2016-2018
School Improvement Plan

H

Principal: Matthew Paquette

School: **Hanover High School**

Co-Chair Tricia Elkhill

Members Ms. Tricia Elkhill, Ms. Patti Taylor, Ms. Jan Curley, Mr. Steven Rodday, Callie Hoadley '17, Alissa Tofuri '17, Sierra Little-Gill '18, Audrey Simon '18
Community Member: Ms. Carol Souza

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: Hanover High School	Principal: Matthew Paquette	School Years: 2016-2018	School Council Co-Chair: Tricia Elkhill

GOAL #1: To successfully integrate a School Resource Officer (SRO) into all Hanover Public Schools.

RATIONALE	ACTIVITIES
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: • 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 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. 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.	1. Seek out opportunities for educational collaboration on safety and security, criminal justice, law, health and wellness, and decision-making. 2. Sustain rotating schedule with each school, allowing for presence at events during and after school hours. 3. 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. 4. Continue partnership with SRO through involvement in student meetings, intervention team meetings, and safety meetings. 5. Increase education and awareness of bus, bike, and car safety for students K-12. 6. Monitor, evaluate, and revise the progress of these goals on an ongoing basis.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
• 2016-2018 School Years	1. Faculty, student, and parent feedback 2. Data collection related to collaboration with SRO 3. Anecdotal evidence of SRO integration	(To be reviewed 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
• No additional resources needed at this time	• No additional budget costs at this time

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

GOAL #2: To embark on a comprehensive exploration of course opportunities to afford future HHS students focused pathways within selected areas of academic interest (for example - engineering, fine arts, bio-medical, and human services).

RATIONALE	ACTIVITIES
Similar to career academies, we will explore a college and career preparatory curriculum that aligns with potential career pathways. Within this curriculum, students would draw connections between academic subjects and future career opportunities. Furthermore, a focus on the application of these subjects within a specific career pathway may increase partnerships between students and community employers, and increase partnerships between the high school and other schools within the district. This curriculum will offer a more defined relevance to students' individual career interests while providing the skills students need to succeed in the college and career environments of the 21st century. Greater relevance and student interest in our course offerings will increase academic achievement and overall student success. 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.	1. Define the scope of the evaluation, establish a targeted set of goals and purpose for the work, and set measurable benchmarks for the process (early fall). 2. Recruit volunteers (administrators, staff, students, and parents/guardians) to conduct research, solicit feedback, and to function as an organized "think tank" to explore opportunities unique to Hanover and to potentially develop a plan for recommendation (fall/winter). 3. Explore options for course alignment within the HHS schedule, evaluate opportunities to utilize Virtual High School (VHS) more broadly, seek partnerships with higher education institutions, and participate in due diligence trips (both physical and virtual) to schools successfully utilizing this philosophy. 4. Provide a mid-year report to the School Committee, staff, students, and community on progress (mid-year goals report in January). 5. Develop and present recommendations for School Committee, staff, students, and community review and feedback. 6. If favorable, move forward on a strategy for eventual implementation. If not favorable, then put process on hold for future consideration (January/February).

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
• 2016-2018 School Years	1. Completion of activities	(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
• No additional resources needed at this time	• No additional budget costs at this time

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

GOAL #3: To continue to improve student learning through the use of professional learning communities (PLCs), teacher collaboration time, peer visitation, and professional development.

RATIONALE	ACTIVITIES
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. Professional Learning Communities: PLCs will move from their previously existing format of meetings during the school day to a before-school meeting time once per month. This will replace the time formerly designated as "faculty meeting" time. This change will allow PLC groupings to be flexible by department, grade level, and topics of interest. 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 topics, including Instructional Rounds. 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. 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. 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.	1. Continue teacher-led professional development workshops. 2. Expand Instructional Rounds administrative work from 2015-2016, to include each of our schools. 3. Provide training, scheduling, and support to all staff as Instructional Rounds are established. Communicate a clear understanding of the overall process and goals. 4. Provide in-depth training for a core Instructional Rounds team consisting of cross-curricular and multilevel combined teacher and administrator teams. 5. Continue professional learning communities involving our entire faculty. 6. Strengthen peer visitations by developing a sustainable academic and cultural purpose for these visitations. 7. Strengthen teacher-collaboration opportunities by incorporating these efforts with our professional development workshops. 8. 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.

Professional development topics will enrich the discussions generated during PLCs.

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.

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.

TIMELINE	EVIDENCE OF COMPLETION	REVIEW STATUS
• 2016-2018 School Years	1. Agendas, protocol guides, documentation forms 2. Instructional Rounds conducted twice at HHS 3. PD evaluation forms	(To be reviewed 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
• No additional resources needed at this time	• No additional budget costs at this time

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

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

RATIONALE	ACTIVITIES
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." The Department of Elementary and Secondary Education approved this plan, which includes several key goals. • 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 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.	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. To facilitate the adoption and implementation of these standards to improve technology integration and enhance teaching and learning, Hanover Schools will: 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
• 2016-2018 School Years	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	(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
• Additional Tech Support	• To be determined through evaluation (Activity #1)