

Hanover Middle School

School Improvement Plan, 2022 – 2024



Principal:	Dan Birolini
School:	Hanover Middle School
School Council Co-Chair:	Jacqueline Porro, Parent/Guardian Representative
School Council Members:	Faculty Representative: Jenn Rogerson Faculty Representative: Joan Edgar Faculty Representative: Juli Thornell Faculty Representative: Joel Barrett, Assistant Principal, ex-officio Parent/Guardian Representative: Grace Baker Parent/Guardian Representative: Kate Cingolani Parent/Guardian Representative: John Galluzzo Parent/Guardian Representative: Laura Louko Parent/Guardian Representative: Kerri Ronzio Community Representative: John Tuzik
Date Submitted to School Committee:	December 7, 2022

Hanover Hawks Will Soar and Succeed Without Limits.

Hanover Public Schools

2022-2024 HANOVER MIDDLE SCHOOL IMPROVEMENT PLAN

GOAL #1 Teaching and Learning: To improve scores for at-risk students by 10% as determined through the iReady 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
<p>Initiative # 1: Improve outcomes for students receiving special education services.</p> <ul style="list-style-type: none"> ● Examine all District scheduling and course selection processes updating/revising as necessary in the best interest of all students. <ul style="list-style-type: none"> ○ A team of HMS staff will review the current schedule as well as research other options for optimal scheduling for our students for the 2023-2024 school year. ● Leverage expert consultation to provide corrective measures and strengthen both process and outcome throughout the Special Education Process. <ul style="list-style-type: none"> ○ The special education staff will be trained extensively on writing a comprehensive Individual Education Plans with Alan S. Blume. <ul style="list-style-type: none"> ■ August 23, 2022: Training for administrative staff. ■ September 27th and October 14th, 2022: Training for all special education staff. ■ Special education and regular education staff will utilize PLC time review. ■ Additional training for all special education staff in the Spring of 2023. ○ The special education staff is focusing their work to coincide with the MA DESE's IEP Improvement Project. ● Expand supervision and alignment of Special Education oversight focusing on transitions between buildings. <ul style="list-style-type: none"> ○ The HMS special education administrator/representative will be present in the annual and reevaluation meetings of 4th-grade students. ○ The HMS administration will continue work with 4th-grade staff to support transitions between schools and ensure appropriate services and programming. ○ The HMS staff will collaborate with families to ensure that both students and families have a clear understanding of what 5th grade is like at the middle school. ● Provide formal and informal specialized professional development for all special education faculty by leveraging in-house and contracted experts. <ul style="list-style-type: none"> ○ The special education staff will continue to train and consult with Landmark School's Adam Hickey to strengthen language-based instruction within language-based ELA and Math classes. ○ The special education staff will continue training with HMS speech/language pathologist and special education teacher(s) trained in language-based methodology. ○ The special education staff will continue training with HMS reading specialist(s) and literacy coach on the Science of Reading. ● Incorporate and support the New England Center for Children (NECC) partner classroom into the Hanover Middle School community. ● Incorporate an on-site Board Certified Behavior Analyst (BCBA) into the Hanover Middle School community. <p>Initiative # 2: Implement evidence-based literacy instruction to advance student outcomes.</p> <ul style="list-style-type: none"> ● Implement a comprehensive literacy program grounded in the Science of Reading. <ul style="list-style-type: none"> ○ The purchase of <i>Wonders</i> (grade 5) and <i>StudySync</i> (grades 6-8) as evidenced-based curriculum resources. <ul style="list-style-type: none"> ■ ELA and Special Education staff will have multiple formal and directed training provided by <i>Wonders</i> and <i>StudySync</i> trainers. ■ Grade-level ELA staff will continue to work on creating, evaluating, and adjusting the pacing as well as the scope and sequence. ■ The creation of forward-facing documents will make learning visible for families. ● Continued partnership with the Massachusetts General Hospital (MGH) Institute of Health Professions Written Expressive Language and Literacy Collaborative (WELL) to implement a structured writing approach. <ul style="list-style-type: none"> ○ HMS Grade 5 ELA and Special Education staff will continue their work with Dr. Charley Haynes to examine and advance writing instruction.

