

2014-2015 School Improvement Plan



Principal: **Jane DeGrenier**

School: **Center/Sylvester School**

Co-Chair: **Cheryl Klim**

Members: **Sherry LaPrise, Doug MacLellan, Robin McLaughlin, Deborah Nicoll, Kerry Ennis, Anne Gordon, Michelle Tatro, Emily Baird**

Date Submitted to School Committee: **9/18/14**

Date Approved by School Committee: **9/24/14**

Hanover Public Schools

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2014-2015 SCHOOL IMPROVEMENT PLAN

Date: 9/24/14	School: Center/Sylvester	Principal: Jane DeGrenier	School Year: 2014-2015	School Council Co-Chair: Cheryl Klim
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GOAL #1: To strengthen and sustain a school wide collaborative culture.

RATIONALE	ACTIVITIES
<p>Strengthening and sustaining a collaborative culture will improve academic outcomes for the students at the Center Sylvester 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 & 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, 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 Center Sylvester teachers and provided to the entire staff</p> <p>.</p> <p>Building Specific:</p> <p>1.4 School Leadership team will meet every six weeks to continue work begun in April 2014 focusing on goals identified from TELL MA survey results for strengthening culture and climate</p>

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<p>1.1 September 23, 2014: Professional Learning Communities (PLCs) 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 August 2014 –June 2015 School Leadership Team meetings every 6 weeks</p>	<p>1.1 Agenda; identification of 1-2 protocols and schedule for PLC meetings and group goals</p> <p>1.2 Meeting agendas, meeting notes, teacher evaluation responses</p> <p>1.3 Agenda, sign-in sheet, workshop handouts, collaboration schedule, teacher feedback survey, classroom observations</p> <p>1.4 Agendas, use of norms at all staff meetings, documentation of work on identified goals and outcomes shared with full staff, meeting evaluation forms, Let's Talk forum</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>

RESOURCE NEEDS	BUDGET COSTS
<p>1.1 In-service time; possibly further training on developing and sustaining PLCs for administration and teacher leaders.</p> <p>1.2 Scheduled In-service time for meetings and PD</p> <p>1.3 None</p> <p>1.4 Facilitator for meeting with school leadership team</p>	<p>1.1 None</p> <p>1.2 None</p> <p>1.3 None</p> <p>1.4 Use of individual PD funds for facilitator</p>

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

RATIONALE	ACTIVITIES
<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 & 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 sped and specialist PLCs meet 2-3X 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 leadership of PLCs</p> <p>2.6 Provide opportunities for teacher observation of successful PLC models in surrounding school districts</p>

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<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>

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

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GOAL #3: To advance 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 embedding <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"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. <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 HPS District Strategic Objective # 1-Teaching & 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"> 3.1 Establish consistent and collaborative data teams in Mathematics 3.2 Data team will meet 2-3 times during school year to look at student data in math 3.3 Utilize data from common assessments in Mathematics, including Symphony Math, to determine effective instruction aligned to the Common Core State Standards 3.4 Provide sufficient training and implement pilot math program with fidelity 3.5 Use math assessment data and staff feedback to evaluate effectiveness of math pilot program 3.6 Provide opportunities for peer observation during math instruction

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
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	(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)

RESOURCE NEEDS	BUDGET COSTS
3.6 Substitute coverage to allow for visits to observe other PLC	3.6 \$75 per sub (@10-15 subs needed over the course of the year)

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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.

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"> • Move away from “lockdown only” as a response to a violent intruder • Empower staff members to make lifesaving decisions for themselves and their students • Train staff in all available response options to a violent intruder • Increase the chance of survival in the event of a violent attack on our school <p>This goal aligns with HPS 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, the Center Sylvester School and the Hanover Police Department will train all school staff, and potentially 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 roles of crisis team and non-classroom staff to serve as point personnel during drills and emergencies</p> <p>4.4 Review with staff and students the three common school drills: Fire Drill, Bus Evacuation Drill, 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 Review and development, where necessary, strategies specific to 2 building campus</p>

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<p>4.1 October 14, 2014</p> <p>4.2 October 2014-December 2014</p> <p>4.3 October 2014</p> <p>4.4 September 2014-June 2015</p> <p>4.5 September 2014-June 2015</p> <p>4.6 September 2014-June 2015</p> <p>4.7 September 2014-June 2015</p>	<p>4.1 Sign in sheet; training day materials for staff 10/14/14</p> <p>4.2 Calendar of parent and community meetings</p> <p>4.3 Crisis meeting schedule and handout for staff on staff roles during an emergency</p> <p>4.4 Calendar of both scheduled and unannounced drills for all three drills</p> <p>4.5 Ongoing communication with staff and parents</p> <p>4.6 Community policing during recess and lunches; fire department educational program for grades K, 1, 3</p> <p>4.7 Repeat of the ALICE training as needed for new staff</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>

RESOURCE NEEDS	BUDGET COSTS
4.1 Hanover Police Department and trained Hanover Public Schools officials, A.L.I.C.E training materials, Active shooter drill materials	4.1 Per person costs associated with ongoing training from the A.L.I.C.E Training Institute for building based safety personnel