

Mid-Cycle Progress Report
Superintendent Evaluation Process for FY 2014
May 7, 2014

Introduction:

Thank you for taking the time to review this mid-cycle progress report. This update will outline district accomplishments in 2013-2014 and ongoing challenges as we transition into the 2014-2015 school year.

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Next steps required for the Summative Evaluation:

1. The summative evaluation will be finalized this summer and approved prior to school starting in September. The Chairman and I will finalize the timeline for the Committee's to individual evaluation work before the end of this school year.
2. The Committee will need to agree upon the standards and indicators we will prioritize as part of that final assessment. The Committee has the autonomy to select the standards and indicators that are most relevant to the district. As part of the summative evaluation planning, I will provide a list of recommendations of standards and indicators for your review and consideration that I feel are most relevant based on our work this year.
3. Depending upon the standards you prioritize, I will gather and organize relevant data and evidence to support our growth in student achievement and overall district improvement over the course of this year.
4. Starting with the 2014-2015 school year, we will change the evaluation cycle to begin on July 1, 2014 and conclude on June 30, 2015. My goals will be submitted to the Committee over the summer and approved no later than September 2014. The mid-cycle review will be done in January 2015.

Superintendent Goals for 2013-2014

MID CYCLE REVIEW: PROGRESS REPORT UPDATE

May 7, 2014

Goal 1: Effective Entry and Direction Setting

By spring 2014, the district will have broad agreement from key school community representatives (School Committee, staff, families, community members) about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Key Actions

1. By the end of September, present to the school committee a written Entry Plan, including; (a) individuals and groups to be interviewed, (b) documents to be analyzed, (c) plan to visit schools and attendance of school events to engage staff and students, and (d) to assess district culture and the systems of support including financial management, human resources, and operations.
2. By the end of January, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By the end of March, collaborate with school committee to identify three to five student learning and district improvement goals. **(MAY 2014)**
4. By the end of April, propose key strategies to improve student learning and other district systems of support related to the established goals. **(MAY 2014)**
5. Secure stakeholder feedback about engagement, awareness, and commitment to the goals, initiatives, and support required for a long range strategic plan for the district. **(ONGOING)**

Benchmarks

1. Presentations completed on schedule (process).
2. Feedback opportunities for school community representatives (meetings, surveys, etc.).
3. Goals adopted (process).

Goal 2: Maintaining Momentum During the Transition.

Keeping the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

ON TARGET

Key Actions:

1. By the end of November, complete with all principals and district administrators Steps 1 and 2 of the new Educator Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).
2. Conduct weekly leadership meetings with principals and central officers to evaluate progress on district initiatives and to ensure support for student success this year.
3. Conduct regular meetings with Business Manager and other administrators to effectively maximize resources in the current year budget and to develop a strategic, transparent, and sustainable budget for FY 2015.
4. By end of February, complete Formative Evaluation conferences with each principal and the district administrators the superintendent supervises.
5. Conduct multiple visits to each school per month to evaluate operational and instructional leadership and to maintain accountability to district goals and expectations.
6. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

Benchmarks:

1. Completed Educator Evaluation Plans (process).
2. Maintaining meetings schedules, ongoing one-on-one meetings with members of district leadership team.
3. Create a budget subcommittee to meet regularly during budget development to evaluate the process and help guide the format of information sharing with the broader community.
4. Consistent visits to each school. Accessibility to administrators, staff, and families during school visits and at school functions.
5. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program.

ON TARGET

Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least Proficient ratings on each major assignment.

Key Actions:

1. Attend eight daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.

Benchmarks:

1. Calendar documents attendance and contact with coach (process).
2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

