

## Hanover High School Improvement Plan 2022-2024

### Progress Review

<b>GOAL #1: Teaching and Learning:</b> To improve student outcomes 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.	
Action Items	Progress Review
1. Conduct an annual analysis of all existing EWIS & VOCAL data (PD for staff)	<ul style="list-style-type: none"> <li>HHS Administration continues to review EWIS and VOCAL data to identify students in need and in jeopardy of not performing up to academic standards. Information acquired will be presented to faculty throughout the school year and potentially focus on second semester Professional Development Day (Data Dive)</li> </ul>
2. Review all internal student data, including local assessments, grades, and attendance	<ul style="list-style-type: none"> <li>Student data is reviewed weekly during our regularly scheduled Tuesday meetings between Administration Team, Guidance, Special Education Department, and the Department Heads. Our Dean of Students regularly reviews current student absenteeism and addresses these concerns with both faculty and parents/guardians. Academic concerns are addressed at the end of each term with Department Heads, and the Assistant Principal of Academics meets with each student in jeopardy of failing at the end of each term</li> <li>This process is ongoing and fluid</li> </ul>
3. Create alerts in Aspen, which are only visible to key stakeholders	<ul style="list-style-type: none"> <li>Student-specific comments are registered in Aspen. Hence, teachers are aware of what services to provide to best meet the needs of the students</li> </ul>
4. Schedule conversations with counselors and support staff regarding at-risk students	<ul style="list-style-type: none"> <li>Counselors and our Student Support Team (SST) meet every Wednesday at 10 a.m. to discuss student concerns and any students at risk academically, emotionally, and with any adjustment issues (absenteeism). Concerned teachers can complete a Student Intervention Team (SIT) referral form. Upon receiving the SIT referral form, our Assistant Principal organizes a SIT team meeting with respective staff to discuss teacher concerns and develop a plan going forward</li> </ul>
5. Implement time-based interventions in classes as well as academic support settings	<ul style="list-style-type: none"> <li>Upon completion of our SST meeting, counselors and Student Support Team will meet the following Wednesday to discuss any student updates and next steps. Interventions discussed will be conveyed to the respective teachers so they can roll them out in the</li> </ul>

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	academic support setting (DCAP)
6. Evaluate the effectiveness of the interventions and adjust accordingly	<ul style="list-style-type: none"> <li>Teachers will evaluate the effectiveness of the interventions as this is ongoing; however, proper implementation and execution of the SIT referral process have been successfully integrated</li> </ul>
<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>Administrators, Guidance Counselors, and Department Heads will review the effectiveness of the interventions and supports by reviewing EWIS and local data annually</li> <li>Utilize comparative data from non-COVID years</li> </ul>	<ul style="list-style-type: none"> <li>Review of EWIS and local data to determine the effectiveness of student interventions is ongoing. During SIT meetings, SIT team members reflect and discuss student interventions and their effectiveness, as well as make changes to the current structure for better implementation</li> </ul>

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<b>GOAL #2: Human Capital:</b> Review of HHS Special Education programming, emphasizing staffing, structured professional development, mentoring, and evaluation.	
<b>Action Items</b>	<b>Progress Review</b>
1. To fill vacancy postings with the best possible candidates to ensure elevated teaching and learning of all students at HHS	<ul style="list-style-type: none"> <li>This is an ongoing practice of the HHS Administration Team. In conjunction with Central Office, our goal is to hire the best candidates we can for our students</li> </ul>
2. To continue to offer sound mentoring to all staff so they adjust accordingly and confidently within our faculty	<ul style="list-style-type: none"> <li>Our school district Mentor Program provides new teachers with the skills and strategies necessary for educator growth. Brand new, first-year teachers will be assigned a veteran mentor. Department Heads work with teachers regularly to provide support and, as a team, implement strategies to increase student achievement</li> </ul>
3. To offer Professional Development to Special Education Staff to ensure that they are current and up to date with current teaching strategies and instructional methodologies	<ul style="list-style-type: none"> <li>Several Professional Development opportunities were provided last year to Special Education Staff, as well as valuable training this school year regarding Special Education Compliance, Universal Design for Learning, and further awareness of our Student Support Team (DCAP)</li> </ul>
4. To provide structured Professional Development to all Special Education Staff to create consistency and transparency in the development and implementation of Individualized Educational Programs	<ul style="list-style-type: none"> <li>Structured Professional Development for all Special Education Staff regarding implementation of the new Individualized Educational Program is ongoing and planned for this coming winter with Allan Blume. The HHS Special Education Administrator will lead this</li> </ul>
5. To work constantly on the climate and culture of HHS so that all staff members feel a sense of teamwork and camaraderie	<ul style="list-style-type: none"> <li>HHS, during its Mission Monday announcements, emphasizes our School Mission and our Vision of the Graduate to all students and staff. Through these announcements, we are continuing to strengthen our climate and culture. Additionally, the HHS Administrative Team meets with all students each term in Class Assemblies and the staff monthly at faculty meetings, where we continue to solicit input from students and staff to make our building a better place for all</li> </ul>
<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>All newly hired staff will be subject to the HPS Teacher Evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>All newly hired staff are subject to the HPS Evaluation Process as discussed in the opening of school Professional Development. Each new staff member will be observed multiple times a year via formal and informal observations. Current staff members are also observed</li> </ul>

