

Hanover High School

School Improvement Plan, 2022 – 2024



Principal:	Matthew Mattos
School:	Hanover High School
School Council Co-Chair:	Brian Gill, Parent/Guardian Representative
School Council Members:	Faculty Representative: Jaclyn Rooney, Assistant Principal for Academics, ex-officio Faculty Representative: Jan Curley Faculty Representative: Brian Ciccolo Parent/Guardian Representative: Julia Leone Parent/Guardian Representative: John Geary Students Representative: Mary Elliott Students Representative: Declan King Students Representative: Ashley Stracco Students Representative: Matthew Jenkins Community Representative: Jeffrey Blanchard
Date Submitted to School Committee:	December 7, 2022
Date Approved by School Committee:	

Hanover Hawks Will Soar and Succeed Without Limits.

Hanover Public Schools
2022-2024 HANOVER HIGH SCHOOL IMPROVEMENT PLAN

GOAL #1 Teaching and Learning: To develop and sustain a school-wide environment wherein exceptional instruction and student achievement are at the core of our work and realized through collaborative action.

HHS Goal: To improve student outcomes by 10% for at-risk students by proactively providing targeted support for HHS students identified through the Massachusetts Department of Elementary and Secondary Education (DESE) Early Warning Indicator System (EWIS) data alongside local data and context. If at-risk students are identified and specific interventions and targeted supports are put in place, then student outcomes will improve and the number of at-risk students will decrease.

Actions	
<ul style="list-style-type: none"> • Conduct an annual analysis of all existing EWIS & VOCAL data (inclusive of PD for staff) • Review all internal student data, including local assessments, grades, and attendance • Create alerts in Aspen, which are only visible to key stakeholders • Schedule conversations with counselors and support staff regarding at-risk students • Implement time-based interventions in classes as well as academic support settings • Evaluate the effectiveness of the interventions and adjust accordingly 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> • EWIS, VOCAL, and local data • Increased user-friendly Aspen development & training for teachers • Training video for parent(s)/guardian(s) on Aspen portal usage • Improved Internet access within the building 	<ul style="list-style-type: none"> • No anticipated budget impact at this time
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Administrators, Guidance Counselors, and Department Heads will review the effectiveness of the interventions and supports by reviewing EWIS, VOCAL, and local data annually • Utilize comparative data from non-COVID years (2017-2018) 	<ul style="list-style-type: none"> • Comparison of student academic achievement data from prior years • Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by analysis

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.

HHS Goal: To review HHS Special Education programming, with emphasis on staffing, structured professional development, mentoring, and evaluation to improve learning environment of all students. This goal will primarily be measured by the implementation of several professional development trainings for our school staff specific to Special Education law, compliance, and service delivery.

HHS continues to seek diversity amongst its programming and staff. We are constantly seeking to hire energetic, well-informed, experienced educators who embody a value in education as a craft in all of our program offerings. Our intent is to hire the best candidates who will serve to make our students the best they can be, fully prepared for college or career readiness. We will continue to offer support, such as quality mentoring and structured Professional Development, to ensure that our staff stays committed to all of our students at HHS. A special focus this upcoming year will be on our Special Education programming.

Actions	
<ul style="list-style-type: none"> • To fill vacancy postings with the best possible candidates to ensure elevated teaching and learning of all students at HHS • To continue to offer sound mentoring to all staff, so they adjust accordingly and confidently within our faculty • To offer Professional Development to Special Education Teachers to ensure that they are current and up to date with current teaching strategies and instructional methodologies. Training will specifically target multisensory reading instruction as well as IEP writing strategies • To provide structured Professional Development to all Special Education Teachers to create consistency and transparency in the development and implementation of Individualized Educational Programs • To provide structured Professional Development to all HHS staff specific to Special Education law, Special Education compliance, IEP implementation, and IEP team process • To work constantly on the climate and culture of HHS, so that all staff members feel a sense of teamwork and camaraderie 	

Resource Needs	Budget Impact
<ul style="list-style-type: none"> • Human Resources assistance • RCC Candidate Screening Committees • Mentor Programs • High-quality Professional Development 	<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"> • All newly hired staff will be subject to the HPS Teacher Evaluation process • Hires, and the new hire process will be reviewed annually as always 	<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.

