Hanover Public Schools

2015-2016 School Improvement Plan Crosswalk

GOAL #1: To successfully integrate a School Resource Officer (SRO) into all Hanover Public Schools.

Cedar School	Center Sylvester	Hanover Middle School	Hanover High School
1. Introduce Officer John to all students and faculty and provide opportunities for outreach. 2. Regularly schedule the SRO to attend student lunches and recess to interact with students. 3. Maintain a weekly schedule that allows for presence at events during and after school hours. 4. Officer John will assist as a trainer for ongoing A.L.I.C.E. school safety training. 5. Establish communication protocols between each school and Officer John and the Hanover Police Department. 6. Officer John will become a regular participant in student meetings, intervention team	SAME	SAME	SAME

meetings, and safety meetings. 7. Monitor, evaluate, and revise the rollout of a School Resource Officer on an ongoing basis including keeping a log of involvement in serious family situations.			

ELEMENTARY GOAL #2: To enhance instruction and student learning outcomes in math by successfully implementing the enVisionMATH 2.0 program inclusive of its technological instructional components, digital homework, and formative/summative assessments.

MIDDLE SCHOOL GOAL #2: To continue to enhance instruction and student learning outcomes through the implementation of the following initiatives:

- **Align curriculum with the Common Core State Standards**
- **Implement the V2020 math initiatives that are supported by a standards based curriculum, technological instructional components, and formative/summative assessments**
- **Utilize a variety of assessments to gauge student learning, growth, and achievement**

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HIGH SCHOOL GOAL #2: To continue to develop a school-wide general assessment plan that provides a scope and sequence for the implementation of the following initiatives:

- **Take action on targeted NEASC recommendations in the areas of curriculum, instruction, and assessment**
- **Align curriculum with the Common Core State Standards**
- **Implement district-determined measures to gauge student learning, growth, and achievement**

Cedar School	Center Sylvester	Hanover Middle School	Hanover High School
1. Provide professional development to all K-4 teachers in the enVisionMATH 2.0 program. 2. Assist teachers with technology integration by providing professional development and ongoing support. 3. Incorporate the daily *Math Challenge* and *Math Anytime* components of enVisionMATH 2.0 as part of daily pre-lesson seatwork. 4. Organize peer observations, so teachers can observe their colleagues using this new	SAME	1. Provide all grade 5-8 teachers district PD on the enVisionMATH 2.0 and CMP3 math programs. 2. Assist teachers with technology integration by providing professional development and ongoing support. 3. Integrate reading, writing, and speaking assessments across disciplines and use data to improve student outcomes. 4. Incorporate the enVisionMATH 2.0 Topic Assessments, Cumulative Assessments, and Math Diagnostics into the yearly calendar for	1. Continue implementation of school-wide rubrics in reading, writing, and speaking in the subjects of ELA and social studies. 2. Introduce student self-assessment methods using rubrics in reading, writing, and speaking. 3. Integrate reading, writing, and speaking assessments across disciplines. 4. Integrate problem-solving and technology rubrics and create common assessments in the areas of mathematics, business, science, and engineering. 5. Revise the civic and social school-wide rubrics and

program "in action". 5. Dedicate PLC time to analyze the formative and summative mathematics assessments. 6. Incorporate the enVisionMATH 2.0 Topic Assessments, Cumulative Assessments, and Math Diagnostics into the yearly calendar for progress monitoring. 7. Administration to conduct informal observations of math lessons once weekly to provide targeted feedback to teachers. 8. Assist teachers with iPad integration and home school connection by supporting their efforts with the E-Text and Bounce apps.		progress monitoring. 5. Analyze data from standardized assessments as well as school/district-based measures to inform instructional decisions. 6. Utilize assessment data to establish baselines and goals for all DDMs. 7. Continue to review, revise, and expand the scope and sequence of the general assessment plan. 8. Continue to utilize X2 Aspen as a formal process for communicating student progress to students and parents.	develop a formal process for student self-assessment in these areas. 6. Begin aligning science curriculum to the new state science standards. 7. Continue to implement and evaluate student-performance measures using school-wide rubrics and other relevant assessment tools to increase student mastery of 21st century learning expectations. 8. Utilize assessment data to establish baselines and goals for all DDMs. 9. Continue to utilize X2 Aspen as a formal process for communicating student progress to students and parents 10. Continue to review, revise, and expand the scope and sequence of the general assessment plan.