- HMS Grades 6 - 8 staff will begin training with Dr. Charley Haynes in the adaptation of the WELL collaborative to enhance writing across the curriculum.
 - Charley Haynes will work with our Instructional Support Team in September and provide writing training for grades 6-8 on November 8th, 2022.
- Continue partnership with Landmark School focusing on language-based literacy planning, professional capacity, and program development.
 - Continued collaboration, training, and personal coaching with Landmark School to support language-based instructional practices in both general education and sub-separate programming.
- Continue to implement Megawords instruction across all RTI tiers to support decoding, spelling, and comprehension of multisyllabic words in Grade 5.
- Continue to implement Framing Your Thoughts as a Tier 3 written language support.
- Continue to train and certify Special Education and Reading Teachers in the Orton-Gillingham (OG) approach to reading instruction.
 - The special education staff will continue to participate in multisensory reading training and practicum completion.

Initiative # 3:

Enhance teacher leadership opportunities through personalized mentoring and differentiated support focused on curricular development.

- To maximize the department head structure:
 - HMS Department Heads, instructional coaches, and administrators, outline and document a formal curriculum review cycle, clear and understandable forward-facing public documents, examination of all courses, and identification of achievement gaps.
 - Utilize monthly department meetings to focus on curriculum, assessment, and data.
 - Create opportunities for Department Heads to plan and lead PLCs (Professional Learning Communities).
- Continue to promote, foster, and provide opportunities for instructional leadership and collaborative discourse focused on effective instructional practices (Instructional Support Team (IST), Professional Learning Communities (PLCs), grade level meetings, and department meetings) for staff and administrators.

Initiative # 4:

Provide structured programs and training to enhance kindness, inclusion, diversity awareness, equity, and belonging opportunities for all students and staff.

- Assess, plan, and provide support and resources for the social-emotional needs of students, including curricular programs K-12.
- Support the efforts and work of the *Better Together Team* to organize/suggest professional development for staff, and educational programming for students to address issues around diversity, equity, and inclusion.
- Evaluate the inclusivity in our curriculum materials and resources consistent with DESE standards. Develop and implement various opportunities to highlight awareness, opportunity, and inclusivity during Inclusive Schools Week and beyond.

Initiative # 5:

Provide a contemporary approach to focused professional development and coaching for all staff.

- Develop and facilitate professional development opportunities that enhance instructional practices, engage all students, and accommodate diverse learning styles, needs, and interests.
 - Utilize coaches and Department Heads to coordinate and provide professional development during PLCs, staff meetings, and on professional development days.
 - Provide coaches and staff time for formal collaboration and reflection.
 - Expand training, professional development, and expectations for comprehensive implementation of instruction grounded in the Science of Reading.
 - Continue to work with our Instructional Support Team (IST) to support the teaching of reading in the content areas.
- Grow and support educator-led professional development workshops.
 - Provide opportunities for HMS staff to develop and share best practices across all curriculum areas.
 - Teachers and coaches who we send to outside professional development will share their training and experience during PLCs, staff meetings, or on professional development days.

Initiative # 6:

Improve student performance using analytics to strategically inform instruction, curriculum, and experiences at each level.

- Engage administrators, instructional coaches, Department Heads, and teachers in an ongoing, organized, and collaborative process to evaluate assessment data to improve student outcomes.
 - Teams review both student and district MCAS data to identify strengths and determine focus areas.
 - Continued examination (3 times a year) of iReady Diagnostic (Reading and Math) to determine needs and inform instruction for all students.
 - Continued examination (3 times a year) of DIBELS diagnostic for all students in Grade 5 and as needed individually in grades 6, 7, and 8.
- Continue to design and document effective and rigorous standards-based units of instruction that reflect high expectations regarding content, quality, and effort of work.

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"> ● Monitor student achievement through progress monitoring, iReady, and yearly MCAS results. ● Teacher evaluations. ● PD 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. ● Comparison of student academic achievement data from prior years.

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

Actions	
<p>Initiative #1: Create a robust coaching and teacher leadership program within each school.</p> <ul style="list-style-type: none"> Fully implement and support the Department Head model by providing training, time, and support to create instructional/curricular documents and resources for teacher and community clarity. Develop a clear set of goals annually to ensure accountability and measure progress. <ul style="list-style-type: none"> Continue to hold HMS monthly principal-led Department Head meetings. Create time for Department Heads to observe and support teachers in the classroom. Increase coaching support and math/reading specialist positions to provide district-wide support for educators. <p>Initiative #2: Evaluate all personnel issues and staffing requirements to adequately support district-wide initiatives, special education and support services.</p> <ul style="list-style-type: none"> Identify and provide internship/mentoring opportunities for aspiring teacher leaders and administrators. Provide and support specialized training/certifications for both general education and special education teachers to create more staff with certifications to support our students. <ul style="list-style-type: none"> Continue to train/certify teachers in multisensory reading. We have a high percentage of staff trained in OG and a cohort of five currently participating in the practicum for certification. Look for opportunities to increase racial and cultural diversity of our staff. 	

