

Superintendent's Goals for 2018-2019

Presented to School Committee 6/20/2018

DRAFT 1.0

Goal 1: District Improvement - Read 2700 - The Hanover School System aspires to exceed our current capacity to deliver research based, impactful, effectively aligned, comprehensive literacy skills and strategies for students of all abilities; pre-kindergarten through graduation.

Strategic Objectives: Teaching and Learning, Human Capital, Sustainable Funding, Community Engagement

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

Key Collaborators: Assistant Superintendent, District Leadership, Instructional Support Team

Goal Summary: Under the leadership of the Assistant Superintendent for Curriculum and Instruction, we will implement teacher centered training to raise the instructional capacity of HPS staff. This increased capacity, in turn, will support the development of exceptional readers, writers, and thinkers by incorporating the essential components of a balanced literacy program: phonics, phonemic awareness, comprehension, vocabulary, fluency, and writing.

1. Examine our current program and resources.
2. Develop an action plan based of feedback, data, and discussion.
3. Incorporate inclusive professional development, which leverages our internal expertise along with support from consultants.
4. Evaluate options for supportive technology, books, programs, etc.
5. Incorporate the strategic integration of literacy strategies, standards, and practices ensuring inclusion of all students.
6. Evaluate progress, adjust to student and staff needs, and make recommendations to advance our work.

Key Actions:

Summer 2018:

1. Review and revise recently implemented (2017-2018) assessment plan.
2. Finalize selection of consultant to support this work.
3. Communicate strategy to faculty, School Committee, and community.
4. Conduct an analysis and implement a plan to ensure equitable access to all resources for all students.
5. Conduct outside needs assessment on our district-wide reading program and review considerations (elementary and middle schools).
6. Recruit and finalize the Instructional Support Team (reading specialists/coaches).
7. Develop an action plan based on student data, needs assessment, program review, and feedback from staff and administrators.
8. Outline and plan professional development schedule - 2018-2019.

9. Develop specific goals and objectives for implementation - outline in individual School Improvement Plans.

Fall/Winter 2018 - 2019:

1. Bring teachers and school leaders together for rich exploration of pedagogical knowledge related to our literacy goals and objectives.
2. Deploy Instructional Support Team (IST) to support varied and embedded professional development opportunities.
3. Implement action plan.
4. Facilitate professional learning workshops, study groups, and Professional Learning Communities (PLCs) to examine best practices.
5. Support the development of an enhanced coaching model that includes individual reflection, discussion, and planning ensuring sustainability of initiatives.
6. Establish universal expectations for a tiered approach to literacy including beginning, middle, end of year benchmarks and relevant expectations related to data-informed goals.
7. Provide demonstration lessons and in-class coaching to instill enduring, research-based practice.

Spring 2019:

1. Gather feedback, assess initiatives, and review professional development evaluations.
2. Revise and determine priorities and focus areas for 2019-2020.
3. Determine and communicate tools and resources needed for accountability measures and benchmark growth.

Goal 2: District Improvement - To successfully phase, plan, and support the new grade level configuration of Center/Sylvester and Cedar Elementary Schools by identifying the most challenging issues for our students, staff, and families over the 2018-2019 school year and addressing these issues in a strategic and systematic manner.

Strategic Objectives: Sustainable Funding, Human Capital, Community Engagement, and Safety and Security

DESE Evaluation Standards II, III, and IV (Indicators A, B, C, D, and E)

Key Collaborators: Leadership Team, Elementary Staff, Building Committee, School Committee, Facilities Department, Project Management Team, and HPS Families

Goal Summary: We will work to identify all opportunities and challenges related to the elementary school reconfiguration including operational and fiscal issues, appropriate staffing levels and programming, understanding and strengthening culture and climate, safety and security strategies, as well as managing the logistics related to the multiple phases of moves.

