

Superintendent's Goals for 2023-2024

Approved by School Committee 10/11/23

Mid-Cycle Progress Report: February 28, 2024 (Green)

DRAFT End of Year Report: April 24, 2024 (Blue)

Goal 1: District Improvement: Successfully Establish a Collaborative Five-Year Funding Strategy

Summary: To develop and approve a five-year strategic and sustainable plan for school department funding requirements that supports student needs and academic objectives over a five-year cycle. Much of this work will be on a parallel track with developing the FY25 budget as year one of the five-year plan.

Intended Change: If school leaders, town officials, elected/appointed board members, and HPS staff collaborate on a sustainable funding plan that garners community support, then the appropriate funding levels needed to secure resources and improve outcomes for all students will be achieved.

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

DESE Evaluation Standard II

Key Collaborators: Director of Finance and Operations, Superintendent, Central Office Administrators, Principals, School Committee, Town Officials (elected and appointed), HPS Staff

Key Actions:

Fall 2023:

1. Update and manage the FY24 Budget focused on closing funding gaps created by spikes in expenses in multiple cost centers post-Covid.
2. Prepare estimates to identify a five-year projected trend on major budget drivers: personnel costs, student services needs, and capital projects (including technology planning).
3. Establish an *Academic Working Group* of the School Committee/HPS Administration to help with planning and benchmarking resource and personnel requirements that support the curriculum review cycle needs over the five-year continuum. The Academic Working Group will work on other curricular issues throughout the year.
4. Achieve consensus on the reporting tools and process to be used during the planning process to ensure consistency and understanding for users and community members (creation of a website for public information, graphic representation of data, common language on budget terms, resources, and information to be posted to the website, etc.)
5. Establish parameters for community engagement and outreach.
6. Present FY25 Budget 1.0 on October 25th.
7. Meet with AdComm as scheduled throughout the fall.

Fall/Winter 2023 - 2024:

1. Collaborate with Town and elected officials to research successful funding strategies utilized in similar communities across the state.

2. In collaboration with the Academic Working Group, benchmark academic and operational needs of the district throughout the five-year plan to ensure financial and human resources align with cost projections and funding schedules. (e.g., additional reading teachers to support Tier II instruction)
3. Establish an agreed-upon series of funding and cost assumptions regarding budget forecasting over the five-year plan.
4. Present the first draft of the five-year strategic and sustainable funding plan (January).
5. Engage key school-based stakeholder groups (School Councils, PTA, SEPAC) in informal presentations and feedback sessions related to the five-year plan.
6. Present the final draft of the five-year strategic and sustainable funding plan in advance of final budget deliberations and Town Meeting (late winter/early spring).
7. The School Committee takes a position on a long-term funding strategy and engenders public support.

Spring 2024:

1. Engage community members in support of the FY25 budget and long-range district needs via public presentations and budget forums as required.
2. Garner support for the FY25 Budget that supports the five-year plan at the Annual Town Meeting on May 6, 2024.

Measuring Success: The FY25 budget will be approved at the funding levels needed to support our current level of service requirements and community expectations. A growth plan that includes the resources necessary to advance student achievement in a sustainable way will be embedded in the five-year strategy approved by the School Committee.

At mid-year, the evolution of the FY25 Budget is well documented, and the School Committee recommended budget has passed the School Committee 5-0. The five-year projections and the assumptions we have used have been clearly communicated publicly in multiple forums (SC, SB, AcComm, Community Forum, staff meetings, etc.) The projections will evolve as the final budget is deliberated and approved. On Wednesday, February 21st, the AdComm voted to support the full override budget, which is another important benchmark in this process. Other ongoing variables will include collective bargaining with the HTA and other bargaining units, tuition and transportation rates, full-day Kindergarten (eventually), and enrollment-related expenses.

The Academic Working Group continues to develop its mission and intended outcomes. To date, that work has emphasized the need to strengthen our Tier II student support by increasing our budget request to include reading teachers and related services providers needed to advance this objective.

