

2016-2018 School Improvement Plan



Principal: Jane DeGrenier

School: **Center Sylvester Elementary**

Co-Chair: Doug McLellan

Members: Doug McLellan, Shari Laprise, Kate Dauphinais, Debbie Nicoll, Heather Healy, Anne Gordon, Kerry Ennis, Russ Wilson

Date Submitted to School Committee: **September 28, 2016**

Date Approved by School Committee: **September 28, 2016**

Hanover Public Schools
"The mission of Hanover Schools is to guide every student to thrive in a global society."
2016-2018 SCHOOL IMPROVEMENT PLAN

Date: 9/28/16	School: Center/Sylvester	Principal: Jane DeGrenier	School Years: 2016-2018	School Council Co-Chair: Doug MacLellan
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GOAL #1: To successfully integrate a School Resource Officer (SRO) into all Hanover Public Schools.

RATIONALE	ACTIVITIES
<p>The Hanover Public Schools and the Hanover Police Department have researched and planned for a successful implementation of a School Resource Officer model. The Hanover Public Schools SRO will use the "triad approach," as endorsed by the National Association of School Resource Officers, to accomplish the following:</p> <ul style="list-style-type: none"> Serve the students of Hanover as part teacher, part counselor, and part officer Enhance the level of safety and security in our schools Serve as a mentor to the children of Hanover Be present or available to each Hanover Public School on a daily basis <p>Hanover Public Schools and the Hanover Police Department will focus on phase two of the integration of the SRO in all Hanover Public Schools, with a strategic focus on building the educational component of the partnership. Both parties will continually monitor and evaluate the progress of this goal.</p> <p>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 and threat response.</p>	<ol style="list-style-type: none"> Seek out opportunities for educational collaboration on safety and security, criminal justice, law, health and wellness, and decision-making. Sustain rotating schedule with each school, allowing for presence at events during and after school hours. Officer John will assist as a trainer for ongoing A.L.I.C.E. school safety training and incorporate classroom visits to review safety plans with students. Continue partnership with SRO through involvement in student meetings, intervention team meetings, and safety meetings. Increase education and awareness of bus, bike, and car safety for students K-12. Monitor, evaluate, and revise the progress of these goals on an ongoing basis.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<ul style="list-style-type: none"> 2016-2108 School Years 	<ol style="list-style-type: none"> Faculty, student, and parent feedback Data collection related to collaboration with SRO Anecdotal evidence of SRO integration 	<p>(To be completed September 2017) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)</p>

RESOURCE NEEDS	BUDGET COSTS
<ul style="list-style-type: none"> No additional resources needed at this time 	<ul style="list-style-type: none"> No additional budget costs at this time

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GOAL #2: To continue to enhance instruction and student learning outcomes in math and science.

RATIONALE	ACTIVITIES
<p><u>Math</u> Research shows that conceptual understanding is developed when new mathematics is introduced in the context of solving a real problem in which ideas related to the new content are embedded. Conceptual understanding results because the process of solving a problem that involves a new concept or procedure requires students to make connections of prior knowledge to the new concept or procedure. The process of making connections between ideas builds understanding.</p> <p>The enVisionMATH 2.0 program is organized to help students focus on clusters of Framework Standards that provide a “deeper dive” into the topic content.</p> <p><u>Science</u> Our world has never been so complex, and scientific and technological reasoning have never been so necessary to make sense of it all. It is self-evident that science, technology, and engineering (STE) are central to the lives of all Massachusetts citizens when they analyze current events, make informed decisions about healthcare, or decide to support public development of community infrastructure. By the end of grade 4, the state of Massachusetts wants <i>all</i> students to have an appreciation for the wonder of science, possess sufficient knowledge of science and engineering, and be careful consumers of scientific and technological information and products at a developmentally appropriate level in their everyday lives.</p> <p>District Strategic Objective #1-Teaching and 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><u>Math</u></p> <ol style="list-style-type: none"> 1. Provide ongoing support to all K-4 teachers in the enVisionMATH 2.0 program. 2. Incorporate the enVisionMATH 2.0 Topic Assessments, Cumulative Assessments, and Math Diagnostics into the yearly calendar for progress monitoring. 3. Dedicate PLC time to analyze the formative and summative mathematics assessments. 4. Reserve time for teachers to conduct peer observations of their colleagues to see various components of enVisionMATH 2.0 “in action.” <p><u>Science</u></p> <ol style="list-style-type: none"> 1. Implement the new Massachusetts Science and Technology/Engineering Curriculum Framework as organized by grade level in 2016. 2. Provide ongoing support to all K-4 teachers in the implementation of the new science standards. 3. Provide PLC time to explore DESE model units and create project-based learning units for three strands: Life, Physical, Earth and Space.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<ul style="list-style-type: none"> • 2016-2018 School Years 	<ol style="list-style-type: none"> 1. Teacher feedback on implementation 2. PD feedback and documented trainings 3. Lesson plans, assessment data 	(To be completed September 2017) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)

RESOURCE NEEDS	BUDGET COSTS
<ul style="list-style-type: none"> Ongoing trainings planned during in-service for 2016-2018 	<ul style="list-style-type: none"> No additional budget costs at this time

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GOAL #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, peer observation, and professional development.