GOAL #3: To continue to improve student learning through the use of professional learning communities (PLCs), teacher collaboration time, peer visitation, professional development, and a supportive organizational culture.

Cedar School	Center Sylvester	Hanover Middle School	Hanover High School
1. Designate topics and protocols for each PLC session, using the National School Reform Faculty resources. 2. Teachers will maintain formal weekly PLC agendas that include rotating member roles, identified tasks and measurable objectives. 3. Beginning in 2016, PLCs will be utilized to introduce, plan, and implement the Instructional Rounds process. 4. Teachers will form groups and identify objectives during teacher collaboration time. 5. Identify topics for teacher-lead professional	1. Utilize and model the established *Norms* in our daily interactions and work with teachers and each other. 2. Continue work of the leadership team to establish shared decision-making and foster teacher leadership opportunities. 3. Frequently recognize teachers through praise and gratitude. 4. Value staff feedback and provide timely and appropriate responses through open channels of communication. 5. Continue developing the use of the new evaluation system with all teachers on the five-step cycle of the evaluation tool and	1. Scheduled Professional Learning Community time once in a six-day cycle. 2. Designate topics and protocols for each PLC session, using the National School Reform Faculty resources. 3. Creation of Google folders for PLC time resources. Documents will include Topics, Agendas, Work, and Outcomes. 4. PLC focus will be directly connected to the District Strategic Objectives. 5. Common planning time is embedded in the schedule. 6. Encouragement and support of teacher peer observations. 7. Begin working on	1. Designate topics and protocols for each PLC session, using the National School Reform Faculty resources. 2. Teachers will form groups and identify objectives during teacher collaboration time. 3. Teachers will visit colleagues to share strategies and reflect upon practice. 4. Invite faculty to participate as a teacher leader through facilitation of PD workshops. 5. Identify topics for teacher-lead professional development workshops. 6. Collect feedback on PLCs, teacher collaboration time, peer

development workshops. 6. Invite faculty to participate as a teacher leader through facilitation of PD workshops. 7. Teachers will visit colleagues to share strategies and reflect upon practice. 8. 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.	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. 6. Incorporate language from the Evaluation System Teacher Rubric into the daily culture of the school. 7. Provide incentives for teacher leadership including faculty led professional development. 8. Designate topics and protocols for each PLC session, using the National School Reform Faculty resources. 9. Teachers will maintain formal weekly PLC agendas ultimately including rotating member roles, identified tasks and measurable objectives.	administrative instructional rounds in the 2015-2016 school year and rolling it out to teachers in the 2016-2017 school year. 8. Professional development will be tied directly to the District Strategic Objectives. 9. Professional development with an emphasis on technology, new program implementation, inclusion, common assessment, grading, and family engagement. 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.	visits, and professional development to ensure a quality product and guide future collaborative efforts aimed at improving teaching and learning.

	10. Beginning in 2016, PLCs will be utilized to introduce, plan, and implement the Instructional Rounds process. 11. 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.		

GOAL #4: To improve student learning through increased teacher training in technology integration and literacy in the classroom.

Cedar School	Center Sylvester	Hanover Middle School	Hanover High School
1. Establish student learning outcomes and teacher expectations for technology in the classroom at every grade level. 2. Support and train teachers on the digital components of enVisionMATH 2.0, Realize, and the Bounce apps. 3. 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. 4. Offer professional development for implementation of ISTE standards through the use of Google platforms. 5. Technology training will be embedded in PLC's and staff	SAME	SAME	SAME Minus # 2

meetings. 6. Transition to teacher use of Google Chromebooks to facilitate instruction, communication, and feedback to students. 7. Increase representation on the District Technology Committee to include one teacher per grade level. 8. 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. **9.** Conduct an analysis of computing resource (Chromebooks, iPads and desktop computers) usage in order to guide purchasing decisions and decisions regarding teaching and learning.			