

Superintendent's Goals for 2022-2023

Approved by School Committee 9/28/2022

Goal 1: District Improvement - To increase student outcomes in the area of literacy.

Summary: To successfully implement a new literacy curriculum and instructional strategies across grades K-8 by building teacher capacity, and to support varied levels of educator experience with professional development and coaching.

Intended Change: If all K-8 students have consistent and equitable access to evidence-based literacy instruction, then standardized assessment scores (MCAS, iReady) will gradually increase within a three to five-year time period.

HPS Strategic Objective: Teaching and Learning

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

Key Collaborators: Assistant Superintendent, District Curriculum Directors, Principals, Instructional Support Team, Teachers

Key Actions:

Summer/Fall 2022:

1. Receive, organize, and distribute new instructional resources.
2. Provide teachers and administrators with varied, embedded, and ongoing professional learning to build capacity and support the implementation of our new literacy program.
3. Expand our partnership with the Landmark School focusing on Language-Based Programming (LBP), district-wide alignment, and professional development for all special education faculty.
4. Continue to train and certify special education and reading teachers to provide the Orton-Gillingham (OG) approach through the Institute for Multisensory Education (IMSE). Support teachers with their practicum for OG certification.
5. Maintain partnership with Massachusetts General Hospital Institute of Health Professions (MGH)/ Written Expressive Language and Literacy Collaborative (WELL) and implement a structured writing approach expanding to grades K-1 and 6-8 (Grade 4 & 5 began in 2021).
6. Schedule time for peer collaboration, individual reflection, and planning for faculty.
7. Create "office" hours for each reading specialist to leverage coaching opportunities and provide individual support during this phase of implementation.
8. Survey staff to determine in-house professional development topics, develop a schedule, and create sessions for the following term.

Winter 2022 - 2023:

1. Provide continued professional development with the goal of expanding the use of program resources, refining instruction, and providing differentiated support for teachers based on survey results.
2. During winter data meetings, analyze student assessment data from formative and standardized assessments including iReady, Dibels, and grade level benchmarks to identify trends and provide support at both the classroom and student level.

3. In collaboration with the School Committee, the Assistant Superintendent will establish an agreed-upon baseline data set (e.g. 2019 MCAS) for the purpose of measuring progress in 2024 and forward.
4. Provide a progress report for the School Committee following winter data meetings that include updates on teacher training.

Spring 2023:

1. Review, evaluate, and determine the next phase of work with Landmark, IMSE, and MGH/WELL.
2. Conduct an end-of-the-year survey for teachers to evaluate results of overall implementation and best practices moving forward.
3. To measure success, administration will provide a progress report for the School Committee utilizing teacher PD evaluations from training sessions with Landmark, IMSE, and MGH/WELL. These tools will help measure the effectiveness of capacity building and teacher confidence in their ability to implement the curriculum with fidelity.
4. To measure success, we will evaluate and measure the percentage of growth in ELA using standardized assessments (iReady) over the course of this school year vs. the percentage of growth during previous school years.

Goal 2: District Improvement – To improve outcomes for students receiving special education services.

Summary: Staffing changes, evolving service requirements, and complexity of individual student needs have affected the continuity within the development and alignment of student Individualized Education Program (IEPs). This goal provides opportunities for improvement that are particularly evident in the transitions between schools and aligns with the priority findings from the comprehensive review conducted by Dorsey Yearley during the 2021-2022 school year.

Intended Change: If all special education staff (at all levels) are more consistent and better aligned in the writing of goals, benchmarks, and objectives on IEPs, then we will be more efficient and effective at providing services for students as they transition across grade levels and schools, resulting in improved outcomes for students receiving special education services.

HPS Strategic Objectives: Teaching and Learning, Sustainable Funding, Human Capital

DESE Evaluation Standards I, II, III, and IV (multiple indicators)

Key Collaborators: Director of Student Services, District Leadership Team, School-Based Special Education Administrators, Special Education Staff

Key Actions:

Fall 2022:

1. Special education teaching staff will begin IEP Writing Strategies professional development and training with educational consultant/IEP expert Alan Blume.
2. Building-based special education administrators will expand their role to include team chair duties in the school that immediately precedes the building where they currently work. For example, the HMS Special Education Administrator will Chair team meetings for rising 5th graders while they are still at Center School.

Winter 2022-2023:

1. Special education teaching staff will continue IEP Writing Strategies professional development and training with Alan Blume.
2. Special education administrators will facilitate building-level professional development focused on writing IEP goals, benchmarks, and objectives utilizing the strategies learned in our district-wide training sessions. The special education administrator acting as team chair in the building will co-facilitate these training sessions.

