

Hanover High School Improvement Plan 2015/2016 – Status Report

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Goal	Actions Taken	Pending Actions/Recommendations
1. To support the district efforts to increase school safety by integrating a School Resource Officer into the culture and community of Hanover High School.	<ol style="list-style-type: none">1. Introduced Officer John to all students and faculty.2. Officer John assisted with ALICE training.3. Officer John maintained an active and daily presence at the high school through classroom visits, attendance at school events, speaking at Community Meetings, and taking an active role in our Alternative High School.4. Administration maintained a record of the school's use of Officer John as it related to Home Visits, Consultations, and Active Involvement in school related matters.	<ol style="list-style-type: none">1. Continue efforts to further integrate Officer John's presence into the daily culture and climate of the school.2. Identify means for Officer John to bring specific messages of safety to our students as it relates to: student driving, Social Host Law, substance abuse, and overall school safety.
2. To continue to develop a school-wide general assessment plan that provides a scope and sequence for the implementation of the following initiatives: <ul style="list-style-type: none">• Take action on targeted NEASC recommendations in the areas of	<ol style="list-style-type: none">1. Integrated problem-solving and technology rubrics and created common assessments in the areas of mathematics, business, science, and engineering.2. Aligned science curriculum to the new state science standards.3. Utilized X2 Aspen as a formal process for communicating student progress to students and parents.	<ol style="list-style-type: none">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. Revise the civic and social school-wide

<p>curriculum, instruction, and assessment.</p> <ul style="list-style-type: none"> • Align curriculum with the Common Core State Standards. • Implement district-determined measures to gauge student learning, growth, and achievement. 		<p>rubrics and develop a formal process for student self-assessment in these areas.</p> <ol style="list-style-type: none"> 5. Continue to evaluate student mastery of 21st Century learning expectations. 6. Utilize common assessment data to measure student growth. 7. Continue to review, revise, and expand the scope and sequence of the general assessment plan.
<p>3. To continue to strengthen and sustain a school-wide collaborative culture to improve instruction and student learning through the use of professional learning communities (PLCs), peer observation, and professional development.</p>	<ol style="list-style-type: none"> 1. Designated topics and protocols for each PLC session, using the National School Reform Faculty resources. 2. Formed groups and identified objectives during teacher collaboration time. 3. Teachers visited colleagues to share strategies and reflected upon practice. 4. Invited faculty to participate as teacher leaders through facilitation of PD workshops. 5. Identified topics for teacher-led professional development workshops. 6. Collected 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. 	<ol style="list-style-type: none"> 1. Continue teacher-led professional development workshops. 2. Continue professional learning communities involving our entire faculty. 3. Strengthen peer visitations by developing a sustainable academic and cultural purpose for these visitations. 4. Strengthen teacher-collaboration opportunities by incorporating these efforts with our professional development workshops.

<p>4. To improve student learning through increased teacher training in technology integration and digital literacy in the classroom.</p>	<ol style="list-style-type: none"> 1. Hanover High School adopted the International Society for Technology in Education (ISTE) Standards for students in the following areas: <ul style="list-style-type: none"> • Creativity and innovation • Communication and collaboration • Research and information fluency • Critical thinking, problem solving, and decision making • Digital citizenship • Technology operations and concepts 2. To facilitate the adoption of these goals, Hanover High School moved towards an all-Google platform by taking the following actions: <ul style="list-style-type: none"> • Embedded technology training into PLCs and staff meetings. • Transitioned to teacher use of Google Chromebooks to facilitate instruction, communication, and feedback to students. • Increased representation on the District Technology Committee to include one teacher per grade level. 	<ol style="list-style-type: none"> 1. Establish student learning outcomes and teacher expectations for technology in the classroom at every grade level. 2. 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. 3. Offer professional development for implementation of new ISTE Standards through the use of Google platforms. 4. 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. 5. 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 Hanover High School.