Leadership Team Accomplishments to date: 2013-2014

- Demonstrated commitment to collaborative budget development, transparency, and communication on financial and educational objectives.
- Planning and implementation of full-day kindergarten for the 2014-2015 school year.
- Consolidating schedule at elementary schools and Hanover Middle School.
- Consolidating both elementary pre-school programs to provide opportunities for collaboration and growth for students, staff, and families.
- Increased and improved collaboration and communication between schools and levels to better support effective alignment of curriculum, instructional practice, and equitable educational experiences for students and staff.
- Establishment of district wide “Vision 2020” team to research, evaluate, and recommend a comprehensive, impactful, and sustainable mathematics program for all students.
- Comprehensive and collaborative district wide Professional Development Committee that established major focus areas for current and future resource and time allocation (see report).
- Collaborative and effective implementation of new educator evaluation system.
- Completion of DESE Comprehensive Program Review of special education and civil rights along with responses and corrective action plan in process.
- District wide increase in Aspen accessibility for families and increased participation from teachers at all levels. Plan for full implementation in FY 2015.
- Re-establishment of district wide Wellness Committee focused on a comprehensive approach to physical and emotional health and safety (see report).
- Growth and Expansion of Office of Family and Community Engagement focused on providing opportunities for all community members to participate in school activities (see report).
- MSBA approval to move to feasibility process. Establishment of Building Committee and approval for feasibility study funding.
- Increased collaboration between HPS and the Hanover PD. Safety and Security Committee establishment of a MOU with HPD and ongoing training on improved emergency protocols (see report).
- Ongoing focus on improving school and district climate and culture issues through honest dialogue, communication, listening, and consistent support for staff and students.

Ongoing Leadership Team Challenges

- Strategy to develop and secure community support for sustainable financial resources that allows for continuous growth and improvement.
- Develop collaborative and sustainable strategic objectives and focused initiatives to ensure continuous improvement, secure community confidence, and to support a vision for educational excellence for all students.
- Recruit and retain inspirational leaders and exceptional educators at all levels at every opportunity.
- Create teams, establish a philosophy, and develop processes for the solicitation, acceptance, and use of outside resources (fundraising, grants, and donations) to support and invest in educational opportunities for all students.
- Expand and sustain collaboration and communication between schools and levels to better support effective alignment of curriculum, instructional practice, and exceptional educational experiences for students and staff.
- Secure financial support to implement the recommendations from the “Vision 2020” team focused on mathematics.
- Successful planning and implementation of all major logistical changes for 2014-2015 (schedules, transportation, and new programs).
- Ongoing implementation of new educator evaluation system – 2014 summative evaluations.
- Develop and action plan and correct findings from the DESE Comprehensive Program Review of special education and civil rights.
- Through the work of the Building Committee and community advocates, secure broad based support for the Center School building project.
- Along with the HPD, provide staff training on strategic response to safety and security threats.
- Ongoing focus on improving school and district climate and culture issues through honest dialogue, communication, listening, and consistent support for staff and students.

HPS Committee Update

May 7, 2014

Current Teams/Committees

Leadership Team

Goal:

To strengthen lines of communication, alignment of curriculum and managerial priorities while providing a cohesive implementation of initiatives. This collaboration will foster a collegial, team oriented, work environment.

Meeting Frequency: Weekly

Members:

Matthew Ferron
Beverly Shea
Debbie St. Ives
Matthew Paquette
Matthew Plummer
Brian Ciccolo
Tom Raab
Adam Colantuoni
Risa Mancillas
Jane DeGrenier
Kelly Lawrence

Summary:

A template for meeting structure and guidelines was put in place to utilize time in the most efficient and effective manner while collaborating on various school and district related issues. Discussions and activities have supported district initiatives while providing an opportunity for administrators to collaborate on building and district level communication and decisions.

Safety and Security Committee

Goals:

- To increase and sustain collaboration between police and schools and among schools in terms of emergency management, threat assessment, and safety and security protocols.
- To examine, adopt, improve and practice security protocols in each of Hanover's schools.
- To effectively train staff members to respond appropriately in emergency situations and make critical decisions during any emergency or act of violence.

Meeting Frequency: Approximately every 6 weeks

Members:

HHS: Hugh Galligan, Tom Raab, Scott Hutchison, Patrick Newton

HMS: Adam Colantuoni, Martha Zuther, Steve Kapulka

Cedar: Risa Mancillas, Carol Rodday, Sarah Kelser

Center/Sylvester: Jane DeGrenier, Emily Baird, Maureen Shea

Salmond: Tricia Smith, Kelly Lawrence, Beverly Shea

Summary:

The Hanover Public Schools Safety and Security Committee has held five meetings to date and have successfully completed three of their five short-term goals. The committee continues to examine current best practices used by law enforcement and education officials in order to empower our staff to take necessary action to save the lives of the students in their care. This research is complete and the committee is planning for a SC presentation this summer. Staff and student training will be conducted in the fall of 2014. The committee is also in the process of scheduling site tours of each school, with members of the HPD to best prepare for entry into the school. (June 2014)

Accomplishments:

- Established a Memoranda of Understanding for the district with support of the Hanover Police Department and the Superintendent.
- Certified administrative team through the National Incident Management System (NIMS) for emergency management training.
- Established a medical emergency response plan at each school.
- Completed training and certification with HPD on ALICE.

