

# ***2014-2015 School Improvement Plan***



Principal: **Michael Oates**

School: **Cedar Elementary School**

Co-Chair: **Erin McAvay**

Members: **Nikki Simmons, Laura Chase, Michelle Pevarnek, Scott Hutchison, TBA**

Date Submitted to School Committee: **9/18/14**  
Date Approved by School Committee: **9/24/14**

**Hanover Public Schools**  
***“The mission of Hanover Schools is to guide every student to thrive in a global society.”***  
**2014-2015 SCHOOL IMPROVEMENT PLAN**

<b>Date: 9-24-2014</b>	<b>School: Cedar</b>	<b>Principal: Michael Oates</b>	<b>School Year: 2014-2015</b>	<b>School Council Co-Chair: Erin McAvay</b>
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**GOAL #1: To strengthen and sustain a school-wide collaborative culture.**

<b>RATIONALE</b>	<b>ACTIVITIES</b>
<p>Strengthening and sustaining a collaborative culture will improve academic outcomes for the students at the Cedar School. A true collaborative environment fosters a sense of collective purpose and promotes an atmosphere of collegiality, trust, and shared mission. This environment creates the ideal conditions for reflection, revision, change in practices and school improvement.</p> <p>This goal aligns with district strategic objective # 1-Teaching &amp; Learning: 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.</p> <p>This goal aligns with district strategic objective # 2-Human Capital: To recruit, develop and retain committed, motivated, talented, collaborative and creative leaders, teachers, and support personnel to ensure a culture of teamwork and educational excellence.</p>	<p>1.1 Staff will participate in ongoing professional development that focuses on the essential elements and protocols of a professional learning community (PLC).</p> <p>1.2 Staff will form PLCs by grade level and specialty areas developing a focused goal(s) to increase student learning.</p> <p>1.3 Special Education inclusion and co-teaching training designed and implemented by Cedar teachers and provided to the entire staff.</p> <p>Building Specific:</p> <p>1.4 A schedule will be created that includes a minimum of three common planning blocks for grade level teams including special education staff.</p> <p>1.5 Implementation of a three phase Principal Entry Plan including staff, parent, student and community interviews and focus groups.</p> <p>1.6 A School Leadership Team will be established to evaluate current status and assist in strategic planning.</p> <p>1.7 A Cedar School Ning will be created and a subscription to Remind101 will be utilized to enhance staff communication and collaboration.</p>

<b>TIMELINE</b>	<b>EVIDENCE OF COMPLETION</b>	<b>REVIEW STATUS 2014-2015</b>
<p>1.1 September 23, 2014: Professional Learning Communities Training for Teachers</p> <p>1.2 October 2014-June 2015: PLCs meet 2-3 monthly</p> <p>1.3 September 30, 2014: Inclusion training</p> <p>1.4 September-October 2014: Schedules designed</p> <p>1.5 September-October 2014: Implementation of Principal Entry Plan</p> <p>1.6 November 2014- June 2015: School Leadership Team meetings monthly</p> <p>1.7 September 2014: Ning and Remind101 introduced</p>	<p>1.1 Meeting agenda, notes and workshop handouts</p> <p>1.2 Meeting agendas, meeting notes</p> <p>1.3 Professional development activity's agenda and materials evaluated and shared with staff</p> <p>1.4 Schedules</p> <p>1.5 After information from interviews, observations and the document review has been compiled and shared, action steps will be developed</p> <p>1.6 Meeting agendas, notes and follow up documentation</p> <p>1.7 Archived blog posts and texts</p>	<p>(To be completed May/June 2015) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)</p>

<b>RESOURCE NEEDS</b>	<b>BUDGET COSTS</b>
1.1 Time allocated for additional PLC training	1.1 Funding additional professional development for PLC training if needed

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**GOAL # 2: To train staff, develop a model, and implement teacher led Professional Learning Communities (PLCs) to support a collaborative culture focused on exceptional instruction and student achievement.**

