

Cedar School

School Improvement Plan, 2022 – 2024



Principal:	Jesse Craddock
School:	Cedar School
School Council Co-Chair:	Ashley DeVincenzo, Parent/Guardian Representative
School Council Members:	Faculty Representative: Kathy Caulfield Faculty Representative: Lori Clements, Special Education Administrator, ex-officio Parent/Guardian Representative: Michelle Cavallaro Community Representative: Rhonda Nyman
Date Submitted to School Committee:	December 7, 2022

Hanover Hawks Will Soar and Succeed Without Limits.

Hanover Public Schools 2022-2024 CEDAR SCHOOL IMPROVEMENT PLAN

GOAL #1 Teaching and Learning: To improve reading scores for at-risk students by 10% as determined through the DIBELS assessment tool by developing and sustaining a system-wide environment wherein exceptional instruction and student achievement are at the core of our work and realized through collaborative action.

Actions
<ul style="list-style-type: none"> ● Implement evidence-based literacy instruction to improve student outcomes <ul style="list-style-type: none"> ○ Implement the <i>Wonders</i> curriculum, a comprehensive literacy program grounded in the science of reading ● Provide teachers with ongoing professional learning and support with the <i>Wonders</i> program through various opportunities, including district-wide professional development, Professional Learning Communities, and coaching/modeling through the Instructional Support Team <ul style="list-style-type: none"> ○ Provide staff members with the opportunity to meet with reading specialists during a designated time each week ● Improve student performance using a comprehensive Response to Intervention (MTSS) model to inform future instruction, curriculum, and student experiences <ul style="list-style-type: none"> ○ Utilize DIBELS 8 ○ Conduct EarlyBird dyslexia screener for at-risk-students ○ Conduct benchmark and progress monitoring data meetings to analyze early literacy development ○ Monitor student achievement through progress monitoring; Instructional Focus Cards (HILL for Literacy) ○ Develop and maintain assessment data meetings and progress monitoring schedules ○ Develop an action plan that supports the academic needs of students by providing instructional resources which align with evidence-based practices (<i>Wonders, Lively Letters, Visualizing and Verbalizing, Foundations</i>) ● Engage teachers in an ongoing and collaborative process to evaluate assessment data to improve student outcomes through Professional Learning Communities along with Special Education meetings ● Assess the current social-emotional learning practices and supports <ul style="list-style-type: none"> ○ Strengthen the current Positive Behavior Support framework, and embed these practices into the MTSS model (Second Step program, practices through daily morning announcements, school-wide positive behavior systems for students) ○ Provide students with the opportunity to learn social-emotional skills through the delivery of <i>Wonders</i> social-emotional learning lessons ● Develop school-wide common practices in order to meet the social emotional needs of all students <ul style="list-style-type: none"> ○ Conduct weekly meetings between the social-emotional learning school-based team and administration ○ Formalize planning of monthly community meetings with administration and students that will provide explicit instruction around social-emotional skills/knowledge ○ Social-emotional components shared out through two-way communications ○ Identify and develop a form for Tier 1 behavioral interventions that support best instructional practices ○ Partner with the DESE coach and expand Positive Behavior Supports training to applicable staff ● Promote equity and foster a safe and inclusive school environment

<ul style="list-style-type: none"> ○ Provide students with opportunities to celebrate others' differences through literature ○ Offer educational programs during Inclusive Schools Week (ISW) <ul style="list-style-type: none"> ● Provide relevant and meaningful professional development to applicable staff in the area of Special Education ● Provide training around IEP writing strategies to ensure common practice among all Special Education staff members

Resource Needs	Budget Impact
<ul style="list-style-type: none"> ● No additional resources needed at this time 	<ul style="list-style-type: none"> ● No anticipated budget impact at this time

Evaluation Plan	Progress Review
<ul style="list-style-type: none"> ● DIBELS 8 ● Teacher Evaluations ● Professional Development Evaluations 	<ul style="list-style-type: none"> ● Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by analysis

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GOAL #2 Human Capital: To recruit, develop, and retain committed, talented, collaborative and creative administrators, teachers, and support personnel to ensure a culture of teamwork and educational excellence.

