2015–2016
School Improvement Plan

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Principal: Michael Oates

School: **Cedar Elementary School**

Co-Chair Erin McAvay

Members Nikki Simmons, Laura Chase, Michelle Pevarnek, Scott Hutchison & Richard Hutchison

Date Submitted to School Committee: **September 25, 2015**
Date Approved by School Committee: **TBA**

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2015-2016 SCHOOL IMPROVEMENT PLAN

Date: 9/16/15	School: Cedar	Principal: Michael Oates	School Year: 15-16	School Council Co-Chair: Erin McAvay

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

RATIONALE	ACTIVITIES
The Hanover Public Schools and the Hanover Police Department have researched and planned for a successful implementation of a School Resource Officer model. The Hanover Public Schools SRO will use the "triad approach," as endorsed by the National Association of School Resource Officers, to accomplish the following: • Serve the students of Hanover as part teacher, part counselor, and part officer • Enhance the level of safety and security in our schools • Serve as a mentor to the children of Hanover • Be present or available to each Hanover Public School on a daily basis During the 2015-16 school year, Hanover Public Schools and the Hanover Police Department will continually monitor and evaluate the progress of this goal. District Strategic Objective #5: To evaluate every opportunity and take every practical action to increase school safety and to maintain campuses that are secure and prepared for emergencies through the use of current technology, partnerships with law enforcement and public safety agencies, and ongoing staff and student training on emergency and threat response.	1. Introduce Officer John to all students and faculty and provide opportunities for outreach. 2. Establish rotating schedule with each school, allowing for presence at events during and after school hours. 3. Officer John will assist as a trainer for ongoing A.L.I.C.E. school safety training. 4. Establish communication protocols between each school and Officer John and the Hanover Police Department. 5. Officer John will become a regular participant in student meetings, intervention team meetings, and safety meetings. 6. Monitor, evaluate, and revise the rollout of a School Resource Officer on an ongoing basis.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
2015-2016 School Year	1. Faculty, student, and parent feedback 2. Data collection related to collaboration with SRO 3. Anecdotal evidence of SRO integration	(To be completed May/June 2016) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)

RESOURCE NEEDS	BUDGET COSTS
• No additional resources needed at this time.	• No additional budget costs at this time.

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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.

RATIONALE	ACTIVITIES
Research shows that conceptual understanding is developed when new mathematics is introduced in the context of solving a real problem in which ideas related to the new content are embedded. Conceptual understanding results because the process of solving a problem that involves a new concept or procedure requires students to make connections of prior knowledge to the new concept or procedure. The process of making connections between ideas builds understanding. The enVisionMATH 2.0 program is organized to help students focus on clusters of Common Core standards that provide a "deeper dive" into the topic content. District Strategic Objective #1: To develop and sustain a system-wide environment wherein exceptional instruction and student achievement are at the core of our work, and realized through collaborative action.	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 enVisionmath2.0 as part of daily pre-lesson seatwork. 4. Organize peer observations, so teachers can observe their colleagues using this new program "in action". 5. Dedicate PLC time to analyze the formative and summative mathematics assessments. 6. Incorporate the enVisionmath2.0 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.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
2015-2016 & 2016-2017 School Years Note: Activities will be revised as part of each year's SIP.	1. Teacher feedback on implementation 2. PD feedback and documented trainings 3. Assessment data	(To be completed May/June 2016) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)

RESOURCE NEEDS	BUDGET COSTS
• Ongoing trainings planned during in-service for 2015-2016.	• No additional budget costs at this time.

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

RATIONALE	ACTIVITIES
Professional Learning Communities: PLCs will continue to be utilized to establish a school-wide culture focused on building and sustaining school improvement efforts. Through active participation in PLCs, teachers will enhance their leadership capacity while they collaborate as members of high-performing teams that focus on improving outcomes for students. Building on the progress made during PLCs last year, we will look for opportunities to increase the level of teacher facilitation of PLCs through the use of agendas, norms, and protocols. This will serve as an opportunity to address school-wide issues in a more in-depth fashion, serving as an introduction to future professional development activities including Instructional Rounds. Teacher Collaboration Time: Using time during the school day designated as teacher collaboration time, teachers will identify a group of colleagues to collaborate with and address common topics of interest related to teaching and learning. Peer Visits: Using a designated time during the school day, teachers will visit colleagues to inform their own practice. Teachers can provide valuable feedback to one another and bring learned techniques back to their own classroom. Professional Development: During designated early release days, professional development will begin with a quick overview of building-related issues and updates. This will ensure that information formerly provided during faculty meetings will continue to be shared on a timely basis. The bulk of time will be reserved for professional development topics, which will be teacher led whenever possible. Professional development topics will enrich the discussions generated during PLCs. District Strategic Objective #1: To develop and sustain a system-wide environment wherein exceptional instruction and student achievement are at the core of our work, and realized through collaborative action. District Strategic Objective #2 – Human Capital: To recruit, develop, retain committed, motivated, talented, collaborative administrators, teachers, and support personnel to	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 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.

ensure a culture of teamwork and educational excellence.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
2015-2016 & 2016-2017 School Years Note: Activities will be revised as part of each year's SIP.	1. Agendas and protocol guides 2. Instructional Rounds planning documentation 3. PD evaluation forms	(To be completed May/June 2016) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)

RESOURCE NEEDS	BUDGET COSTS
• No additional resources needed at this time.	• No additional budget costs at this time.

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

RATIONALE	ACTIVITIES
The vision statement found in Hanover School District's Technology Plan clearly states: "We believe that technology tools enable diverse approaches for developing and synthesizing concepts, and should be seamlessly integrated into instruction, as an authentic component of how students collaborate, communicate, and problem solve." The Department of Elementary Secondary Education approved this plan, which includes several key goals. • All teachers will use technology appropriately with students to improve student learning • All teachers will develop an understanding of the importance and pertinence of technology literacy to further student learning • Technology teams will create plans for technology-rich classrooms that will directly impact student learning and performance • The district will encourage the development and use of innovative strategies for delivering high-quality courses through the use of emerging technology District Strategic Objective #1: To develop and sustain a system-wide environment wherein exceptional instruction and student achievement are at the core of our work, and realized through collaborative action.	The Cedar School will adopt the International Society for Technology in Education's Standards for students in the following areas: • Creativity and innovation • Communication and collaboration • Research and information fluency • Critical thinking, problem solving, and decision making • Digital citizenship • Technology operations and concepts To facilitate the adoption of these goals, the Cedar School will move towards an all-Google platform over the next three years, including: 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 enVision2.0 math, 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 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 resources (Chromebooks, iPads and desktop computers) usage in order to guide purchasing decisions and decisions regarding teaching and learning at Cedar Elementary School.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
2015-2016 & 2016-2017 School Years Note: Activities will be revised as part of each year's SIP.	1. Agendas from Technology Committee 2. Agendas from Technology PD sessions 3. Map of expectations for each grade level for digital instruction 4. Documentation identifying the utilization of computing resources (Chromebooks, iPads and desktop computers)	(To be completed May/June 2016) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)

RESOURCE NEEDS	BUDGET COSTS
• Additional personnel needed.	• $25,000.00