Key Actions:

I. Sustainable Funding

Under the leadership of the Business Manager, we will evaluate all operational and academic funding requirements to ensure the resources needed for a successful reconfiguration are both available and sustainable. The evaluation will include:

1. Establishing a working group to evaluate transportation options, make recommendations for a solution, and implement a communication process for the community (Fall/Winter).
2. Evaluating all staffing requirements for FY 2020 under the consolidated schools structure. This planning process will include salary projections to ensure accurate budget planning and funding recommendations (Fall/Winter).
3. Ensuring all procurement for goods and services is completed according to expectations and state and local regulations (ongoing).
4. Evaluating infrastructure, equipment, and resource needs at Cedar School to support a successful transition and working with appropriate departments to meet these needs (All Year).

II. Human Capital

The Leadership Team will evaluate all personnel issues and staffing requirements to adequately and efficiently meet the needs of all students under the consolidated model. This will include:

1. Projecting and monitoring student enrollment at each grade level PK-4 to determine class size and classroom teacher assignments. Make placements accordingly (Winter/Spring).
2. Evaluating all specialists (art, PE, music, media, etc.) and Health Services staff to ensure that these essential classes and student medical needs are met. Make placements accordingly (Winter/Spring).
3. Evaluating all Special Education staffing requirements for classroom support, IEP needs, specialized programs, specialized services (OT, PT, speech, reading, etc.), and support staff

coverage to ensure all students receive the services they need. Make placements accordingly (Winter/Spring).

4. Ensuring that 1-3 above follow the processes prescribed by the teachers' contract.

III. Human Capital/Community Engagement

We will establish working groups that will include staff members, School Committee representatives, and parents as appropriate to evaluate and take action to support the key culture and climate issues that will ensure a collaborative transition for students, staff, and families. This will include:

1. Evaluating all school traditions, special events, field trips, etc., and establish a plan for both schools starting in the FY 2020 school year (Fall/Winter).
2. Working with the HPTA to evaluate the options available to best support each school with the most efficient and effective communication plan, fundraising strategy, support for funding requests, and collaboration with HPS Leadership Team (Fall).
3. Establishing a "Hospitality Team" that will arrange experiences for staff members to spend time together in a casual environment (Fall).
4. Creating activities and experiences for students to learn about the new school structure, visit the space, and to create excitement about the change. Special attention to support students with anxiety or other challenges during this period of transition will be required.

IV. Safety and Security

We will evaluate all issues related to Safety and Security at both elementary schools. This will include:

1. "Field Testing" all alarm and camera systems at both schools (Cedar's camera system as well) in partnership with the HPD, HFD, and project management team to ensure all systems working as required (All Year).
2. Evaluating and adjusting ALICE protocols to accommodate to the new Center School layout while also addressing the training needs and abilities of students in both schools based on age and emotional development (Fall/Winter).
3. Working with the HPD on transportation plans to ensure the safest routes, bus stops, and drop off/pick up procedures at both schools (throughout transportation planning process).

Goal 3: Professional Practice/Community Engagement – To develop and implement the use of Podcasts to increase HPS community awareness regarding student accomplishments, district initiatives, and to address any current events that may have an impact on our district.

Strategic Objectives: Community Engagement, Public Relations, and Technology

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

Key Collaborators: Technology Department, Students, Teachers, and Administrators

Goal Summary: To develop and implement a Podcast series to inform the greater HPS community on important issues and exciting work that is going with our students.

1. Will work with technology department staff to learn the process of creating, sharing, and promoting Podcasts to ensure easy access by listeners.
2. Will identify topics for year one rollout and establish a production schedule.
3. Will begin production and broadcasting in Fall 2018.

Key Actions:

1. Identify training and equipment needs (Summer 2018).
2. In collaboration with colleagues, will identify topics to cover in 2018-2019 that showcases the work and effort required by our students to improve themselves and/or our school community (college application process, kindness initiatives, etc.) (Summer 2018).
3. Creatively market and broadcast initial “episodes” (Fall 2018).
4. Monitor followers and seek feedback on the quality of the broadcasts and relevance of topics (Fall 2018 – end of year).
5. Provide updates to School Committee during mid-year and year-end goals updates.