

# ***2014–2015 School Improvement Plan***



Principal: **Matthew Paquette**

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School: **Hanover High School**

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Co-Chair **Siobhan Horton**

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Members **Tricia Elkhill, Ms. Joanne Powers, Ms. Kathi Thomson, Molly Minnehan '15, Michael Vingneaux '15, Annika Rowland '16, Sarah Ryan '16**  
**Community Members: Ms. Jen Anderson and Reverend Eric Stroshine**

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

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

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## Hanover Public Schools

*“The mission of Hanover Schools is to guide every student to thrive in a global society.”*

### 2014-2015 SCHOOL IMPROVEMENT PLAN

Date: 9/24/14	School: HHS	Principal: Matthew Paquette	School Year: 14-15	School Council Co-Chair: TBA
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**GOAL #1: 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"><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 and students 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>During the 2014-15 school year, Hanover High 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>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.</p>	<ol style="list-style-type: none"><li>1. Train staff in A.L.I.C.E program through classroom and active drill sessions</li><li>2. Offer community outreach to parents and families informing them of A.L.I.C.E strategies</li><li>3. Train student body in A.L.I.C.E program through various violent intruder response scenarios</li><li>4. Identify teacher leaders to serve as point personnel during drills and emergencies</li><li>5. Implement regular emergency response drills to enhance currently practiced lockdown drills</li><li>6. Continue to work with faculty, students, and parents to develop an awareness of all aspects of school safety</li><li>7. Continue to build relationships with the Hanover Police Department and other law enforcement officials and first responders</li><li>8. Train new staff in A.L.I.C.E program as necessary</li></ol>

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
2014-2015 School Year	<ol style="list-style-type: none"> <li>1. Presentation and drill materials from staff and students</li> <li>2. Community outreach materials</li> </ol>	<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
<ol style="list-style-type: none"> <li>1. Hanover Police Department and trained Hanover Public Schools officials.</li> <li>2. A.L.I.C.E training materials</li> <li>3. Active shooter drill materials</li> </ol>	Per person costs associated with ongoing training from the A.L.I.C.E Training Institute for building based safety personnel.

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### 2014 – 2015 SCHOOL IMPROVEMENT PLAN

**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**

RATIONALE	ACTIVITIES
<p>On June 10, 2013, the New England Association of Schools and Colleges (NEASC) reported its decision to award the high school continued accreditation. In this notification, the committee recognized several commendations and highlighted particular recommendations. The targeted recommendations addressed here read as follows:</p> <ul style="list-style-type: none"> <li>• Develop and fully implement school-wide rubrics aligned with the school’s expectations for student learning</li> <li>• Ensure that the school’s core values, beliefs and 21<sup>st</sup> century learning expectations are actively reflected in the curriculum, instruction, and assessment within the school</li> <li>• Develop common assessments, aligned with the learning expectations, to be used by all teachers who teach the same course</li> </ul> <p>Additionally, the Department of Elementary and Secondary Education (ESE) requires that we identify, develop, and implement student performance measures “for each grade and subject that permit a comparison of student learning gains.” These two mandates are closely related, and their similarities allow for an interchange of ideas and resources. When viewed in light of our present efforts to align our school’s curriculum with the newly adopted standards outlined in the Massachusetts Curriculum Frameworks, we’ve found it best to synthesize these initiatives through the development of a school-wide general assessment plan that provides a scope and sequence for our overall system of assessments.</p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. Continue to evaluate school-wide rubrics to ensure alignment with school’s expectations for student learning</li> <li>2. Continue to align curriculum maps with our 21<sup>st</sup> century learning expectations</li> <li>3. Continue to align curriculum maps with the standards outlined in the Massachusetts Curriculum Frameworks</li> <li>4. Continue to identify gaps in the current curriculum where standards are not addressed and modify accordingly</li> <li>5. Continue to implement student-performance measures using school-wide rubrics and other relevant assessment tools</li> <li>6. Across all disciplines, evaluate and align common assessments/district-determined measures that coincide with 21<sup>st</sup> century learning expectations and state standards</li> <li>7. Document all common student-performance measures and highlight the 21<sup>st</sup> century skills and state standards being evaluated in these assessments</li> <li>8. Develop and implement a formal process for communicating student progress to students and parents</li> <li>9. Preserve this school-wide general assessment document and develop a plan to regularly review and revise this scope and sequence in terms of its curriculum, instruction, and assessments</li> </ol>

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<p>All curriculum map alignments will be completed by the end of December 2014. At least two major common assessments for each subject in each grade will be completed by May 2015. Documentation and distribution will take place through June of 2015. We have reserved department meeting time, professional development days, and common planning time for these purposes. As well, the successful completion of this goal will be a focus of our PLC's.</p>	<ul style="list-style-type: none"> <li>• Finalize School-wide Rubrics</li> <li>• Finalize Curriculum Maps</li> <li>• Finalize Common Assessments</li> <li>• Finalize Student Work and Data Collection Protocol</li> <li>• Finalize General Assessment Plan</li> </ul>	<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
None	None