District-wide Professional Development Committee**Goal:**

To develop a comprehensive professional development program in Hanover that will support and inspire a professional culture that increases learning for all students.

Meeting Frequency: Monthly**Members:**

Emily Baird, Assistant Principal, Center/Sylvester School

Alice Boyle, Special Education, Hanover High School

Doretha Bowles, Special Education, Speech and Language Teacher, Sylvester School

Megan Breton, Special Education Teacher, Grades 5-8, Hanover Middle School

Alicia Bryerton, Grade 4 Teacher, Cedar School

Laura Chase, Kindergarten Teacher, Cedar School

Sue Cratty, Assistant Director, FACE Office of Family and Community Engagement

Brian Ciccolo, Technology Director

Adam Colantuoni, Principal, Hanover Middle School

Jane DeGrenier, Principal, Center/Sylvester School

Lisa Della Croce, PE/Wellness Teacher, Hanover High School

Nancy Dutton, Elementary Math Coach

Andrea Hurley, Hanover Middle School Math Coach

Jill Joy, Grade 2 Teacher, Center School
Terri Langton, PE/Wellness Teacher, Cedar School
Risa Mancillas, Principal Cedar Elementary School
Matthew Paquette, Director of Humanities Grades 7-12
Matthew Plummer, Director of STEM Grades 7-12
Thomas Raab, Principal, Hanover High School
Gene Reiber, Grade 5 ELA Teacher, Hanover Middle School
Beverly Shea, Pupil Personnel Services Administrator
Deborah St. Ives, Director of Teaching and Learning K-8
Dave Sullivan, Grade 8 Social Studies Teacher, Hanover Middle School
Martha Zuther, Assistant Principal, Hanover Middle School

Summary:

As of April 3rd the District-wide Professional Development Committee has conducted six meetings which focused on open dialogue around current conditions, the purpose of our group, expectations, and goals. We've created a mission statement for the committee based on research of high quality professional development programs. All staff members were surveyed multiple times on current conditions, expectations, and suggestions. The committee worked with staff, then moved to examining common trends within the district and determining top priority areas. After analyzing each school's high priority areas, the committee created three overarching focus areas for the district: Common Core Implementation and Alignment, Curriculum Instruction & Assessment, Using Technology in Education.

Our professional development goals for 2014-2015 will be determined based on these focus areas and consensus from staff on specific priority topics under each area. Sessions will be matched to state, district, school, team, and individual predetermined needs based specifically on teacher and staff feedback. We are in the process of creating the 2014-2015 Professional Development Handbook as well as the Professional Development Calendar.

Accomplishments:

- Assembled Districtwide PD Committee representing all levels and areas.
- Developed and created PD Committee mission statement.
- Developed a professional development evaluation process (Created a feedback template, communicated of results to all staff).
- Surveyed educators on current conditions, focus areas, expectations, evaluation, and priorities.
- Determined three overarching focus areas at the building and district level.
- Developed action plan for each focus area.

Technology Committee**Goal:**

To investigate and recommend technology initiatives that will enhance student learning, promote community engagement and increase operational efficiencies.

Meeting Frequency: Approximately every 6 weeks throughout the school year

Members:

Brian Ciccolo, Technology Director

Kelly Kacamburas, Cedar School
Christa Monahan, Center Sylvester School
Cooper Naylor, Hanover Middle School
Michael Patch, Hanover High School
Matthew Plummer, STEM Director 7-12
Debbie St. Ives, Director of Teaching and Learning K-8

Summary:

The Technology Committee has had seven meetings to date. The committee continues to discuss and plan for the most effective way to leverage existing equipment and licenses, while improving our effectiveness and efficiency in all areas.