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<ul style="list-style-type: none"><li>• Hires and the new hire process will be reviewed annually as always</li></ul>	throughout the school year. All staff members receive a Summative Evaluation at the end of the year outlining their growth areas
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**GOAL #3: Sustainable Funding:** Continue to provide the best College and Career Planning 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.

Action Items	Progress Review
<p><u>Dual Enrollment and Early College</u></p> <ol style="list-style-type: none"> <li>1. Increase dual enrollment course options and early college opportunities for all students</li> <li>2. Develop relationships with other colleges with early college and dual enrollment programs</li> <li>3. Improve student enrollment in existing dual enrollment and early college courses</li> <li>4. Seek input from students, parents/guardians, staff, and community members on interest level, cost/affordability, etc.</li> <li>5. Obtain data from local colleges and universities on transfer credit policies for dual enrollment and early college courses</li> <li>6. Improve communication to students, parents/guardians, staff, and the community on the dual enrollment and early college opportunities</li> </ol> <p><u>College Preparation</u></p> <ol style="list-style-type: none"> <li>1. Continue to provide students with small group, classroom, and individual instruction on college and career planning</li> <li>2. Increase the student usage of the college and career planning program, SCOIR</li> <li>3. Help students build upon data received from SCOIR assessments (You Science)</li> <li>4. Provide more opportunities for students to add information and materials to their career and college profile in SCOIR</li> </ol>	<ul style="list-style-type: none"> <li>• In collaboration with Quincy College, students who are enrolled in Honors Calculus, Accounting, Marine Science, Anatomy and Physiology, and Pre-Calculus may have the opportunity to receive college credit. This is communicated by the guidance counselors and the specific teachers and is also included in the program of studies</li> <li>• HHS joined the South Shore Early College Consortium (SSEC) to stay up-to-date on available early college opportunities for our students</li> <li>• The relationship with Quincy College and HHS is ongoing, and we are looking to add more dual enrollment courses</li> <li>• Dual Enrollment at Bridgewater State University is also available to students and made accessible through student schedule adjustments if needed</li> <li>• The counseling office has connected with colleges and universities through our mini-College Fair to acquire information regarding transferring of college credit policies</li> <li>• The counseling office is looking into additional dual enrollment possibilities during the school day as well as during the summer</li> <li>• Senior workshops, where a group of ten students or less, have been held this fall (2023) by the student's guidance counselor. Students were provided instruction on the college application process and worked closely with their counselor to create a realistic and reasonable college list</li> <li>• A series of junior workshops were held last winter to early spring to help students research and prepare for after-graduation plans</li> <li>• The counseling department is looking to expand the small group instruction to include sophomores in an effort to start college and career research earlier in a student's high school experience</li> <li>• Informative events on financial aid, college applications, college planning, and preparation have been and will continue to be offered to students, parents/guardians, and families. In addition, a college admissions panel, a field trip to Bridgewater State University, and an in-school college fair were provided to increase college information</li> </ul>

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<p>5. Continue to offer informative events, such as webinars, admission counselor panels, essay writing, college fairs, etc.</p> <p><u>Career Planning</u></p> <ol style="list-style-type: none"> <li>1. Develop relationships with outside agencies and schools (Mass Hire, South Shore Vocational High School, Trade Programs)</li> <li>2. Provide more opportunities for networking with possible employers and companies</li> <li>3. Offer more opportunities for guest speakers and information sessions</li> </ol>	<p>accessibility</p> <ul style="list-style-type: none"> <li>• Information regarding trade programs through South Shore Technical School and Mass Hire is provided to interested students and families through their counselor and/or Special Education Staff</li> <li>• Counseling staff consistently research career/trade opportunities they shared with students</li> </ul>
<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Implementation of new finance and personnel management systems</li> <li>• Action plan for improving Wi-Fi, hardware needs, and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>• This is ongoing</li> </ul>