Spring 2023:

1. Special education teaching staff will complete IEP Writing Strategies professional development with Alan Blume.
2. Building-level IEP writing professional development will be expanded to include sessions for all professional teaching staff.
3. The Director of Student Services will evaluate the success of the professional development sessions based on teacher survey responses and attendance data to determine next steps.
4. To measure success, the District will first establish a baseline ratio based upon the total number of IEPs and the number of rejected IEPs from FY22. The data will be compared to the ratio of rejected IEPs each year over the next three years (FY '24-'26) with an expectation that the percentage of rejected IEPs will decline annually.

Goal 3: District Improvement – Redesign of Budget and Personnel Management Systems.

Goal Summary: To successfully and accurately transition from manual processes for accounts payable and receivable along with stand-alone spreadsheets and data sources for Human Resources/Operating Budgets to digital processing (accounting functions) and fully integrated HR/Payroll systems that improves accuracy, increases communication and efficiency, and streamlines hiring and personnel management.

Intended Change: If we successfully develop and implement integrated systems and workflows to streamline HR, payroll, and Finance functions, then maintaining and planning multi-year spending and personnel strategies will be more strategic, focused, accurate, and transparent.

HPS Strategic Objectives: Sustainable Funding, Human Capital, Community Engagement

DESE Evaluation Standards III, IV

Key Collaborators: Business Manager, Superintendent, Systems Developer, HR/Payroll Supervisor, and Staff, Town CFO, Building Administrators

Key Actions:**Summer/Fall 2022: Evaluation and Training**

1. Accounting: Evaluate all current processes for accounts receivable and payable and personnel management to improve efficiency and reduce redundancy for school and Business Office staff.
2. Accounting: Establish an updated/digital process for creating and approving purchase orders (PO).
3. Accounting: Train all related staff on the transition to digital processing for PO.

4. HR/Payroll: Complete transition from managing and tracking personnel/payroll in Excel to a Google platform that is fully automated and dynamic in real-time.
5. HR/Payroll: Create and assign Position ID Numbers (PID) for every employee that will interface with digital job postings and will align with a specific position and the specific funding source (operating budget, grant, revolving account, etc). This will be utilized by HR and all hiring managers.
6. HR/Payroll: Fully implement a redesigned and automated personnel “onboarding” process.
7. HR/Payroll: Fully implement an online portal accessible to employees for salary and time accrual information in Proxy.
8. HR/Payroll: Fully implement “Clock-it” system for recording and processing additional days, hours, and services that interface with the payroll system.
9. HR/Payroll: Train principals and support staff responsible for personnel management and the operation of the integrated system.
10. HR/Payroll: Name and brand the integrated system to streamline use and create common language and practice around these processes and tools.
11. Budget Planning: Work with Systems Developer to customize reporting features (e.g. extract personnel categories across various cost centers), and multi-year projections based on known data points (collective bargaining agreements) along with other annual variables and district goals.
12. FACE: Testing will begin in October on a new payment portal that affords families more options for paying for merchandise, before/aftercare services, enrichment/summer fees, allows for VISA, supports viewing a history of payments, and allows for real-time refunds.
13. To measure success, the process for utilizing digital PO process and system requirements will be fully functional and staff members using the system will be fully trained and producing timely and accurate invoices/payments.

Winter/Spring 2022-2023:

1. Accounting: Full integration of automated PO processing and reconciliation with operating budget in real-time.
2. HR/Payroll: Complete development and test processes for automated salary letters, benefits notifications, accrued time off reports, etc.
3. HR/Payroll: Complete and accurate management/accounting of unpaid time off.
4. HR/Payroll: Accurate and updated seniority calculations for all union positions.
5. HR/Payroll: Evaluate options for including DESE licensure status into the integrated system for real-time retrieval and tracking.
6. Budget Planning: Utilize the integrated system to project and refine salaries to close out FY ‘23.
7. Budget Planning: Full utilization of the integrated system and PID process to project FY ‘24 personnel budget and staffing strategies.
8. Budget Planning: Utilize reporting functions of the integrated system to display salary and personnel projections for FY ‘24 budget.
9. Budget Planning: Utilize PID and position posting integration for recruiting and hiring FY ‘24 staff members in all schools/departments.
10. FACE: All families will have portal access and accounts set-up information in early 2023. Evaluation and testing will begin to expand the portal to include paying athletic fees, ticket purchases, and other features that increase access and flexibility for families.

11. To measure success, the budget development process will fully utilize the data from the integrated system for projections on salary and staffing levels and the FACE portal will be functional for the items listed in action # 12 for the summer/fall 2023.

Goal 4: District Improvement – To recruit and retain highly qualified special education staff.

Goal Summary: Hanover has experienced a great deal of personnel change in special education over the past ten years. The special education turnover includes teachers, support staff, and administrators. As a result, we lack consistency and alignment in special education eligibility determination and Individualized Education Program (IEP) writing.

Intended Change: If we are able to identify the causes for special education staff attrition and the limited candidate pool applying for posted teaching assignments, we will develop processes for retaining staff and recruiting highly qualified applicants.

