

Superintendent's Approved Goals for 2017-2018

Mid-Cycle Progress Report: January 10, 2018

Updates in **RED** text

Goal 1: District Improvement- (HHS Connect Project) To redesign educational experiences at Hanover High School and enhance curriculum to capitalize on teacher expertise and provide greater student choice.

Strategic Objective 1: Teaching and Learning

DESE Evaluation Standard I (Indicators A, B, C, and E)

This year, we will further our pursuit and development of innovation academies. This development will focus on curriculum design and course selection to personalize the high school experience for all students. We will work with the faculty at the high school to design effective and rigorous standards-based units of instruction that reflect high expectations regarding content and effort of work.

Key Collaborators: Assistant Superintendent, HHS Administration, HHS Faculty, District Leadership, and District-wide Innovation Team

Goal Summary: To implement a high school experience that affords each student the opportunity to learn and grow in a school community that encourages and supports their individuality.

1. Align the many innovative experiences already offered at the high school to relevant innovation academies that reflect students' occupational interests.
2. Develop a program of studies that gives students an opportunity to concentrate their educational choices on a particular field of study.
3. Ensure that essential school-wide skills are at the core of any new innovative courses or experiences.
4. Pilot a partnership with Massasoit CC (FY 18) and include opportunities to embed college credit options into the HHS program of studies and innovation academies.

Key Actions:

1. Survey students regarding career/college interests in order to determine which innovation academies to pilot (June 2017).
2. Update parents, students, and community members on curriculum redesign and new educational experiences available (summer 2017).
3. Identify initial educational concentrations based on student interest (summer 2017).
4. Recognize existing educational opportunities that could be offered for credit and included in particular innovation academies (summer 2017).
5. Examine program of studies and identify strengths and weaknesses in program in terms of possible innovation academies (summer 2017).
6. Develop a school improvement plan to include the design of innovation academies and a complimentary program of studies (summer 2017).
7. Complete professional development calendar that outlines the curriculum redesign (summer 2017).

8. Establish an Innovation Academy “Advisory Group” comprised of representatives from the local business community to assist in the development of the Innovation Academies (September - October 2017).
9. Review the school-improvement plan with faculty and establish common expectations for curriculum work (September 2017).
10. Introduce professional development calendar to faculty (September 2017).
11. Complete curriculum review of existing program of studies in terms of possible innovation academies (fall 2017).
12. Re-visit 21st century learning expectations and establish school-wide essential skills to be included in the high school’s curriculum (October 2017 - November 2017).
13. Create new semester courses and update existing courses to reflect essential skills and relevance to innovation academies (November 2017 - January 2018).
14. Finalize new program of studies and present to School Committee (March-April 2018).
15. Register students for courses for 2018-2019 school year (May 2018).

Mid Year Update: This goal is in progress and on target. We continue to align the many innovative experiences already offered at the high school to relevant Curriculum Pathways, that reflect students’ occupational interests. In March 2018, we hope to complete a program of studies that gives students an opportunity to concentrate their educational choices on a particular field of study. As well, we have taken significant steps to ensure that essential school-wide skills are at the core of any existing and any new innovative courses or experiences. Finally, our partnership with Massasoit has been successful, and we intend to maintain this partnership to include even more opportunities to embed college credit options into the HHS program of studies. Attached, as evidence of progress, is a summary on our partnership with Massasoit (attachment # 1).

Actions to Date:

- In June of 2017, we surveyed HHS students regarding career/college interests in order to determine which Curriculum Pathways to pilot. We analyzed this data over the summer of 2017, and found that four areas of concentration emerged as most important to students. They are listed below:
 - Health and Human Services
 - Fine and Performing Arts
 - Technology and Engineering
 - Business, Finance, and Entrepreneurship

- Over the summer, we communicated with parents and students regarding future curriculum redesign efforts and outlined new educational opportunities available for September 2017. Prior to September 2017, we completed the following new educational opportunities:
 - Redesigned and expanded our Broadcast Journalism course
 - Implemented a blended-learning Developmental Psychology course
 - Expanded the Cedar School Student-Aide Program
 - Created a Business Communications course
 - Expanded Computer Science offerings – available to ALL students