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### 2014 – 2015 SCHOOL IMPROVEMENT PLAN

**GOAL #3: To continue to improve student learning through the use of professional learning communities (PLC’s) that will analyze multiple sources of data in a coordinated manner, as well as collaborate on the completion of our school-wide general assessment plan.**

RATIONALE	ACTIVITIES
<p>During the 2012-2013 school year, using data from the 2011 administration of the PSATs to the sophomores and juniors at the time, the Data Teams were put through a Data Analysis process called Collaborative Inquiry. First we built a foundation for the data teams. Multidisciplinary data teams were created, regular meetings scheduled, and norms of collaboration were discussed. Next the teams identified student-learning problems based on our data. The teams then verified the causes of identified weaknesses as part of the Collaborative Inquiry process, and interventions were developed and implemented.</p> <p>This year, we will continue our work as data teams, since we need to evaluate the effects of our interventions. For instance, our students demonstrated a weakness in higher-order reading skills, so we developed a SOAPSTone Graphic Organizer that would allow all students to evaluate a piece of narrative with a common focus. Students across the curriculum evaluated pieces of writing in terms of the <b>Speaker</b>, <b>Occasion</b>, <b>Audience</b>, <b>Purpose</b>, <b>Subject</b>, and <b>Tone</b>. As a result, the students began to use a common vocabulary whenever discussing a reading passage. Now, we need to look at this student work, look again at newer PSAT data, and ultimately identify the effectiveness of our intervention.</p> <p>In addition to collaborative inquiry, this year we would like to utilize our multidisciplinary teams as PLC’s, wherein we intend to collaborate on the development of a school-wide general assessment plan. All disciplines are required to incorporate into their curricula skills such as argumentative and explanatory writing, complex reading skills, research, and speaking skills. Overall, literacy development is the explicit responsibility of all departments, and our PLC’s will collaborate on common units of study in this area, common assessments, and common assessment tools. Essentially, these achievements will constitute the curriculum that is our general assessment plan.</p> <p>Furthermore, mathematics teachers will form an additional PLC to analyze the PSAT, SAT, and PARCC standardized assessments and develop strategies for student improvement on each.</p> <p>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.</p>	<ol style="list-style-type: none"><li>1. Continuation of PLC’s that meet on a regular basis, once every 12 days, during the school day to analyze multiple sources of data including but not limited to SAT, PSAT, AP, PARCC, Common Assessments, Unit Assessments, and other student work.</li><li>2. Review and continue calibration of the rubrics that assess our 21<sup>st</sup> century learning expectations to ensure consistency and uniform implementation.</li><li>3. Complete general assessment plan.</li><li>4. Document progress.</li></ol>

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
2014-2015 School Year PLC's meet once every twelve school days.	<ol style="list-style-type: none"> <li>1. Common Assessments, DDM's, and student work</li> <li>2. Complete school-wide common rubrics for each of our academic expectations</li> <li>3. General Assessment Plan</li> <li>4. PLC agendas</li> </ol>	<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
None	None

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### 2014 – 2015 SCHOOL IMPROVEMENT PLAN

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

RATIONALE	ACTIVITIES
<p>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.</p> <ul style="list-style-type: none"><li>• All teachers will use technology appropriately with students to improve student learning</li><li>• All teachers will develop an understanding of the importance and pertinence of technology literacy to further student learning</li><li>• Technology teams will create plans for technology-rich classrooms that will directly impact student learning and performance</li><li>• The district will encourage the development and use of innovative strategies for delivering high-quality courses through the use of emerging technology</li></ul> <p>All of these goals require action in 2014-2015. At Hanover High School we are grateful to have “smart classrooms” in place. However, software needs to be acquired and training needs to be improved so that the teachers are using these classrooms to their potential.</p> <p>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.</p>	<ol style="list-style-type: none"><li>1. Consistent with the District Technology Plan 2012-2016, Hanover High School will continue to utilize its technology committee that meets on a regular basis to develop yearly plans for improvement in technology integration in both instructional and non-instructional areas. This committee also evaluates software requests and makes recommendations for technology purchases.</li><li>2. Conduct an analysis of interactive whiteboard software in order to select the package that best supports teaching and learning at Hanover High School.</li><li>3. Continue to incorporate best practices that highlight the successful use of technology within the classroom by teacher-led PD.</li><li>4. Continue to provide professional development to staff to expand their use of Aspen, including but not limited to communication, collaboration, curriculum mapping, grading, and assessments.</li><li>5. Continue the highly successful parent volunteer program to keep the library open until 4pm Monday through Thursday.</li></ol>



TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
2014-2015 School Year	<ol style="list-style-type: none"> <li>1. Agendas from Technology Committee</li> <li>2. Research finding on Whiteboard Software packages</li> <li>3. Agendas from PD sessions</li> <li>4. Schedule of Library Parent Volunteers</li> </ol>	(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
None	None