<b>RATIONALE</b>	<b>ACTIVITIES</b>
<p>Professional Learning Communities (PLCs) will 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.</p> <p>This goal aligns with district strategic objective # 1-Teaching &amp; Learning:  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.</p>	<p>2.1 Principal participates in PLC leadership training.</p> <p>2.2 Grade level and special education PLCs meet 2-3 times per month.</p> <p>2.3 Conduct PLC training for faculty and provide resources to facilitate successful implementation.</p> <p>2.4 PLC priority topics aligning with district strategic objectives established via collaboration with teachers</p> <p>2.5 Teacher facilitation of PLCs</p> <p>2.6 Provide opportunities for teacher observation of successful PLC models in surrounding school districts.</p>

<b>TIMELINE</b>	<b>EVIDENCE OF COMPLETION</b>	<b>REVIEW STATUS 2014-2015</b>
<p>2.1 August 2014–October 2014: Leadership training</p> <p>2.2 September 2014-June 2015: PLCs meet on Tuesdays 12:55-1:30pm</p> <p>2.3 September 2014-June 2015: Training and resources provided by principal</p> <p>2.4 October 2014-December 2014: Topics determined during Fall PLCs</p> <p>2.5 January 2015-June 2015: Teacher facilitation introduced</p> <p>2.6 January 2015-June 2015: Observation of PLC models</p>	<p>2.1 Meeting agenda and resources</p> <p>2.2 Meeting agendas collected and reviewed by principal</p> <p>2.3 Observation of National School Reform Faculty protocols used during PLCs</p> <p>2.4 Topics calendar</p> <p>2.5 Agendas and meeting notes collected and reviewed during debrief with principal</p> <p>2.6 Observations presented to faculty at staff meetings</p>	<p>(To be completed May/June 2015) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)</p>

<b>RESOURCE NEEDS</b>	<b>BUDGET COSTS</b>
2.6 Substitute coverage to allow for visits to observe other PLC	2.6 \$1,875 (5 substitutes x \$75 per day = \$375 x 5 days = \$1,875)

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**GOAL #3: To strengthen the effectiveness of instructional strategies and to support our math curriculum initiatives to increase student achievement.**

RATIONALE	ACTIVITIES
<p>Effective alignment and implementation of the district-wide curriculum, in mathematics, with the skills and expectations outlined in the Common Core State Standards, will result in increased student achievement.</p> <p>As we move into year three of implementing the new common core math standards our focus has shifted to focusing on imbedding <i>standards for mathematical practice</i>. As the content expectations have increased for students the critical thinking of our students must become the focal point of our instruction. We will use the <i>8 standards for mathematical practice as our guide</i>.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p>Math assessment data is a key component to understanding student progress in math. Using data collected on student progress to plan student instruction is a focal point in year three of this adoption.</p> <p>This goal aligns with district strategic objective # 1-Teaching&amp; Learning: 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.</p>	<ol style="list-style-type: none"> <li>3.1 Establish consistent and collaborative data teams in Mathematics.</li> <li>3.2 Data team will meet 2-3 times during school year to look at student data in math</li> <li>3.3 Utilize data from common assessments in Mathematics, including Symphony Math, to determine effective instruction aligned to the Common Core State Standards.</li> <li>3.4 Provide sufficient training and implement pilot math program with fidelity</li> <li>3.5 Use math assessment data and staff feedback to evaluate effectiveness of math pilot program.</li> <li>3.6 Provide opportunities for peer observation during math instruction</li> </ol>

<b>TIMELINE</b>	<b>EVIDENCE OF COMPLETION</b>	<b>REVIEW STATUS 2014-2015</b>
3.1 October 2014: Data Team established 3.2 October 2014-June 2015: Data Team planning and meetings 3.3 October 2014-June 2015: Data analysis 3.4 September 2014-June 2015: Math pilot program and training 3.5 September 2014-June 2015: Evaluation of math pilot 3.6 January-June 2015: Peer observation opportunities	3.1 Team roster submitted to principal 3.2 Attendance sheets and data meeting notes 3.3 Alignment and analysis of math standards and assessments during data meetings 3.4 Record of trainings and teacher feedback 3.5 Common assessment data and staff survey(s) 3.6 Observation schedule	(T o be completed May/June 2015) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)