- Over the summer, the high school administration team recognized existing educational opportunities that could be offered for credit and included in particular Curriculum Pathways. Some of those findings included the following:
 - Project-Based Learning

- Early High School Credit
 - Early College Credit
 - Students Earning Credit as Elementary School Aides
 - Community Partnerships
 - Growing Internship Program
 - Independent Studies Designed by Students
 - Emphasis on Virtual High School
 - Educational Field Trips
- The high school administration team completed the following key actions over the summer of 2017:
 - Examined program of studies and identified strengths and weaknesses in program in terms of possible alignment to Curriculum Pathways.
 - Developed a school improvement plan to include the design of Curriculum Pathways and a complimentary program of studies.
 - Completed professional development calendar that outlines the curriculum redesign.
 - In September of 2017, we established an HHS Connect “Advisory Group” comprised of representatives from the local business community to assist in the development of the Innovation Academies, or Curriculum Pathways. The group met in the fall of 2017, and is scheduled to meet in January 2018 to review work-to-date and to plan future efforts.
 - In September of 2017, the following two key action steps were taken on a school-wide level:
 - Reviewed the school-improvement plan with faculty and established common expectations for curriculum work.
 - Introduced professional development calendar to faculty.
 - During our September professional development, the faculty examined all HHS course offerings and came to consensus regarding which courses aligned with one or more of the Curriculum Pathways that were developed based on student interest.
 - During our October professional development, the faculty revisited our school’s academic expectations, and through a highly productive workshop, made the strong recommendation that collaboration – as a skill – should be included in our core academic expectations.
 - In November 2017 and December 2017, the HHS Faculty created new semester courses and updated existing courses to reflect essential skills and relevance to Curriculum Pathways. The faculty was tasked with the following curriculum review:
 1. Revisit existing courses that already fit into a Pathway, and ensure that those courses support all of our core academic expectations.
 2. Revisit existing courses that can be focused to fit a particular Pathway. (e.g., World History through Art)
 3. Develop a new elective semester course that will fit into a Pathway.
 4. Examine ways in which existing courses that do not fit a particular Pathway can at least provide exposure to a Pathway for students. (e.g., English 10)
 - In January 2018, the faculty created a catalog of all educational opportunities available to students if they choose to align with a particular pathway. All core courses, all electives, all

potential internships, all VHS offerings, and any possible independent studies that align to each of the four Pathways have been outlined and clearly designated for students.

Goal 2: District Improvement- To develop a comprehensive Program of Studies for Hanover Middle School, to identify opportunities for alignment with the Innovation Academy design at HHS, and to explore opportunities for personalized learning at HMS.

Strategic Objective 1: Teaching and Learning

DESE Evaluation Standard I (Indicators A, B, C and E)

This year, we will work to develop a comprehensive Program of Studies intended to provide clarity to the HMS curriculum for students, staff, and families. During this process, we will seek to identify opportunities to align programming with the Innovation Academy development at HHS and to increase opportunities for personalized learning experiences at HMS.

Key Collaborators: Assistant Superintendent, HHS administration, HMS administration, HMS faculty, and Leadership Team.

Goal Summary: To produce an organized outline of grade level expectations and opportunities for all students while surveying current course schedules and descriptions for improvement.

1. Update the existing program of studies with current course descriptions.
2. Using HMS essential skills, examine the updated program of studies and identify strengths and weaknesses.
3. Determine priorities for focus areas and revisions.
4. Ensure essential school-wide skills are at the core of all decisions and aligned to the work at HHS.
5. Evaluate additional and future options for personalized learning (early HS credit, Science Fair, Virtual High School, National Jr. Honor Society, entrepreneurship programs, computer science track, etc.)