HHS Goal: Continue to provide the best College and Career Planning (CCP) for our students and families. HHS realizes the financial burden that post-secondary pursuits pose to our families so we will continue to harness our resources in the best interests of our students and families. This goal will be measured through an expected increase (10%) in the number of students participating in our Dual Enrollment and Early College programs, informational guidance events and college admission seminars, and attendees at our college and career fairs.

The HHS Guidance Department is dedicated to providing comprehensive services that encourage all students to be actively involved in achieving their college and career goals. Services are delivered through individual meetings, small group workshops, classroom lessons, and web-based technology to provide a strong foundation for our students. The HHS Guidance Department encourages all students to be engaged and participatory in the college and career process. Guidance Counselors will be scheduling check-in meetings with all students in their respective caseloads to monitor CCP.

Actions	
Dual Enrollment and Early College	
<ul style="list-style-type: none"> ● Increase dual enrollment course options and early college opportunities for all students ● Remain an active member of the South Shore Early College Consortium to engage colleges/universities in our region on early college courses and programs ● Develop relationships with colleges, community colleges & 2-year colleges that have early college and dual enrollment programs ● Elevate student enrollment in existing AP courses, as well as in current dual enrollment and early college courses ● Seek input from students, parent(s)/guardian, staff, and community members on interest level, cost/affordability, etc. ● Obtain data from local colleges and universities on transfer credit policies for dual enrollment and early college courses ● Improve communication to students, parent(s)/guardian(s), staff, and the community on dual enrollment and early college opportunities 	
College Preparation	
<ul style="list-style-type: none"> ● Continue to provide students with small group, classroom, and individual instruction on college and career planning ● Increase the student usage of the college and career planning program, SCOIR ● Help students to build upon data received from SCOIR assessments (You Science) ● Provide more opportunities for students to add information and materials to their career and college profile in SCOIR ● Increased scholarship search opportunities ● Continue to offer informative events, such as webinars, college admission counselor panels, college & career fairs, etc. ● Info-sessions for parent(s)/guardian(s) to best navigate the college process ● Return of the College Boot Camp 	
Career Planning	
<ul style="list-style-type: none"> ● Develop closer relationships with outside agencies and schools (Mass Hire, South Shore Vocational High School, Trade Programs) ● Provide more opportunities for networking with possible employers and companies ● Offer more opportunities for guest speakers and information sessions 	

Resource Needs	Budget Impact
<ul style="list-style-type: none"> ● SCOIR platform: Web-based computer program ● HHS Graduates as student speakers during Guidance events ● Continued affiliation with College Board and FAFSA (trainings, etc.) 	<ul style="list-style-type: none"> ● Approximately \$3500 every 3 years ● Additional funding for the return of the College Boot Camp

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

GOAL #4 COMMUNICATION & COMMUNITY ENGAGEMENT: To provide exceptional communication of all school events, programs, and initiatives throughout our school community.

HHS Goal: To increase awareness of the curriculum content covered in HHS classes by posting curriculum guides (forward-facing curriculum documents) on the school website for all parent(s)/guardian(s) to view.

If HHS curriculum guides are clear, comprehensive, and available for members of the school community to review, then parent(s)/guardian(s), and students will be more aware of the learning objectives of each course to make informed decisions about course selection, student expectations, and course content.