Accomplishments:

- Established weekly "tech office hours" for each building.
- Determined school and district priorities.
- Reviewed PD opportunities for next school year.
- Researched a 1:1 device project for Hanover Schools.
 - Visited Norwell Middle School
 - Attended the New England 1:1 Summit at Burlington Public Schools

Wellness Committee

Goal:

To recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity mental health and related issues that affect student health.

Meeting Frequency: Four times each school year

Members:

Beverly Shea, Pupil Personnel Services Administrator
Patricia Smith, Nurse Director
Kelly Lawrence, FACE Director
Maureen Shea, Sylvester School
Carol Krall, Center School
Lynn Petrowski, Salmond School
Michelle Ireland, Hanover Middle School
Deb Bostwick, Hanover High School
Liz Downs, Cedar School
Sue Egan, Hanover High School

Summary:

Our Wellness Committee has conducted three meetings to date and is in the process of formulating a Wellness Vision for the district. This plan will include a strong emphasis on student wellness with respect to nutrition, physical activity and overall physical health and well-being. Our hope is to expand the scope of our work to include a focus on mental health, as well as, to include staff, parent, and family wellness as part of our overarching mission.

Accomplishments:

- Identified a wellness representative from each of the four schools.
- Reviewed the contents of our current Wellness Policy.
- Discovered that while the Wellness Policy is very student focused in terms of nutrition education, physical activity, and adhering to nutritional guidelines, it does not specifically address topics related to mental health, nor does it include any reference to staff, parent or family wellness.
- Identified the needs of our school community with respect to wellness (Our Food Services Director shared information regarding the many initiatives of her department, all of which have great potential to improve the health and well-being of our student population at each level).
- Building representatives reviewed their building-based initiatives with the committee.

Vision 2020 Math Leadership Committee**Goal:**

The Hanover Schools will have a research-based, impactful, effectively aligned, comprehensive mathematics program for all students; kindergarten through grade eight.

Meeting Frequency: Monthly**Members:**

Jessica Brown- Center, Grade K
Donna Wilson- Center, Grade 1
Jeanne Kling- Center, Grade 1 SPED
Kim Richardson- Cedar, Grade 1
MaryAnne MacNeil- Cedar, Grade 2
Mindy Anderson- Cedar, Grade 2
Rachel Nameika- Cedar, Grade 2
Kelly Jordan- Cedar, Grade 2
Jill Joy – Center, Grade 2
Kerri Kearns- Center, Grade 2
Mary Ann Johnson – Cedar, Grade 3
Kathy Caulfield- Cedar, Grade 3
Jessica Flaherty- Sylvester, Grade 3
Bronwen Thornton- Sylvester, Grade 3 SPED
Betty Polanski- Sylvester, Grade 4
Emily Russell- Sylvester, Grade 4
Cindy Ferguson- Cedar, Grade 4
Alicia Bryerton- Cedar, Grade 4
Thomas Hogan- Hanover Middle School, Grade 5
Lori McKenna- Hanover Middle School, Grade 5
Rachael Hines –Hanover Middle School, Grade 6
Debbie Curran- Hanover Middle School, Grade 6
Katie Keating- Hanover Middle School, Grade 8

Elaine Bossong- Hanover High School, Grades 9 + 10
Nancy Dutton- Elementary Math Coach
Andrea Hurley- HMS Math Coach
Emily Baird- Asst. Principal, Center Sylvester School
Adam Colantuoni- Principal, Hanover Middle School
Jane DeGrenier- Principal, Center Sylvester School
Stephen Kapulka- Asst. Principal, Hanover Middle School
Risa Mancillas- Principal, Cedar School
Matt Plummer- STEM Director
Debbie St. Ives- Director of Teaching and Learning K-8

Summary:

There have been five committee meetings to date. Currently, our committee is working in two teams (K-5 and 6-8) to move through the vetting process. On March 31st, the K-5 team reviewed the three key shifts that the CCSS for Mathematics outlines (focus, coherence and rigor). Based on the analysis of core elements, standard alignment, approach, and the embedding of mathematical practices, the group unanimously decided on three programs to evaluate further; *envisionMATH* by Pearson, *My Math* by McGraw-Hill, and *Go Math* by Houghton Mifflin. Our grade 6-8 team has mirrored the elementary process and has agreed that *Connected Math* and *Prentice Hall* (both by Pearson) are the two programs moving forward for further evaluation. The publishers of these programs will be presenting to each of our teams at our next meeting. The objectives of these meetings include taking a deeper look at all of the program components and time for teachers to ask specific questions about each program. We continue to move through the vetting process with the goal of piloting early in the 2014-2015 school year.