Key Actions:

1. Complete professional development calendar that outlines department and grade level opportunities for course description/development (August 2017).
2. Introduce professional development calendar to faculty (September 2017).
3. Curriculum review of existing program of studies (September-October 2017).
4. Re-visit 21st century learning expectations and clarify school-wide essential skills to be included in the middle school's curriculum (September - October 2017).
5. Complete draft 1.0 of updated Program of Studies (November 2017).
6. Examine schedule for additional opportunities for increased and equitable time on learning, supportive interventions, and enrichment for all students (and across teams) that includes the use of the extended learning block to increase time on ELA standards in 5th grade. (winter 2018).
7. Evaluate current elective courses and update existing courses to reflect essential skills (winter 2018).
8. Prepare and present Program of Studies 2.0 to School Committee (March-April 2018).
9. Present finalized Program of Studies 3.0 to students, staff, and families (May-June 2018).

Mid Year Update: This goal is developing and is on target. The HMS Administrators, coaches, and Mrs. St. Ives have been working to move this process forward with a focus on educational advancement as

well as outputs such as a new *Program of Studies* book, revised clubs and activities, and a fresh look at Extended Learning and Academic Support time.

Actions to Date: Submitted, as evidence of progress, is the attached (attachment # 2) is the Curriculum Review Update that was presented to School Committee on December 6, 2017. This update was presented by the HMS administration and coaching staff and it outlines the work done to date, and the anticipated actions ahead to move this goal forward by the end of the year.

Goal 3: District Improvement (Technology) To develop and document a sequential K-12 technology curriculum that is aligned to the state and national standards, and to lead professional development activities designed to effectively integrate technology and increase digital literacy in the classroom in all curriculum areas.

Strategic Objectives 1: Teaching and Learning & Technology

DESE Evaluation Standard I (Indicator A, B)

Key Collaborators: STEM Director, District-wide technology team, district level administrators, and faculty

Goal Summary: To continue to increase relevancy and improve student learning through additional teacher training in technology integration and digital literacy in the classroom.

1. All learning environments must be designed to reach all students. Utilizing the ideal of universal design, lessons and activities should be developed with appropriate technology seamlessly integrated, to meet the needs of all students.
2. Embedded support and professional development will assist teachers' confidence and knowledge of technology enhancing the learning experience for all students.
3. Technology will be integrated throughout the curriculum and model lifelong learning.

Key Actions:

1. The Hanover Public Schools will develop a formal district-wide team comprised of school administrators and technology educators from each building and level (September 2017).
2. Establish a meeting schedule for the year (September 2017).
3. Plan professional development activities designed to help teachers seamlessly integrate the state and national technology standards throughout all curricula (September - December 2017).
4. Document the K-12 technology curriculum by establishing student learning outcomes and teacher expectations for technology in the classroom at every grade level (On-going).
5. Continue to share best practices that highlight the successful use of technology within the classroom by supporting and encouraging teacher-led professional development and peer observations (On-going).
6. Continue to find areas for improvement in technology integration and to make recommendations for advancement (On-going).
7. Maintain open lines of communication with Town Manager and town technology committee (being formed) through HPS Central Office to ensure operational and financial efficiencies.

Mid Year Update: This goal is in progress and in the process of evaluation.

Actions to Date:

1. A smaller, more manageable, formal team was created this year with expertise and representation from each school/department (September 2017)
2. Five meetings were scheduled throughout the year (September 2017).
3. Professional development activities are being designed to help teachers seamlessly integrate the state and national technology standards throughout all curricula. Development and planning for this action will continue (Ongoing).

4. Our district-wide Technology Team continues to debate the most effective way to determine and communicate exemplar lessons, student learning outcomes, and teacher expectations for technology in the classroom at every grade level. We are currently collecting data and auditing experiences at grade levels to align and create an overview of common expectations (On-going).
5. We continue to share best practices that highlight the successful use of technology within the classroom by supporting and encouraging teacher-led professional development and peer observations (On-going).

