

Cedar School Improvement Plan 2022-2024

Progress Review

GOAL #1: Teaching and Learning: To improve reading scores for at-risk students by 10% as determined through the DIBELS 8 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.	
Action Items	Progress Review
1. Receive, organize, and distribute <i>Wonders</i> instructional resources to all kindergarten and first-grade teachers in reading, Special Education, ELL, and general education	<ul style="list-style-type: none"> ● Classroom Teachers and Special Education Staff received program materials, Fall 2022
2. Provide teachers and administrators with varied and ongoing professional learning to build capacity in implementing our new literacy program	<ul style="list-style-type: none"> ● Cedar School representation on the district-wide PD Committee ● Weekly meetings with reading specialists during Professional Learning Communities ● 09/1/23: 3 Hours (<i>Wonders</i> Training) ● 10/4/22: 3 Hours (<i>Wonders</i> Training) ● 11/1/22: 2 Hours (<i>Wonders</i> Planning and Assessments) ● 12/6/22: 3 Hours (<i>Wonders</i> Training/Exploring Resources)
3. Provide training to teachers in Orton Gillingham (OG) approach through IMSE	<ul style="list-style-type: none"> ● (13) Classroom Teachers completed the OG training in October 2023
4. Provide planning and collaboration time for all faculty throughout the year by scheduling weekly PLCs, monthly after-school meetings, and teacher-identified professional development opportunities	<ul style="list-style-type: none"> ● Professional Learning Community Weekly Meetings <ul style="list-style-type: none"> ○ Special Education: Mondays 2:40-3:20 ○ Grade Pre-K: Thursdays 8:00-8:45 ○ Specialists: Tuesday 2:40-3:20 ○ Grade K: Mondays (Team B)/Fridays (Team A) 8:00-8:45 ○ Grade 1: Tuesdays (Team B)/Wednesdays (Team A) 8:00-8:45 ○ Afterschool staff meetings: 9/13, 10/4, 11/1, 12/6, 1/10, 1/24, 2/7, 3/7, 4/4, 5/9, 5/23, 6/6 (2022-2023); Meetings scheduled for (2023-2024) ● Provide continuous coaching to staff on <i>Wonders</i> curriculum and evidence-based literacy practices

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<p>5. Improve student performance using a comprehensive Multi-Tiered System of Support Response to Intervention (MTSS) model to inform future instruction, curriculum, and student experiences</p>	<ul style="list-style-type: none"> ● Utilize DIBELS 8 Literacy Assessment ● Conduct EarlyBird dyslexia screener for at-risk-students ● Monitor student achievement through progress monitoring; Instructional Focus Cards (HILL for Literacy) ● Develop an action plan that supports the academic needs of students by providing instructional resources which align with evidence-based practices ● Regular Data Meetings: <ul style="list-style-type: none"> ○ Data meetings taking place 5 times a year (three benchmark meetings and two progress monitoring meetings) ● Ongoing progress monitoring during regularly scheduled PLC meetings
<p>6. 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</p>	<ul style="list-style-type: none"> ● Regular Data Meetings: <ul style="list-style-type: none"> ○ Data meetings taking place 5 times a year (three benchmark meetings and two progress monitoring meetings) ○ Assign instructional focus areas for individual students
<p>7. Assess the current social-emotional learning practices and supports</p>	<ul style="list-style-type: none"> ● Weekly meeting on Wednesday afternoon between the social-emotional learning school-based team and administration to review student needs and consult on next steps ● Monthly community meetings with administration and students ● Identify and develop a form for Tier 1 behavioral interventions that support best instructional practices ● Partner with the DESE coach ● Provide students with opportunities to celebrate differences through literature (Book Fair, Classroom Libraries, Development of Multicultural Book List shared with all staff)
<p>8. Promote equity and foster a safe and inclusive school environment</p>	<ul style="list-style-type: none"> ● Ryan Haack (Keynote Speaker): Mr. Haack encourages inclusion and disability awareness to his audience. This assembly was presented to both Kindergarten and First-Grade students ● Inclusive Schools Week at Cedar School: <ul style="list-style-type: none"> ○ All Are Welcome Read Aloud ○ Raising Social Awareness of Sign Language ○ Spread Kindness through the Buddy Bench ○ Keynote Speaker ○ Share Your Story (Cultural Celebrations) ● Seesaw communication tool translator in order to communicate with

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	all families
9. Provide training around IEP writing strategies	<ul style="list-style-type: none"> • Allan Blume training provided on the following dates: August 23, 2022, September 27, 2022, October 14, 2022, January 24, 2023, March 23, 2023 • Special Education Professional Learning Community Meetings
Evaluation Plan <ul style="list-style-type: none"> • DIBELS 8 results, 3X annually • <i>Wonders</i> benchmark/unit assessments • Teacher Evaluations • Collect feedback from staff through professional development survey(s) 	<ul style="list-style-type: none"> • Evaluation plan was administered as outlined