<b>RESOURCE NEEDS</b>	<b>BUDGET COSTS</b>
3.6 Substitutes to coverage for teachers during peer observations	3.6 \$1,875 (5 substitutes @ \$75 per day = \$375 x 5 days = \$1,875)

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**GOAL #4: To improve school safety through the implementation of the A.L.I.C.E active shooter and emergency response protocols and establishing a School Safety Council.**

RATIONALE	ACTIVITIES
<p>The Hanover Public Schools Safety and Security Committee, in collaboration with the Hanover Police Department, spent the 2013-14 school year investigating enhancements to current emergency management and lockdown protocols. As a result of this investigation, the Hanover Public Schools has adopted the A.L.I.C.E program and its armed intruder response strategies. Implementation of this program will accomplish the following:</p> <ul style="list-style-type: none"> <li>• Move away from “lockdown only” as a response to a violent intruder</li> <li>• Empower staff members to make lifesaving decisions for themselves and their students</li> <li>• Train staff in all available response options to a violent intruder</li> <li>• Increase the chance of survival in the event of a violent attack on our school</li> </ul> <p>In addition, the principal and members of the School Safety Committee will work with the district security team to ensure a safe learning environment for the students and staff at the Cedar Elementary School.</p> <p>This goal aligns with district strategic objective # 5-Safety and Security:  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 threat response.</p> <p>During the 2014-15 school year, Cedar School and the Hanover Police Department will train all school staff and students in the A.L.I.C.E active shooter protocols and fully implement this program as a response to a violent attack.</p>	<p>4.1 Train staff in A.L.I.C.E program through classroom and active drill sessions</p> <p>4.2 Offer community outreach to parents and families informing them of A.L.I.C.E strategies</p> <p>4.3 Identify staff leaders to serve as point personnel during drills and emergencies</p> <p>4.4 Review with staff and students the three common emergency response drills including fire drills, bus safety drills and emergency response drills.</p> <p>4.5 Continue to work with faculty, students, and parents to develop an awareness of all aspects of school safety</p> <p>4.6 Continue to build relationships with the Hanover Police Department and other law enforcement officials and first responders</p> <p>4.7 Train new staff in A.L.I.C.E program as necessary</p> <p>Building Specific:</p> <p>4.8 Establish a School Safety Committee</p> <p>4.9 Purchase additional communication devices</p> <p>4.10 Revise fire drill procedures and responsibilities</p> <p>4.11 Provide a safety report as a component of regular school newsletter</p>

<b>TIMELINE</b>	<b>EVIDENCE OF COMPLETION</b>	<b>REVIEW STATUS 2014-2015</b>
4.1 October 14, 2014 4.2 October 2014-December 2014 4.3 October 2014 4.4-7 September 2014-June 2015 4.8 October 2014: Establish Safety Committee 4.9 September-October 2014: Devices purchased 4.10 September-November 2014: Revise procedures 4.11 October 2014-June 2015: Safety Report	4.1 Attendance sheets and Training materials 4.2 Calendar of Parent and Community meetings 4.3 School Safety Committee meeting agenda and materials 4.4 Calendar of scheduled and unannounced Drills 4.5 Meeting agenda and resources evaluated and shared with staff 4.6 Community policing during recess and lunches; fire department educational program for grades K, 1, 3 4.7 Repeat of A.L.I.C.E training as needed 4.8 Meeting agenda and resources evaluated and shared with staff 4.9 Devices present in critical areas 4.10 Procedures present throughout the building 4.11 Newsletters	(To be completed May/June 2015) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)

<b>RESOURCE NEEDS</b>	<b>BUDGET COSTS</b>
4.1-7 Hanover Police Department and trained Hanover Public Schools officials. 4.1-7 A.L.I.C.E training materials	4.1-7 Per person costs associated with ongoing training from the A.L.I.C.E Training Institute for building based safety personnel.