The following is a sample of faculty led opportunities:

- Coding
- District-wide Introduction to Google Classroom
- TurnItIn
- Aspen
- Proxy
- Diving Deeper in Google Classroom
- RAZ Kids Plus
- RAZ Kids Plus in the Kindergarten Classroom
- Blended Learning Techniques using Screencastify, Plickers, Seesaw, Kidblog and/or Padle
- Flipgrid and DoInk to create Book Talks
- I-Ready online assessment: Training and data analysis
- Transform Your Classroom with G-Suites Study Group
- Transform Your Classroom with G-Suites Part 2 Study Group
- G-Suite and related technology presentations at 2017 MassCue and 2018 MassCue Datapalooza conference by Hanover faculty
- Multiple scheduled technology Pineappling opportunities (in-classroom peer observation sessions) on Plickers, Flipgrid and Screencastify
- Technology and Science faculty collaborating using White-box Learning
- Elementary Schools- January Google Day

Teachers are using many or all of the resources available to them. Each grade has one or more integrated learning outcome. More discussion, sharing, and focus on the grade level learning standards will bring all of this to life.

6. We continue to find areas for improvement in technology integration and to make recommendations for advancement. This goal has been embedded in all decision making moving forward. For example, some of our new HHS courses are designed to use technology in a fully integrated fashion. Currently, HHS has created a hybrid Developmental Psychology course, whereby students collaborate with an instructor three days a week, and all communication is conducted online the other two days. Cedar school students participate in this course as well, using technology as a mode of communication. The instructor is a Google Certified Instructor - newly certified this year. Computer Science available to all students at HHS, and we have developed an AP Computer Science course, also available to all students. Our shift, both teachers and building/district level administrators, to using the G-Suite for communication and PD evaluation is an improvement. More importantly, many our teachers are now using Google Classroom with students at all levels. These both are notable advancements. At Cedar School, for PBIS, we have created a system for data management of behaviors; by student, location, time of day and setting, etc., that

exceeds the capabilities of SWIS (the State's program) using Aspen. This pilot is being implemented and if successful can be adopted by other schools in District. (On-going).

7. Authorized by Town Meeting in May, 2017, The Information Technology Study Committee convened on October 12, 2017 to begin discussions on long term planning for technology townwide including the school department. The committee is comprised of Don White, on behalf of the Board of Selectmen, Patrick O'Brien, on behalf of the Town Moderator, and Tom Raab and Brian Ciccolo on behalf of the School Committee. Bill Hartigan, the Director of Technology, has joined us for all meetings as a resource and for his expertise. We began our discussions with an overview of the state of current technology environment and highlighted areas of improvement. We've met two subsequent times in November 16 and December 14. So far, we have all agreed on the need for a consolidated server arrangement including a robust backup and have put forward an Annual Town Meeting article for the May 2018 Town Meeting to cover the same. At the December meeting, we began discussions around townwide network infrastructure as well as long term planning for a systematic replacement schedule for computer hardware. We met with the Acting Town Manager on December 20th to update him on our first three meetings. The committee is planning its next meeting on January 25. On January 16, the committee is meeting with the Board of Selectmen to update the Board and gather input to make sure we're all on the same page.

Goal 4: Community Engagement – To develop and implement a strategy for community outreach regarding the impact of social media, media addiction, and overall “screen time” that will address the psychological, emotional, and physiological challenges related to these issues.

Strategic Objective 4: Community Engagement

DESE Evaluation Standard III (Indicator A, B, C, D)

Key Collaborators: HPS Counseling Staff, Health Services Staff, Instructional Staff, and District Leadership Team, community partners.

Goal Summary: In partnership with key collaborators, we will develop and implement an educational strategy for our community (with a focus on students and families) intended to address the increasing challenges of media addiction and related subjects.

1. Embed the initiatives related to this goal directly into the District Strategic Plan for Community Engagement.
2. Working with key collaborators, research the issues (including cyber safety and legal issues) associated with this goal and organize outreach and educational opportunities for families, staff, students, and community members.
3. Leverage internal resources that include staff expertise and student engagement (video production, service projects, speaking opportunities, etc.) to create content and deliver presentations.
4. Partner with community organizations and outside agencies (HPTA, health care institutions, public safety, higher education, Town Departments, HCTC, etc.) to sponsor and support programming.
5. Develop and implement a community “speaker series” that addresses the issues associated with this goal.