HPS Strategic Objectives: Sustainable Funding, Human Capital

DESE Evaluation Standards I, II, III, and IV (multiple indicators)

Key Collaborators: District Leadership Team, School-Based Special Education Administrators

Key Actions:

Fall 2022:

1. Analyze the data and identify trends in the attrition rates within the special education department including special education staff, related service providers, and administration.
2. Develop a subgroup within the existing new teacher mentoring program specifically for special education teachers and related service providers.
3. Develop a district contact person within the education departments at local colleges and universities.
4. Continue to train and certify special education teachers in multisensory reading, specifically Orton Gillingham.

Winter 2022 - 2023:

1. Analyze special education staff retention data to evaluate trends and opportunities.
2. Recruit student teachers and interns for Fall 2023 in the areas of special education and related services.
3. Building-based special education administrators will schedule and conduct bi-monthly check-ins with new special education teachers and their mentors to discuss successes and challenges, providing personalized support where necessary.
4. Develop a special education working group of special educators in their first three years of teaching that meets quarterly with the special education administration to provide feedback aimed to improve the experience of teachers who are new to the district.

Spring 2023:

1. Attend local college job fairs to advertise and recruit teachers and related service providers.
2. Utilize a variety of social media platforms to promote the Hanover Public Schools and advertise available special education positions.

3. Host a Hanover Public Schools job fair to recruit potential hires.
4. Meet individually with new special education staff and their mentors to reflect and prepare for the upcoming school year.
5. Create and implement a standard, special education-specific exit interview.
6. To measure success, the district will maintain a roster of all current staff that supports special education students and monitor attrition trends over 2-3 years.

Goal 5: Finalization and Publication of Forward Facing Curriculum Guides for Public Review

Summary: School-Based Department Heads and District Curriculum Directors will finalize comprehensive curriculum guides for courses at HMS and HHS. These guides will include standards that are covered in the curriculum, pacing of the course, and resources (e.g. novels and planned films) that are part of the curriculum. These guides will be available on the HPS website for public review.

Intended Change: If HPS curriculum guides are clear, comprehensive, and available for parent/guardian/community members review in an understandable and transparent format, then parents, guardians, and students will be aware of the learning objectives of each course to make informed decisions about course selection, student expectations, and course content.

HPS Strategic Objective: Teaching and Learning, Community Engagement

DESE Evaluation Standard I (Indicators A, B), Standard III (Indicators B, C, D)

Key Collaborators: Assistant Superintendent, District Curriculum Directors, School-Based Department Heads

Key Actions:

Summer/Fall 2022:

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.
2. Curriculum guide documents will be prepared in clear and comprehensive format that will be understandable for all users.
3. Final drafts will be prepared for School Committee review, evaluation, and approval during public School Committee meetings prior to Thanksgiving.

Winter/Spring 2022 - 2023:

1. In collaboration with teachers, Department Heads and Curriculum Directors will evaluate courses to ensure the curriculum guides stay current.
2. Provide continued support for teachers as we work through year 1 of this goal, and to create systems for reviewing and updating the online content in future years.
3. 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.

Goal 6: Evaluate and Develop Funding Strategy for Free Full-Day Kindergarten (FDK).

Summary: HPS is one of very few school districts in MA charging tuition for FDK. It is generally agreed upon that available and accessible free FDK has educational and social benefits for all children.

Intended Change: If HPS can develop a sustainable strategy to eliminate FDK tuition, then all Hanover children will have an equitable access for FDK consistent with over 90% of MA public school districts.

HPS Strategic Objective: Teaching and Learning, Sustainable Funding, Community Engagement

DESE Evaluation Standard I (Indicators A, B), Standard III (Indicators B, D)

Key Collaborators: Superintendent, Business Manager, Cedar Administration

Key Actions:

Summer/Fall 2022:

1. Business Manager, Cedar Administration, and Superintendent will evaluate all personnel and resources needed to fully staff a FDK program to meet projected Kindergarten enrollment for the next five years beginning in FY '24.
2. Cost and enrollment projections for FY '24 will be presented to the School Committee in October for the Committee to consider funding options for full implementation and/or a phased-in strategy in advance of budget development.

Winter/Spring 2022 - 2023:

1. School Committee will determine the funding timeline: Full implementation in FY '24 or multi-year phase-in process with gradual reduction of tuition over multiple fiscal years.
2. Administration will develop the FY '24 budget to include the funding necessary to meet this goal.
3. School Committee and Administration will advocate for FDK funding in the FY '24 operating budget during the Advisory Committee review process.
4. Secure a fully funded School Department budget for FY '24 including the funding needed for FDK or strategic phase-in plan.

Additional Projects that will Require Regular Reporting to the School Committee:

1. NEASC Accreditation Visit and Review at Hanover High School
2. Planning and Construction of the Cedar School Vestibule
3. Policy Manual Review and Updates