Resource Needs	Budget Impact
<ul style="list-style-type: none"> No additional resources needed at this time. 	<ul style="list-style-type: none"> If applicable, the salary of hired employees. The cost of professional development providers.

Evaluation Plan	Progress Review
<ul style="list-style-type: none"> Teacher Evaluation Process. 	<ul style="list-style-type: none"> Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by data analysis.

GOAL #3 Sustainable Funding: To consistently support our school system with sustainable funding to ensure the highest level of student achievement supported by exceptional professionals and the most current resources while providing social, cultural, and economic value to our community.

Actions	
Initiative #1: Strategically utilize Federal funding to support academic recovery for all students and budget. <ul style="list-style-type: none"> Through the leadership and guidance of Department Heads, staff will continue ongoing content area curriculum review and curriculum alignment. The Literacy Coach will continue to support the work of Grade 5 teachers in the implementation of general and RTI instruction which includes the <i>Just Words</i> and <i>Megawords</i> programs. Implementation of the ELA programs <i>Wonders</i> (Grade 5) and <i>StudySync</i> (Grades 6 - 8). 	
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"> Student outcome data from iReady, MCAS, and Benchmark Assessments. 	<ul style="list-style-type: none"> Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by data analysis.

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

Actions	
<p>Initiative #1: To actively engage all members of our community through opportunities and partnerships that encourage participation in student activities and enrichment, art and cultural events, adult/family educational programs and events, HPS athletics, and community service.</p> <ul style="list-style-type: none"> • Foster partnerships with recognized community and parent/guardian groups (PTA, SEPAC, etc.) to develop and support community and school events designed to meet individual student, school, district, and community needs. • Develop integrated service learning opportunities that foster a culture of understanding and empathy and connect our students to the community and beyond. • Share forward-facing documents so that parent(s)/guardian(s) and the community have a clear understanding of the work and expectations for students. <p>Initiative #2: Support school-based committees (Safety, Wellness, Better Together) which support services to address health and wellness issues.</p> <ul style="list-style-type: none"> • Expand work around social-emotional wellness within the school community. Continue and expand partnership with Youth Health Connection, identify staff to regularly attend meetings and report back to the Wellness Committee. • Continue to provide free Impact testing and improve processes through centralization of implementation and storage/sharing of test results. • Implement use of the Health Master Family Portal for the communication of confidential health information. <p>Initiative #3: Utilize a multi-dimensional communication strategy that delivers content to multiple audiences using a variety of platforms.</p> <ul style="list-style-type: none"> • Continue expectation of use of Google Classroom in all courses. • Aspen portal is utilized for student information. • Weekly communications of upcoming events and happenings. • Monthly Letter From The Principal communicated with all families. • The school website and social media will be updated bi-weekly and as needed. 	
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"> • End of year review. • Feedback from students, staff, and families. 	<ul style="list-style-type: none"> • Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by data analysis.

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GOAL #5 Safety and Security: To evaluate opportunities and take practical actions 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.

Actions	
<p>Initiative #1:</p> <p>Provide enhanced safety training for staff, students, and the community.</p> <ul style="list-style-type: none"> • Incorporate ALICE strategies in new teacher/employee orientation as well as the substitute teacher training manual. • Continue district-wide emergency response drills, inclusive of before and after school activities and programs and staff • Revise Hanover Schools Emergency Operations Plan (SEOP) to ensure current information, policies, and protocols are incorporated to be inclusive of both before and after school activities and programs. <p>Initiative #2:</p> <p>Maintain partnerships developed by the Health and Safety Committee to address district-wide staff and student needs.</p> <ul style="list-style-type: none"> • Collaborate with HPD to educate the HPS community on Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) drills with a focus on supporting more independent decision-making capacity. • Continue to include School Resource Office (SRO) in weekly visits as well as school-based events and activities. • Continue the work of the Student Support Team (SST) to ensure the safety and overall well-being of HMS students. 	
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"> • Gather feedback, assess initiatives, and review professional development evaluations. • Review and collaboration with the Hanover Police and Fire Departments. 	<ul style="list-style-type: none"> • Plan will be reviewed and adjusted as necessary in September 2023 in collaboration with HPD.