Actions	
<ul style="list-style-type: none"> • Department Heads and Curriculum Directors will complete an evaluation of each individual course with the teacher(s) to ensure state standards are covered and that courses are reviewed for content, pacing, resources, and assessment • Curriculum guide documents will be prepared in a clear and comprehensive format that will be understandable for all users • Final drafts will be prepared for School Committee review, evaluation, and approval during public School Committee meetings prior to Thanksgiving • In collaboration with teachers, Department Heads and Curriculum Directors will evaluate courses to ensure the curriculum guides stay current • Provide continued support for teachers, and create systems for reviewing and updating the online content in future years • To measure success, software upgrades are being considered for our website to measure viewership of the documents with a focus on the time period for course selection at the secondary level 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • No anticipated budget impact at this time.; however, this process may include curriculum revision
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Administrators, Guidance Counselors, and Department Heads will review the use of the forward-facing curriculum guides • Survey members of the school community regarding the helpfulness of the curriculum guides • Website analytics may be used to understand the viewership of the curriculum guides 	<ul style="list-style-type: none"> • Curriculum guides are expected to be living documents so that content (resources, activities, etc.) can be added in real-time • Plan will be reviewed and adjusted as necessary in September 2023 to support focus areas identified by analysis

GOAL #5 SAFETY AND SECURITY: To evaluate opportunities and take practical actions to increase school safety and to maintain a campus that is 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.

HHS Goal: To work in conjunction with Hanover Public Schools and the Town of Hanover Public Services to increase school safety and to maintain secure campuses prepared for emergencies. HHS Administration, specifically our new Dean of Students position, will work in conjunction with the aforementioned agencies to provide the best training and preparedness that we can for the students and staff of HHS.

The Hanover Public Schools and the Hanover Police Department have successfully implemented the School Resource Officer (SRO) model. The Hanover Public Schools SRO continues to use the “triad approach,” as endorsed by the National Association of School Resource Officers, to accomplish the following:

1. Serve the students of Hanover as part teacher, part counselor, and part officer
2. Enhance the level of safety and security in our schools
3. Serve as a mentor to the children of Hanover
4. 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.

As part of their continued mission to increase school safety, the Hanover Police Department has committed to increasing the visibility of day shift officers in all schools.

Actions	
<ul 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 a rotating schedule with each school, allowing for presence at events during and after school hours ● Continue the work of the SRO for ongoing ALICE 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 ● Weekly meetings with Student Assistance Team and student support staff (adjustment counselors) to identify and support at-risk students ● Increase education and awareness of bus, bicycle, and car safety for students K-12 ● Continue to monitor the school setting for vaping (which affects not only restroom usage for students, but classroom settings with residual smell) <ul style="list-style-type: none"> ○ Vaping (and other forms of unwanted school activity) may have lingering negative effects on students involved, unnecessary drama and conflict ● Monitor, evaluate, and revise the progress of these goals on an ongoing basis 	

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"> ● Faculty, student, and parent./guardian feedback ● Data collection related to collaboration with SRO ● Anecdotal evidence of SRO integration 	<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

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, Teacher Faculty Representative: Joan Edgar, Teacher Faculty Representative: Juli Thornell, Teacher 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
Date Approved by School Committee:	

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

Initiative # 1:

Improve outcomes for students receiving special education services.

- Examine all District scheduling and course selection processes updating/revising as necessary in the best interest of all students.
 - 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.
 - The special education staff will be trained extensively on writing a comprehensive Individual Education Plans with Alan S. Blume.
 - 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.
 - 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.
 - 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.

Initiative # 2:

Implement evidence-based literacy instruction to advance student outcomes.

- Implement a comprehensive literacy program grounded in the Science of Reading.
 - The purchase of *Wonders* (grade 5) and *StudySync* (grades 6-8) as evidenced-based curriculum resources.
 - ELA and Special Education staff will have multiple formal and directed training provided by *Wonders* and *StudySync* 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.

- 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.

Hanover Public Schools
2022-2024 HANOVER MIDDLE SCHOOL IMPROVEMENT PLAN

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.

Hanover Public Schools
2022-2024 HANOVER MIDDLE SCHOOL IMPROVEMENT PLAN

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.

