beyond exploring DESE units and have implemented at least one. K, 1, 4 are pulling together reading and science materials to address new science standards. Staff have access to Science A-Z. |
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| **Goal** | **Actions Taken** | **Pending Actions/Recommendations** |
| GOAL #3: **To continue to improve student learning through the use of Professional Learning Communities (PLCs), teacher collaboration time, peer visitation, and professional development.** | 1. Utilize and model the established norms.<br><br>2. Continue work of the leadership team to establish shared decision-making and foster teacher leadership opportunities.<br><br>3. Frequently recognize teachers through praise and gratitude<br><br>4. Continue developing the use of the teacher evaluation system with all teachers on the five-step cycle of the evaluation tool and provide PD on how to complete the Self Reflection, Educator Plan, the Student Learning SMART Goal, and the Professional Practice SMART Goal. Move the process onto Google Docs as a form of management for all staff. | 1. **Completed/Operational:** Annually reviewed; training provided to new staff and support staff in the Fall.<br><br>2. **Completed/Operational:** (New members have joined the leadership team and others have stepped off; co-facilitated by teacher/admin; two team members have taken a leadership role in facilitating a PLC on PBIS; bi-monthly drop ins; continued morale boosters).<br><br>3. **Completed/Ongoing**: Hospitality days, personal notes/emails, sharing at staff meetings and grade level meetings using "I thought it was great when", morale boosters for all staff planned by Sunshine Team and Leadership Groups<br><br>4. **Ongoing:** Action plans and goals are more fluid and flexible to give time for full implementation; timelines of the process are still challenging for all; staff and administration are using Google Forms as management for the evaluation process, which has streamlined the process. |

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| 5. Incorporate language from the Evaluation System Teacher Rubric into the daily culture of the school. | 5. **Ongoing** |
| 6. Expand Instructional Rounds administrative work from 2015-2016, to include each of our schools. | 6. **Completed** |
| 7. Provide training, scheduling, and support to all staff as Instructional Rounds are established. Communicate a clear understanding of the overall process and goals. | 7. **Completed** |
| 8. Provide in-depth training for a core Instructional Rounds team consisting of cross-curricular and multilevel combined teacher and administrator teams. | 8. **Completed:** In the fall of 2016 a grade K, 1, 4 teacher, reading teacher, adjustment counselor and administrators were trained. Additional staff from grades K-4 were added to the team in September 2017. |
| 9. Teachers will create and maintain formal PLC agendas for identified tasks and measurable objective. | 9. **Ongoing:** Format is in place and process needs nurturing to formalize. |
| 10. Collect 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. | 10. **Completed/Operational**: Teacher feedback is collected through PD form and results are shared with staff; information gathered helps to form future PD collaboration, and PLCs. |

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| | 11. Identify topics and facilitators for teacher-led professional development workshops. | 11. **Completed:** Chromebooks-Christa Monahan; Mindfulness-Linda Price; Growth Mindset-Steve Lovell; Calm Classroom-Linda Price; Proloquo-Jackie Abrams/Dorothea Bowles; Guided Reading-Jackie Abrams; Dojo-Alicia DiBara/Maura Donahue; Sensory Diets-Jen O'Shea; Reader's Workshop-Mini Lessons-Heather Healy, Jackie Abrams; Diving deeper in Google Classroom-Christa Monahan; Increasing student engagement in ELA-Heather Healy, Jackie Abrams; Coding in the classroom-Christa Monahan; RAZ Plus-Pam Manning |
| | 12. Teachers will visit colleagues to share strategies and reflect upon practice. | 12. **Ongoing:** This is happening informally and during grade level meetings but not consistently across all settings. |
| | 13. Encourage and support teacher peer observations. | 13. **Ongoing:** Needs nurturing to happen independently and more organically. Currently takes place if formally scheduled. |
| **Goal** | **Actions Taken** | **Pending Actions/Recommendations** |
| GOAL #4: **To improve student learning through increased teacher training in technology integration and digital literacy in the classroom.** | 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 in these areas. | 1. **Completed** |

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| 2. Update technology curriculum documentation containing student learning outcomes and teacher expectations for every grade level. | 2. **Ongoing** |
| 3. Continue to incorporate technology best practices within the classroom by supporting and encouraging teacher-led professional development, peer observations, and teacher collaboration. | 3. **Ongoing**: Technology is embedded in the coursework. Teachers are collaborating to create and implement their own training tailored to individual needs. |
| 4. Continue to embed technology training in PLCs and staff meetings. | 4. **Ongoing**: Aspen, Google, and Dojo training during staff meetings and through drop in meetings led by staff. |
| 5. Further leverage our Google Platform as well as increase the use of Chromebooks and iPads for teaching and learning. | 5. **Ongoing**: Center Sylvester continues to learn and use the Google Platform to improve teaching and learning |