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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.	
Action Items	Progress Review
1. Leverage reading specialists to provide support and/or training for staff and students	<ul style="list-style-type: none"> ● Provide support and strategies to improve instruction in the area of literacy ● Collaborate with Classroom Teachers to promote the learning and implementation of best practices in literacy instruction ● Create and examine data to measure the success of literacy programs and instruction ● Meet regularly with the Classroom Teachers to plan literacy instruction that correlates with students needs or as requested by the Classroom Teacher
2. Leverage the math coach to support instructional planning based on student needs	<ul style="list-style-type: none"> ● Examine data to measure the success of math programs and instruction ● Use various materials to model best practices in math instruction
3. Utilize outside consultants to provide professional development/coaching in order to build teachers' knowledge and capacity around methodology and instruction	<ul style="list-style-type: none"> ● Sarah Morin (Lexia) ● Jessica Donovan (Administering EarlyBird) ● Greg Smith (McGraw Hill) ● Charley Haynes and Sue Smith (Literacy Skills)
4. Further develop the Professional Learning Community schedule to create more consistent opportunities with staff across all grade levels	<ul style="list-style-type: none"> ● Implement community meetings to provide additional PLC time for colleagues
5. Foster opportunities for teacher leadership	<ul style="list-style-type: none"> ● Provide voice and choice with professional development trainings: <ul style="list-style-type: none"> ○ Exploring <i>Wonders</i> materials/resources
Evaluation Plan <ul style="list-style-type: none"> ● Implementation of IEP strategies and plan development ● Collect feedback from staff through professional development survey(s) 	<ul style="list-style-type: none"> ● Evaluation plan was administered as outlined.

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GOAL #3: Safety and Security: To evaluate opportunities and take practical actions to increase school safety and maintain a secure and prepared building for emergencies through partnerships with law enforcement and public safety agencies and ongoing staff and student training on emergency and threat response.	
Action Items	Progress Review
1. Collaborate with HPD to educate the community on Alert, Lockdown, Inform, Counter, and Evacuate (A.L.I.C.E.) drills with a focus on educating staff and building their problem-solving abilities	<ul style="list-style-type: none"> ● Conducted during Health/Safety Training: Fall 2022 ● Conducted A.L.I.C.E. Drill: Fall 2022 ● Meeting with Joel Barrett, School Resource Officer (SRO), Hanover Police Department, Facilities, and Cedar School Administration to test alarms and discuss building safety protocols
2. Participate in district-wide emergency response drills (Bus/Fire) with the support of the School Resource Officer (SRO)	<ul style="list-style-type: none"> ● Bus Evacuation Drills: Fall 2022: Fall 2023 ● School-wide community meeting focused on bus safety: Fall 2023 ● Fire Drills
3. Offer CPR, AED, and First Aid Training to all staff employees	<ul style="list-style-type: none"> ● Health/Safety Training: Fall 2022 ● Health/Safety Training: Fall 2023
4. Coordinate meeting times for the Emergency Response Team to convene during the year	<ul style="list-style-type: none"> ● Scheduled meetings with the Emergency Response Team (Administration, Joel Barrett, SRO, Health Office Staff, Special Education Staff Members, General Education Staff Members)
Evaluation Plan <ul style="list-style-type: none"> ● Action plan for the Emergency Response Team ● Fire drills 4X annually with feedback from HFD ● Daily communication with the School Resource Officer 	<ul style="list-style-type: none"> ● Evaluation plan was administered as outlined

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GOAL #4: Community and Communication: To provide exceptional communication of all community events, programs, and initiatives.	
Action Items	Progress Review
1. Partner with the Cedar PTA in engaging local businesses to support school-wide events, initiatives, and fundraising opportunities	<ul style="list-style-type: none"> ● Worked with: <ul style="list-style-type: none"> ○ The Hanover Visiting Nurse Association ○ The Hanover Food Pantry ○ The Cedar Parent Teacher Alliance
2. 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"> ● Parent/Guardian Workshop centered around the Positive Behavior Support Framework ● Information and materials shared through the Principals' Newsletter ● Second Step Lessons shared through Seesaw with Families
3. Streamline administrative communication	<ul style="list-style-type: none"> ● Regular Newsletters using School Messenger shared from the Cedar School Administration (Cedar Connection) ● Fall, Winter, and Spring benchmark results provided digitally to all families ● Information and resources posted to school website and calendar
4. Utilize communication tools such as Seesaw for teacher-family engagement	<ul style="list-style-type: none"> ● Classroom Teachers send daily/weekly messages through Seesaw and/or email ● Regular input/responses from Families
5. Update and streamline all programs for online registration and payment	<ul style="list-style-type: none"> ● Student registration process (Preschool-Grade 1) is completely digital through Registration Express
Evaluation Plan <ul style="list-style-type: none"> ● Data from usage reports ● Feedback collected from Cedar's Principal Advisory Council ● Feedback collected from the Cedar Parent Teacher Alliance 	<ul style="list-style-type: none"> ● Evaluation plan was administered as outlined

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GOAL #5: Mission/Vision: To develop and brand Cedar School as an Early Learning Center.	
Action Items	Progress Review
1. Provide district support to individual Classroom Teachers through professional development, coaching, and training around early childhood development	<ul style="list-style-type: none"> • Preschool staff have been included in district-wide professional development opportunities on a regular basis
2. Collaborate with staff around the best use of technology, frequency of movement breaks, and other issues related to early learning	<ul style="list-style-type: none"> • Weekly preschool PLC meetings • Provide ongoing training on best instructional literacy practices
3. Continue to enhance the Behavior Intervention Team model to support the social-emotional and behavioral needs of all students	<ul style="list-style-type: none"> • Provide preschool teachers with guidance around the Behavior Intervention Team process
4. Work 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	<ul style="list-style-type: none"> • Monthly Cedar Parent Teacher Alliance Meetings • Share communications with all families (Preschool-Grade 1) around upcoming school-wide events
Evaluation Plan <ul style="list-style-type: none"> • Survey, data collection, and review 	<ul style="list-style-type: none"> • Evaluation plan was administered as outlined