Key Actions:

1. Working with key collaborators, we will organize subcommittees based on expertise and interest to ensure accountability and efficiency (summer 2017).
2. We will develop strategic initiatives for this goal and incorporate them into the District Strategic Plan (present to School Committee in September 2017).
3. Research and recruit presenters for the community speaker series. Develop and implement three unique evening community programs during the '17-'18 school year (fall/winter 2017).
4. In collaboration with building administrators and teachers, develop project-based experiences for students to support the goals of the initiative. (fall 2017).
5. Working with district counseling staff, we will embed programming for students to support them with the social emotional issues related to these challenges (Ongoing).
6. Evaluate successful implementation through attendance at events, surveying participants, and community feedback. (spring 2018).

Mid Year Update: This goal is developing and is on target. Over the past four months, we have worked hard to embed the “choose presence” theme in our daily work and at special events.

Actions to Date: Attached (attachment # 3), as evidence of progress, is a brief report from each school and the FACE office. Highlights include:

- Built and maintain a “Choose Presence” page on our website.
- Held an evening presentation of “Screenagers” in October with approx. 200 attendees.
- Based on parental feedback, we are running another evening session of “Screenagers” in January encouraging parents to attend with their children.
- Showed “Screenagers” to all students grade 6 to 12 during school hours in order to frame the issues and the emphasize the importance of the Choose Presence campaign.
- Developed and implemented “SMART” presentation for student athletes, coaches, and parents to inform students on the impact social media may have on college athletics and college admissions.
- Running an evening session at HHS with Dr. Michael Rich, the “Mediatrician” in March for community members.
- Guidance curriculum for freshman at HHS and students at HMS addresses screen time issues and social media risks.
- Many student projects throughout the district are themed/focused on screen time, media, and choosing presence.
- HHS Band and Chorus presented the first ever PRISM concert themed for Choose Presence.
- HHS Developmental Psychology Class and Cedar Grade 3 teachers and students partnering on projects to bring awareness to screen time and media issues.
- Director of Health Services partnering with Dr. Englander from the Aggression Reduction Center at Bridgewater State to create a taped interview with students on cyber bullying issues.

Goal 5: Professional Practice – To pursue personal and Leadership Team professional development opportunities in the area of personalized learning and to leverage these experiences for successful implementation of the HHS Connect Project.

Strategic Objective: Teaching and Learning

DESE Evaluation Standard IV (Indicators A, D, E)

Key Collaborators: Assistant Superintendent, HHS Administrators, and Innovation Team members

Goal Summary: Increase expertise related to personalized learning and school design. Continue to educate the community on the changes that are necessary for project advancement.

1. Will prioritize and attend conferences and professional development opportunities focused on individualized learning and school design (individually and Leadership Team).
2. The leadership team will explore options for partnerships with higher education institutions to support design models.
3. Will continue due diligence visits and collaborate with schools and districts successfully implementing personalized learning models.

Key Actions:

1. Attend Model Schools Conference (June 2017).
2. In collaboration with the HHS Administrators, we will outline phase II and communicate with district-wide staff and the community (fall 2017).
3. Implement parent/student forums related to future school design and personalized learning pathways (spring 2018).
4. Implement educational strategy and information campaign (fall/winter 2017-2018).
5. Provide recurring updates to the School Committee (Quarterly).

Mid Year Update: This goal is in progress and on target.

Actions to Date:

- Attended Model Schools Conference with Assistant Superintendent in Nashville in June 2017.
- HHS Administration and HMS Administration working with staff on strategies for HHS Connect and changes at HMS (details are provided under previous goals).
- Issues related to this goal are frequent agenda and discussion items and weekly administration meetings.
- Teacher professional development at HHS and HMS focused on these areas throughout the year.
- An evening for parents is planned for February to share information and answer questions on HHS Connect.
- Developing relationship with Massasoit Community College for ongoing opportunities for partnerships (in HHS report).