Hanover Public Schools
2022-2024 HANOVER MIDDLE SCHOOL IMPROVEMENT PLAN

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.

Hanover Public Schools
2022-2024 HANOVER MIDDLE SCHOOL IMPROVEMENT PLAN

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.

Center School

School Improvement Plan, 2022 – 2024



Principal:	Jane DeGrenier
School:	Center School
School Council Co-Chair:	Michelle Cavallaro, Parent/Guardian Representative
School Council Members:	Faculty Representative: Valerie Haley Faculty Representative: Steve Lovell Faculty Representative: Lori McKenna Faculty Representative: Russ Wilson, Assistant Principal, ex-officio Parent/Guardian Representative: Kristen Connolly Parent/Guardian Representative: Michelle Hill Parent/Guardian Representative: Karolyn Klepper Community Representative. TBD
Date Submitted to School Committee:	December 7, 2022
Date Approved by School Committee:	

Hanover Hawks Will Soar and Succeed Without Limits.

Hanover Public Schools
2022-2024 CENTER SCHOOL IMPROVEMENT PLAN

GOAL #1: Teaching and Learning: To improve literacy scores for all students by 10% as determined through the DIBELS 8/iReady assessment tools 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"> • Receive, organize, and distribute WONDERS instructional resources to all grade 2-4 teachers in reading, special education, ELL, and general education. • Provide teachers and administrators with varied embedded and ongoing professional learning to build capacity in implementing our new literacy program. • Continue a partnership with the Landmark Consultant focusing on developing best practices in our substantially separate program for students with dyslexia. • Continue training and certification of teachers to provide Orton Gillingham approach through IMSE by providing time, practicum hours, and ongoing professional learning. • Continue meetings for grade 4 staff with Charley Haynes as part of the work with MGH and the WELL Initiative focusing on writing. • 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. • Institute office hours for our reading specialists to be available to support staff in each phase of the <i>WONDERS</i> rollout. • Use Fall, Winter, and Spring student literacy data and data meetings to identify trends and provide support at both the school and classroom levels. Regularly review comparative data to show growth and identify focus areas for strategic intervention.

Resource Needs	Budget Impact
<ul style="list-style-type: none"> • Landmark Consultant time 3-4X annually. • Orton Gillingham (OG) training, supervision, materials. • <i>WONDERS</i> professional development and resources. 	<ul style="list-style-type: none"> • No anticipated budget impact at this time.

Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Comparative results of i-Ready reading and math 3X annually. • Comparative results of DIBELS 8 3X annually. • MCAS results grades 3-4. • <i>WONDERS</i> assessments for reading and writing each term. 	<ul style="list-style-type: none"> • Plan will be reviewed and a progress update on action items will be developed in September 2023. • Analysis of student academic data with adjustments to the plan made as needed.

Hanover Public Schools
2022-2024 CENTER SCHOOL IMPROVEMENT PLAN

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	
<ul style="list-style-type: none"> ● Create a robust coaching and teacher leadership program within each school. <ul style="list-style-type: none"> ○ Evaluate specialized positions to ensure depth of support and training for all staff members. ○ Increase coaching and math/reading specialist positions to provide district-wide support for educators. ● Evaluate all personnel issues and staffing requirements to adequately support district-wide initiatives, special education and support services. ● Provide professional development to all special education staff on the development of Individual Education Plan (IEP), goals, objectives, and a comprehensive understanding of the transition to a new IEP to be developed and rolled-out by DESE. 	

Resource Needs	Budget Impact
<ul style="list-style-type: none"> ● Alan Blume, professional development, consultation and resource. 	<ul style="list-style-type: none"> ● No anticipated budget impact at this time.
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> ● Implementation of IEP strategies and plan development. 	<ul style="list-style-type: none"> ● Plan will be reviewed and a progress update on action items will be developed in September 2023.