RATIONALE	ACTIVITIES
<p>Instructional Rounds: Instructional Rounds is a collaborative process where administrators and teachers can learn more about their practice in order to develop a collective understanding of teaching and learning. This research-based practice will directly impact professional growth and student achievement. Instructional Rounds will provide time for observation, reflection, discussion, and action.</p> <p>Professional Learning Communities (PLCs): PLCs will continue to 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. Building on the progress made during PLCs last year, we will look for opportunities to increase the level of teacher facilitation of PLCs through the use of agendas, norms, and protocols. This will serve as an opportunity to address school-wide issues in a more in-depth fashion, serving as an introduction to future professional development activities, including Instructional Rounds.</p> <p>Teacher Collaboration Time: Using time during the school day designated as teacher collaboration time, teachers will identify a group of colleagues to collaborate with and address common topics of interest related to teaching and learning.</p> <p>Peer Visits: Using a designated time during the school day, teachers will visit colleagues to inform their own practice. Teachers can provide valuable feedback to one another and bring learned techniques back to their own classroom.</p> <p>Professional Development: During designated early release days, professional development will begin with a quick overview of building-related issues and updates. This will ensure that information formerly provided during faculty meetings will continue to be shared on a timely basis. The bulk of time will be reserved for professional development topics, which will be teacher-led whenever possible. Professional development topics will enrich the discussions generated during PLCs.</p> <p>A true collaborative environment fosters a sense of collective purpose and</p>	<ol style="list-style-type: none"> 1. Utilize and model the established <i>Norms</i> in our daily interactions and work with teachers and each other. 2. Continue work of the leadership team to establish shared decision-making and foster teacher leadership opportunities. 3. Frequently recognize teachers through praise and gratitude. 4. Continue developing the use of the teacher evaluation system with all teachers on the five-step cycle of the evaluation tool and provide PD on how to complete the Self Reflection, Educator Plan, the Student Learning SMART Goal, and the Professional Practice SMART Goal. Move the process onto Google docs as a form of management for all staff. 5. Incorporate language from the Evaluation System Teacher Rubric into the daily culture of the school. 6. Expand Instructional Rounds administrative work from 2015-2016, to include each of our schools. 7. Provide training, scheduling, and support to all staff as Instructional Rounds are established. Communicate a clear understanding of the overall process and goals. 8. Provide in-depth training for a core Instructional Rounds team consisting of cross-curricular and multilevel combined teacher and administrator teams. 9. Teachers will create and maintain formal PLC agendas for identified tasks and measurable objectives. 10. Beginning in the 2016-2017 school year, PLCs will be utilized to introduce, plan, and implement the Instructional Rounds process. 11. Collect 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. 12. Identify topics and facilitators for teacher-led professional development workshops. 13. Teachers will visit colleagues to share strategies and reflect upon practice. 14. Encourage and support teacher peer observations.

<p>promotes an atmosphere of collegiality, trust, and shared mission. This environment creates the ideal conditions for reflections, risk taking, revision, and change in practices; all in the name of school improvement.</p> <p>District Strategic Objective #1-Teaching and 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>District Strategic Objective #2-Human Capital: To recruit, develop, and retain committed, motivated, talented, collaborative administrators, teachers, and support personnel to ensure a culture of teamwork and educational excellence.</p>	
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TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<ul style="list-style-type: none"> 2016-2018 School Years 	<ol style="list-style-type: none"> Agendas from leadership and staff meetings; audit of progress on <i>Norms</i> Google docs established for each staff member for evaluation system Instructional Rounds conducted twice at Center Sylvester School PD evaluation forms 	<p>(To be completed September 2017) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)</p>

RESOURCE NEEDS	BUDGET COSTS
<ul style="list-style-type: none"> No additional resources needed at this time 	<ul style="list-style-type: none"> No additional budget costs at this time

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

RATIONALE	ACTIVITIES
<p>The vision statement found in the 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.”</p> <p>The Department of Elementary and Secondary Education approved this plan, which includes several key goals.</p> <ul style="list-style-type: none"> • All teachers will use technology appropriately with students to improve student learning • All teachers will develop an understanding of the importance and pertinence of technology literacy to further student learning • Technology teams will create plans for technology-rich classrooms that will directly impact student learning and performance • The district will encourage the development and use of innovative strategies for delivering high-quality courses through the use of emerging technology <p>District Strategic Objective #1-Teaching and 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>Hanover Public Schools will adopt the recently updated 2016 International Society for Technology in Education (ISTE) Standards, which emphasize skills and qualities for students, enabling them to engage and thrive in a connected, digital world. These standards are designed for use across the curriculum, with every age student, with a goal of cultivating technology skills throughout a student’s academic career. Both students and teachers will be responsible for achieving foundational technology skills to fully apply the standards. The reward, however, will be educators who skillfully mentor and inspire students to amplify learning with technology and challenge them to be agents of their own learning.</p> <p>To facilitate the adoption and implementation of these standards to improve technology integration and enhance teaching and learning, Hanover Schools will:</p> <ol style="list-style-type: none"> 1. Re-organize and refocus the Technology Committee to formally evaluate the capacity of our current human resources dedicated to instructional technology and support systems. Make formal recommendations during the FY’18 budget process for the human resources required to effectively support and advance our staff and students in these areas. 2. Update technology curriculum documentation containing student learning outcomes and teacher expectations for every grade level. 3. Continue to incorporate technology best practices within the classroom by supporting and encouraging teacher-led professional development, peer observations, and teacher collaboration. 4. Continue to embed technology training in PLCs and staff meetings. 5. Further leverage our Google Platform as well as increase the use of Chromebooks and iPads for teaching and learning.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
<ul style="list-style-type: none"> • 2016-2018 School Years 	<ol style="list-style-type: none"> 1. Submission of forward-looking recommendations to administration 2. Updated curriculum documents for all grade levels 3. Agendas from various meetings and professional development sessions 	<p>(To be completed September 2017) For each piece of evidence, indicate progress as follows: 1. Completed, 2. Not Completed (explain) or 3. Ongoing (explain)</p>

RESOURCE NEEDS	BUDGET COSTS
<ul style="list-style-type: none"> • Additional Tech Support 	<ul style="list-style-type: none"> • To be determined through evaluation (Activity #1)