

**Cedar School Improvement Plan 2016-2018 – Status Report  
November 2017**

Goal	Actions Taken	Pending Actions/Recommendations
<p><b>GOAL #1: To successfully integrate a School Resource Officer (SRO) into all Hanover Public Schools.</b></p>	<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. 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.</li>   <li>4. Continue partnership with SRO through involvement in student meetings, intervention team meetings, and safety meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Completed/Operational:</b> SRO has been integrated into classes, and has played a critical role on the Cedar School Outreach Team.</li>   <li>2. <b>Completed/Operational:</b> SRO is present at the Cedar School daily. In addition, he has a presence at important school events during and after the school day.</li>   <li>3. <b>Completed/Operational:</b> SRO ran several A.L.I.C.E. and safety trainings and remains instrumental in collaborating to plan safety and security drills.</li>   <li>4. <b>Ongoing:</b> SRO participates in safety meetings and will be participating in the newly formed Behavior Intervention Team (BIT) meetings.</li> </ol>

	<ol style="list-style-type: none"> <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>5. <b>Completed/Ongoing:</b> SRO has reviewed bus safety expectations and taught the bus safety PBIS lessons. He will be teaching bike, car and various other safety lessons in the future.</li> <li>6. <b>Ongoing:</b> All goals are reviewed and revised periodically throughout the school year.</li> </ol>
<b>Goal</b>	<b>Actions Taken</b>	<b>Pending Actions/Recommendations</b>
<b>GOAL #2: To continue to enhance instruction and student learning outcomes in Math and Science.</b>	<p><b>Math</b></p> <ol style="list-style-type: none"> <li>1. Provide ongoing support to all K-4 teachers in the enVisionMATH 2.0 program.</li> <li>2. Incorporate the enVisionMATH 2.0 Topic Assessments, Cumulative Assessments, and Math Diagnostics into the district assessment calendar for progress monitoring.</li> <li>3. Dedicate PLC time to analyze the formative and summative mathematics assessments.</li> </ol>	<p><b>Math</b></p> <ol style="list-style-type: none"> <li>1. <b>Ongoing:</b> Teachers are guided and supported by the math coach when planning and delivering instruction, during PLCs and during district-wide professional development for grades K-4 on the enVisionMath 2.0 math program.</li> <li>2. <b>Completed/Operational:</b> Based on the math program's scope and sequence, assessment calendars were created and utilized to monitor student progress and inform instruction. The assessment calendar has been revised and adapted to meet student needs and to incorporate the iReady online math benchmark.</li> <li>3. <b>Completed/Operational:</b> PLCs and Tuesday professional development time is periodically dedicated to the analysis of formative and summative assessments. The iReady diagnostic has been added to the assessment and analysis schedule for the 2017-2018 school year. Two data meetings are planned following the administration of the assessment to investigate individual, grade</li> </ol>

	<p>4. Organize peer observations, so teachers can observe their colleagues using enVisionMATH 2.0 program.</p> <p><b>Science</b></p> <ol style="list-style-type: none"> <li>1. To implement the new Massachusetts Science and Technology/Engineering Curriculum Framework as organized by grade level in 2016.</li> <li>2. Provide ongoing support to all K-4 teachers in the implementation of the new science standards.</li> <li>3. Provide PLC time to explore DESE model units and to create project-based learning units for three strands: Life, Physical, and Earth/Space.</li> </ol>	<p>and school-wide results.</p> <ol style="list-style-type: none"> <li>4. <b>Ongoing:</b> The Pineappling model has been introduced as a strategy to support this goal. Pineappling is when a teacher invites other teachers to visit the classroom and observe instruction. Additional opportunities for peer observations need to be encouraged and scheduled.</li> </ol> <p><b>Science</b></p> <ol style="list-style-type: none"> <li>1. <b>Completed/Operational:</b> Grades K-4 have implemented the new science standards.</li> <li>2. <b>Ongoing:</b> Teachers received support in implementing the NGSS effectively. Teachers were provided with three professional development opportunities to align curriculum across grade levels and to develop a new scope and sequence for grade-level science topics. In addition, the Cedar staff invited the DESE Science Ambassadors to help with the implementation of the new standards during professional development.</li> <li>3. <b>Ongoing:</b> PLC and professional development time was utilized to explore DESE Model units and to create Project Based Learning units. Staff members have access to Science A-Z.</li> </ol>
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<p><b>GOAL #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. Designate topics and protocols for PLC sessions.</li> <li>2. Teachers will maintain formal PLC agendas that include identified tasks and measurable objectives.</li> <li>3. Expand Instructional Rounds administrative work from 2015-2016, to include each of our schools.</li> <li>4. Provide training, scheduling, and support to all staff as Instructional Rounds are established. Communicate a clear understanding of the overall process and goals.</li> <li>5. Provide in-depth training for a core Instructional Rounds team consisting of cross-curricular and multilevel combined teacher and administrator teams.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ongoing:</b> Weekly Professional Learning Communities (PLCs) are embedded in the Cedar School schedule. PLCs have designated topics determined by teachers and administrators.</li> <li>2. <b>Completed/Operational:</b> Topics and protocols are operational and change based on student, teacher, and building needs.</li> <li>3. <b>Completed/Operational:</b> Instructional Rounds is scheduled to occur twice at each school during the 2017-2018 school year.</li> <li>4. <b>Completed/Operational:</b> Clear and concise Instructional Rounds training, scheduling and support has been provided to all teaching staff.</li> <li>5. <b>Completed/Operational:</b> Comprehensive training has been delivered to the core Instructional Rounds team to prepare for the leadership role of planning and implementing rounds at each school.</li> </ol>

	<p>6. Beginning in the 2016-2017 school year, PLCs will be utilized to introduce, plan, and implement the Instructional Rounds process.</p> <p>7. Identify topics and facilitators for teacher-led professional development workshops.</p> <p>8. Encourage and support teacher peer observations.</p> <p>9. 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.</p>	<p>6. <b>Ongoing:</b> PLCs have been utilized to introduce, plan, and implement the Instructional Rounds process.</p> <p>7. <b>Ongoing:</b> Cedar teachers have designed and implemented study group professional development courses for Google Certification level 1 &amp; 2, Vocabulary Instruction, Guided Reading practices and Positive Behavior Intervention and Supports.</p> <p>8. <b>Ongoing:</b> Additional opportunities for peer observations need to be encouraged and scheduled.</p> <p>9. <b>Ongoing:</b> Teacher feedback is collected through the new digital PD form and results are shared with staff; information gathered helps to form future PD collaboration, and PLCs.</p>
<b>Goal</b>	<b>Actions Taken</b>	<b>Pending Actions/Recommendations</b>
<p><b>GOAL #4: To improve student learning through increased teacher training in technology integration and digital literacy in the classroom.</b></p>	<p>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.</p>	<p>1. <b>Completed</b></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>2. <b>Ongoing:</b> The work is comprehensive both vertically and horizontally.</li> <li>3. <b>Ongoing:</b> Technology is embedded in the coursework. Teachers are collaborating to create and implement their own training tailored to individual needs.</li> <li>4. <b>Ongoing:</b> Google Classroom, Google Draw, and Plickers training has been provided during staff meetings and other professional development opportunities.</li> <li>5. <b>Ongoing:</b> Cedar continues to learn and expand use of the Google Platform to improve teaching and learning. We had eight teachers participate in an eight-part Google level 1 certification course facilitated by a Cedar teacher.</li> </ol>
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