Hanover Public Schools
2022-2024 CENTER SCHOOL IMPROVEMENT PLAN

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	
<ul style="list-style-type: none"> • Evaluate and increase the capacity for wi-fi throughout the building to sustain all learning and instructional needs. • Assess a sustainable hardware plan that meets the needs of students and staff and is able to be supported within our infrastructure. • Utilize an interactive/automated finance and personnel management system to improve employee services and budget planning strategy. <ul style="list-style-type: none"> ○ Personnel Action Forms (PAF) system for employment. ○ Automated purchase order system. ○ Employee coding system. 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> • Training with human resources and Brian Converse for building-based office staff. • Full technology assessment of system performance and hardware replacement. 	<ul style="list-style-type: none"> • Hardware/software required to meet current and evolving instructional technology needs.
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Implementation of new finance and personnel management systems. • Action plan for improving wi-fi, hardware needs, and connectivity. 	<ul style="list-style-type: none"> • Plan will be reviewed and a progress update on action items will be developed in September 2023.

Hanover Public Schools
2022-2024 CENTER SCHOOL IMPROVEMENT PLAN

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"> • Encourage parent/guardian and student participation in online registration and offerings. • Utilize a sustainable online platform that communicates availability of fields and buildings • Utilize the newly developed data-based management system that provides streamlined registration processes, financial integration for paying for school-based events and fees. • Consistent communication with families around progress monitoring student progress. • Weekly and monthly messages from teachers and administration to parent(s)/guardian(s) regarding curriculum updates, classroom happenings, assessments, and school events using a consistent platform for communication throughout Center School. • Monthly calendar that includes as much detail available for each grade level for upcoming events (ie: spirit days, field trips, etc). 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> • None 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"> • Weekly and monthly school messages. • F.A.C.E. postings for enrichment activities and summer. • School calendar. 	<ul style="list-style-type: none"> • Plan will be reviewed and a progress update on action items will be developed in September 2023.

Hanover Public Schools
2022-2024 CENTER SCHOOL IMPROVEMENT PLAN

GOAL #5: Safety and Security: To evaluate opportunities and take practical actions to increase school safety and to maintain a campus that is secure, prepared for emergencies through the use of technology, partnerships with law enforcement and public safety agencies, and ongoing staff and student training on emergency and threat response.

Actions	
<ol style="list-style-type: none"> 1. Collaborate with HPD and Director of Safety to educate Center School faculty and community on Alert, Lockdown, Inform, Counter, and Evacuate (A.L.I.C.E.) drills with a focus on independent decision capacity. 2. Continue to provide practice on safety drills with faculty and students during the school year including fire drills, bus evacuation drills, and A.L.I.C.E. 3. Offer CPR and First Aid Training to all Center School Faculty. 4. Faculty representation working with district-wide Wellness Committee to pool resources and expertise targeting high-needs cohorts including ESL, homeless, bullied, and chronically absent students. 	
Resource Needs	Budget Impact
<ul style="list-style-type: none"> • Collaboration with district Director of Safety, HFD, and HPD. 	<ul style="list-style-type: none"> • No anticipated budget impact at this time.
Evaluation Plan	Progress Review
<ul style="list-style-type: none"> • Fire drills 4X annually with feedback from HPD. • A.L.I.C.E drills 2X annually with feedback from Director of Safety and HPD. • Bus Evacuation 1X annually with feedback from bus company personnel and HPD. • Daily communication with School Resource Officer. 	<ul style="list-style-type: none"> • Plan will be reviewed and a progress update on action items will be developed in September 2023.

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
Date Approved by School Committee:	

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

Hanover Public Schools
2022-2024 CEDAR SCHOOL IMPROVEMENT PLAN

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

Hanover Public Schools
2022-2024 CEDAR SCHOOL IMPROVEMENT PLAN

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.

Hanover Public Schools
2022-2024 CEDAR SCHOOL IMPROVEMENT PLAN

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

Hanover Public Schools
2022-2024 CEDAR SCHOOL IMPROVEMENT PLAN

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