Goal 2: District Improvement/Student Achievement: Ongoing Successful Implementation and Monitoring of Literacy Curriculum

Summary: Hanover is in the fourth phase of the process: Implement and monitor. The IMplement MA Guide outlines an inclusive four-phase process to select and implement the high-quality instructional materials that best meet each district's local needs and are grounded in equity for all students.

This fourth phase focuses on both short and long-term implementation. We have successfully launched curriculum materials and extensive training and will monitor and refine implementation through continued professional development, coaching, discussion, and reflection.

The IMplement MA Guide states, "The goal of the implement and monitor phase is two-fold: 1. Engage teachers, support staff, and administration in targeted training on the implementation of the new materials 2. Continually monitor the work in action to gather data and adjust the plan as needed." In doing so, teachers will feel supported as they use the curriculum to inspire great instruction and increase student learning. During this

phase, we can begin to gather data about what is working and what is not. Guidance suggests this stage is ongoing and lasts 1-4 years. A thoroughly planned launch followed by ongoing implementation guidance and monitoring are crucial to long-term success.

Intended Change: If all K-8 students have consistent and equitable access to evidence-based literacy instruction and high-quality curriculum materials, then teacher and student experiences, and ultimately student outcomes, will improve.

HPS Strategic Objective: Teaching and Learning

DESE Evaluation Standard I

Key Collaborators: Assistant Superintendent, Academic Working Group, District Curriculum Directors, Administrators, Instructional Support Team, Teachers

Key Actions:

Professional Development (PD) 2023-2024 to support this work:

PD should be focused as a means to realize the instructional vision, the skillful implementation of the materials and to address the gaps identified in our End-Of-Year ELA Adoption Survey (6/5/23). Based on the results of the survey, PD this year will be focused on structured writing, effective pacing, cross-curricular alignment, and progress monitoring/assessments.

The key actions for this phase follow DESE's IMplement MA Guide. Many of the steps outlined will be repeated throughout the process. The specific timeline for this work will fluctuate throughout the year. School Committee updates will be scheduled at reasonable intervals to be determined by the Assistant Superintendent and Academic Working Group, with a final report to the School Committee in the spring of 2024. The timeline for the action steps below will be determined over the next few months.

Implementation: Completed.

This step began in the summer with the review and analysis of feedback from faculty to create and schedule our professional development program for the year. Through PLCs, grade level meeting time, and individual support from our department heads, IST, leadership team, and outside consultants, teachers opened the year smoothly and moved through each key action outlined.

Overview of the Task: Training Focus Areas

1. Understanding the design of the curriculum and alignment to standards.
2. Utilizing the materials at the lesson and unit level.
3. Implementing the instructional practices within the curriculum.
4. Adapting the materials in the areas where they are deficient based on school context.
5. Effectively running PLCs anchored in the materials.
6. Leveraging administrators and support staff to effectively implement new materials
7. Design/Implement a comprehensive targeted professional development program.

Monitoring: Completed.

This step has been formally completed through the collection of fall and winter data and feedback from our administrative team, IST, department heads, and faculty. We have also completed a cohort sampling to review student feedback.

“When you monitor a process, you are observing and checking the quality of something over a period of time.” Administrators, Department Heads, & the Instructional Support Team (IST) will regularly monitor and check on the status of the intended plan. This is a time to collect quantitative and qualitative data that will help inform meeting agendas and progress toward goals.

Areas to Monitor:

1. Collaborative and/or independent planning times.
2. Teachers delivering instruction using the materials.
3. Student Engagement.
4. Student feedback.
5. Student assessments and grades.
6. Coaching and feedback.
7. Training and/or PD.
8. Teacher Feedback.

Step-Back: Completed.

This step has been completed formally twice during our data meetings and regularly at smaller meeting times (Student Intervention Team, planning sessions) to ensure we respond appropriately to identified student needs. We have seen areas for adjustment and celebration. For us, the drivers of success are the factors that we have in place that will ensure a successful implementation process. Our entire school community are stakeholders in this endeavor and have been working tirelessly toward improvement, which will benefit all of our students.