Accomplishments:

- *Vision 2020* plan presented to School Committee, staff, and community.
- *Vision 2020* survey developed.
- All math teachers and support staff participated in survey (92% responded).
- Survey was reviewed and summarized for staff and School Committee (summary sent to all staff).
- *Vision 2020* Math Committee created.
- Surveyed surrounding towns on the current programs they are using and for how long.
- Analyzed high achieving towns based on overall math MCAS scores and SGP scores; then researched math programs utilized, and for how long.
- Using the information from this research, multiple publishers were contacted to get materials on site.
- Determined “our own” components of an ideal mathematics program. Then cross referenced our characteristics with NCTM’s Principles and Standards document which provides guidance in the development of rigorous, challenging, developmentally appropriate mathematics curricula and the selection of curriculum materials.
- Read and discussed all relevant reviews on the programs included in vetting process.
- Created a “checklist” based on research by the Education Development Center to assist with the vetting process.

Office of Family and Community Engagement (FACE)

Summary:

The Office of Family and Community Engagement currently provides before and/or after school care for 400 students from 300 families across the district. Programs at both Cedar and Center Sylvester School are open 11 hours a day, providing care for Kindergarten students for the hours outside of their academic day. The Hanover Middle School currently operates both a before and after school program for students in grades 5th – 8th.

In addition to the before and after school programs, the office also facilitates Enrichment Programming for students in Kindergarten through eighth grade for 30 weeks during the school year and 4 weeks each summer. Programming choices include academic, recreational, artistic and social pursuits. We have enrolled approximately 1800 students to date this year in our Enrichment Programs.

Over the next school year, the Office of Family and Community Engagement will restructure its care programs at the elementary schools with the implementation of a Full Day Kindergarten Program. We will continue to explore new enrichment opportunities for all students and families leveraging the resources of our own teachers and staff.

Accomplishments:

- Speaker Series included: Jay Campbell, *Social Media and Our Kids*, *What Parents Need to Know* and *An Evening with Wayne Soares, A Second Chance*.
- Coverage of FACE Programs in several editions of the Hanover Mariner. HMS Track & Field article in the February issue of Hanover Life Magazine, Cover Story in the April issue of Hanover Life Magazine.
- Creation of the South Shore Out of School Time (SSOST) group for Directors.
- Enhanced the relationship with the Council on Aging by providing artwork for their events. Hosted the Senior Spring Fling Dinner on April 29th for over 160 Hanover Senior Citizens, completely facilitated by volunteers and the Food Services Team.
- Provided professional development for 45 staff members in excess of 311 hours.
- Provided for CPR/First Aid and EpiPen training, as well as trainings in Head Injuries and Asthma/Allergies/Diabetes to all required staff members. All staff members completed training in Mandated Reporter and State Ethics/Conflict of Interest Law.
- Participated in the national celebration of “Lights on After School” through the Afterschool Alliance.
- Organized the First Annual Employee Holiday Party at HHS for School and Town employees and their families with a reading of “How the Grinch Stole Christmas”.
- Collaborated with HHS to provide AAA Driver’s Education Classes, Toastmaster’s Youth Leadership Program and Robotics Program through Mrs. Pam Borgeson.
- Summer Enrichment: 341 students participated in 35 classes at Cedar and HHS.
- Held drama productions at HMS and both elementary schools. At HMS, after 10 years without a production, 60 students were involved in the *Music Man Jr.*, at Center/Sylvester, 75 students

participated in *Willy Wonka Kids* and at Cedar we will be performing the *Little Mermaid* in May with 77 students.

- Offered 5 sessions (30 weeks) of Enrichment Programming at the Elementary Schools and HMS. At Center/Sylvester, we provided programs for 256 students in 20 classes. At Cedar, we provided programs for 178 students in 18 classes. At HMS, over 750 students were enrolled in 39 classes. We held our first at-home HMS Cross Country track meet, attended 6 local meets and attended the State Invitational, with runners placing in the top 10. All students in grades 6 – 8, who participated in a sports related after school program, took the baseline IMPACT test administered by our Enrichment Coordinator.