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<b>GOAL #4: Community and Communication:</b> To increase awareness of the curriculum content covered in HHS classes by posting curriculum guides on the school website.	
<b>Action Items</b>	<b>Progress Review</b>
1. 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	<ul style="list-style-type: none"> <li>Individual course reviews are ongoing as Department Heads and Curriculum Directors focus on curriculum to be included in the Forward Facing documents for public view, as well as the internal written curriculum materials</li> </ul>
2. Curriculum guide documents will be prepared in a clear and comprehensive format that will be understandable for all users	<ul style="list-style-type: none"> <li>Curriculum guides in the Forward Facing documents are reader-friendly and understandable for all stakeholders/users. They are posted on the district website</li> </ul>
3. Final drafts will be prepared for School Committee review, evaluation, and approval during public School Committee meetings before Thanksgiving	<ul style="list-style-type: none"> <li>Final drafts were presented to the School Committee last year. We will continue to improve the content as this is an ongoing process. Teachers have provided curriculum guides, lessons, and activities within their Forward-Facing documents. Curriculum assessments are still in progress and will be added to the Forward Facing documents this year</li> </ul>
4. In collaboration with teachers, Department Heads and Curriculum Directors will evaluate courses to ensure the curriculum guides stay current	<ul style="list-style-type: none"> <li>Evaluation of curriculum guides with individual departments is ongoing. Documents will be updated annually over the summer</li> </ul>
5. Provide continued support for teachers and create systems for reviewing and updating the online content in future years	<ul style="list-style-type: none"> <li>Our Assistant Principal for Academics and Curriculum Director continues to work closely with all of our teachers to ensure they have all the necessary support to teach their respective curricula to the best of their abilities. Department Heads assist with this process as well</li> </ul>
6. 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	<ul style="list-style-type: none"> <li>The HPS Technology Department and our Curriculum Director continuously evaluate our software and respective websites to ensure that our students benefit from course selections</li> </ul>

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<b>Evaluation Plan</b> <ul style="list-style-type: none"><li>• Administrators, Guidance Counselors, and Department Heads will review the use of the Forward-Facing curriculum guides</li><li>• Survey school community members regarding the helpfulness of the curriculum guides</li><li>• Website analytics may be used to understand the viewership of the curriculum guides</li></ul>	<ul style="list-style-type: none"><li>• This is a continuous process, as well as a part of our weekly meetings on Tuesdays</li><li>• To date, we conducted the NEASC-sponsored Endicott Self-Study survey</li><li>• HHS constantly reviews our website analytics</li></ul>
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<b>GOAL #5: Safety and Security:</b> To work with Hanover Public Schools and the Town of Hanover Public Services to increase school safety and maintain secure campuses prepared for emergencies. HHS Administration, specifically our new Dean of Students position, will work with the agencies mentioned above to provide the best training and preparedness we can for the students and staff of HHS.	
Action Items	Progress Review
1. Seek opportunities for educational collaboration on safety and security, criminal justice, law, health and wellness, and decision-making	<ul style="list-style-type: none"> <li>On September 26th, our School Resource Officer (SRO) and District Security Liaison presented A.L.I.C.E. training to the staff. Additionally, we reviewed ways the faculty could assist our school community with being more secure (unpegging of doors, etc.)</li> </ul>
2. Sustain a rotating schedule with each school, allowing for presence at events during and after school hours	<ul style="list-style-type: none"> <li>In conjunction with other building principals, HHS schedules events so we can bolster staff presence at particular events. We always try to ensure our SRO can attend events where we feel his presence is needed</li> </ul>
3. Continue the work of the SRO for ongoing A.L.I.C.E. school safety training and incorporate classroom visits to review safety plans with students	<ul style="list-style-type: none"> <li>The District Security Liaison and the SRO set forth an A.L.I.C.E. school safety training schedule, which HHS students and staff adhere to throughout the school year</li> </ul>
4. Continue partnership with SRO through involvement in student meetings, intervention team meetings, and safety meetings	<ul style="list-style-type: none"> <li>The HHS SRO participates in all SST meetings on Wednesdays to discuss students with the SST team and address any concerns</li> </ul>
5. Increase education and awareness of bus, bicycle, and car safety for students K-12	<ul style="list-style-type: none"> <li>Our Dean of Students, in collaboration with Ingle Bus Company, conducts annual Bus Evacuation Drills with all students at the beginning of the year. In conjunction with our SRO, students are always informed of bus, bicycle, and car safety to and from their homes</li> </ul>
6. Monitor, evaluate, and revise the progress of these goals continuously	<ul style="list-style-type: none"> <li>HHS administration constantly reviews our safety and security procedures with the District Security Liaison and the SRO</li> </ul>

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<b>Evaluation Plan</b> <ul style="list-style-type: none"><li>• Fire drills 4X annually with feedback from HPD</li><li>• A.L.I.C.E. drills 2X annually with feedback from the Director of Safety and HPD</li><li>• Bus Evacuation 1X annually with feedback from bus company personnel and HPD</li><li>• Daily communication with the School Resource Officer</li><li>• Faculty, student, and family feedback</li><li>• Data collection related to collaboration with SRO</li><li>• Anecdotal evidence of SRO integration</li></ul>	<ul style="list-style-type: none"><li>• HHS, in conjunction with the HPD and the HFD, continues to conduct all federal, state, and local mandated safety and security procedures</li></ul>
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