Actions	
<ul style="list-style-type: none"> • Leverage reading specialists and math coach to provide support and/or training for staff and students (Literacy Response to Intervention support, support around Tier 1 instructional practices, contribute relevant resources and materials, provide consultation with both staff and students) • Leverage the math coach to support instructional planning based on student needs <ul style="list-style-type: none"> o Utilize data from the i-Ready assessment to differentiate instruction and accelerate student growth o Construct a building-wide schedule to support the complete coaching cycle • Utilize outside consultants to provide professional development/coaching in order to build teacher's knowledge and capacity around methodology and instruction <ul style="list-style-type: none"> o Institute for Multi-Sensory Integration/Orton Gillingham Training o Written Expressive Language and Literacy (WELL) Collaborative directly related to structured writing o Wonders Curriculum Training o i-Ready training • Further develop the professional learning community schedule to create more consistent opportunities with staff across all grade-levels • Foster opportunities for teacher leadership <ul style="list-style-type: none"> o Encourage team collaboration through meeting norms during Professional Learning Community meetings o Provide opportunities for staff members in the building to facilitate professional development • Support district-wide initiatives in the areas of recruitment, hiring, and coaching <ul style="list-style-type: none"> o Provide opportunities for voice and choice and self-directed professional development o Supporting current ABA Tutors and Paraprofessionals in the area of professional advancement 	

Resource Needs	Budget Impact
<ul style="list-style-type: none"> • No additional resources needed at this time 	<ul style="list-style-type: none"> • No anticipated budget impact at this time

Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Collect staff feedback through Professional Development surveys 	<ul style="list-style-type: none"> • Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by analysis

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GOAL #3 Safety and Security: To evaluate opportunities and take practical actions to increase school safety and to maintain a building that is secure and prepared for emergencies through partnerships with law enforcement and public safety agencies, and ongoing staff and student training on emergency and threat response.

Actions	
<ul style="list-style-type: none"> • Collaborate with HPD to educate the community on Alert, Lockdown, Inform, Counter and Evacuate (ALICE) drills with a focus on educating staff and building their problem-solving abilities • Participate in district-wide emergency response drills with the support of the School Resource Officer (SRO) <ul style="list-style-type: none"> ◦ Coordinate bus evacuation and fire drills • Offer CPR, AED, and First Aid Training to all staff employees • Coordinate meeting times for the Emergency Response Team to convene during the year <ul style="list-style-type: none"> ◦ Review the building school emergency operation plan and make appropriate revisions, if necessary 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> • No additional resources needed at this time 	<ul style="list-style-type: none"> • No anticipated budget impact at this time
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Collect feedback from staff around related professional development opportunities • In partnership with HPD/HFD, develop and adjust professional development calendar/activities 	<ul style="list-style-type: none"> • Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by analysis.

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GOAL #4 Community and Communication: To provide exceptional communication of all events, programs, and initiatives throughout the community.

Actions	
<ul style="list-style-type: none"> Partner with the Cedar PTA in engaging local businesses to support school-wide events, initiatives, and fundraising opportunities <ul style="list-style-type: none"> Create opportunities for school and community engagement (blizzard of kindness, pumpkin stroll, food pantry, toy drive) Provide opportunities for families to learn more about how they can support the development of their child’s social-emotional skills <ul style="list-style-type: none"> Offer a parent/guardian workshop focused on the Positive Behavior Support framework Streamline administrative communication with families through email, including regular Cedar Connections Utilize communication tools such as Seesaw for teacher-family engagement Update and streamline all programs for online registration and payment 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> No additional resources needed at this time 	<ul style="list-style-type: none"> No anticipated budget impact at this time
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> Data from usage reports Feedback collected from Cedar’s Principal Advisory Council 	<ul style="list-style-type: none"> Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by analysis

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GOAL #5: To develop and brand Cedar School as an Early Learning Center.

Actions	
<ul style="list-style-type: none"> • Provide district support to individual classroom teachers through professional development, coaching and training around early childhood development • Collaborate with staff around the best use of technology, frequency of movement breaks, and other issues related to early learning • Continue to enhance the Behavior Intervention Team model to support the social-emotional and behavioral needs of all students • Working collaboratively with the Cedar PTA, customize annual events to provide rich cultural experiences and celebrations that are developmentally appropriate and memorable for our entire student population 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> • No additional resource needs at this time 	<ul style="list-style-type: none"> • No anticipated budget impact at this time
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Gather feedback, assess initiatives, and review professional development evaluations 	<ul style="list-style-type: none"> • Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by analysis