“The goal of this step is to examine the qualitative and quantitative data that has been collected and to examine progress toward goals, identifying key successes, and to learn from and solve challenges. During this step, it's important to communicate any resulting changes to all faculty involved. A step-back will happen more than once during the Implement & Monitor phase- expect to do short targeted step-backs throughout the year and then hold an annual step-back at the end of the year to adjust goals and plan for the upcoming year. During the step-back, it's also important to celebrate wins (no matter how small).”

Prompts to Consider for Step-Backs:

1. What are some instructional trends we are seeing?
2. What is the student data telling and showing us?
3. What data did we gather from the monitoring step?
4. What feedback have we received?
5. What can we celebrate?
6. What are areas to adjust?
7. What are the drivers of success?

Measuring Success: By the end of the academic year, teachers will be able to implement and differentiate a strong Tier 1 curriculum as well as provide an appropriate, research-based tiered approach based on student need. Teachers will leverage support from internal and external experts to build their capacity and ensure academic growth for all students including, but not limited to, our students at-risk by demonstrating growth from Fall to Spring using the DIBELS/iReady assessment/MCAS as opportunities for measurement.

Goal 3: District Improvement: Successfully plan for Implementation of the new DESE IEP Format

Summary: To successfully transition to and implement the new DESE Individualized Education Program (IEP) format. DESE is changing the state format of the IEP. Hanover will be adopting the new format for the start of the 2024-2025 school year, and our work this year will focus on understanding and communication.

Intended Change: If the new IEP format is successfully adopted, then the IEP process and expectations of all stakeholders will be aligned, resulting in greater consistency with specialized services, programming, and transitions between grades and schools.

HPS Strategic Objective: Teaching and Learning

DESE Evaluation Standard I, III

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

Key Actions:

Fall 2023:

1. Members of the special education leadership team will attend DESE train-the-trainer sessions on the new IEP format.
2. The special education leadership team will develop training materials to provide professional development for special education staff, service providers, and building administrators.

Winter 2023:

1. Professional development sessions will be provided by the special education leadership team on the new IEP format to special education staff and service providers.
2. Building-based IEP training sessions will be scheduled to review the sections of the new IEP format.
3. Consultation for special education staff and service providers will be scheduled with Allan Blume on IEP writing. (On hold with Allan Blume due to availability - HPS Student Services Administration is providing training).
4. Research user-friendly database systems to store and manage special education data and IEPs.
5. Informational update to the School Committee at a winter meeting.

Spring 2024:

1. Professional development opportunities for special education staff and service providers will be done through the local educational collaborative.
2. Professional development will be scheduled with Allan Blume on the new IEP goal writing format for special education staff and service providers.
3. Partner with SEPAC to host parent/guardian nights and information sessions on the new IEP format.
4. Transition to the new database system to organize and change the format of all District IEPs.
5. Final update presented at a School Committee meeting (late May/June).

Measuring Success: At the conclusion of the year, all staff with responsibility for IEP development will be fully trained and using the new format. The new format will be integrated into an effective and efficient digital format for staff access and understanding. Collaborating with SEPAC, parents/guardians will receive the information needed to understand and access the new format effectively.

The Student Services leadership team (KM, SM, SL) attended comprehensive DESE-led training (train the trainer model) on the new IEP format on 10/17/23. All student services/special education staff attended an initial training (12/5/23) as an overview of the new process. On 1/9/24, the staff was trained on student vision, student profile, present levels, and transition. On 2/6/24, the staff was trained on accommodations, state assessments,

annual goals, and service delivery. This work is ongoing within each school and is a focus of all student services training for this school year. We will make arrangements in collaboration with the SEPAC to educate and partner with parents/guardians later in the year.

Goal 4: District Improvement: Successful Participation and Completion of Tiered Focus Monitoring (TFM)

Summary: The Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) visits Hanover Public Schools every three years to monitor compliance with federal and state special education and civil rights regulations. The areas that will be reviewed related to special education include student assessments, determination of eligibility, the Individualized Education Program (IEP) Team process, and IEP development and implementation. The areas that will be reviewed related to civil rights include bullying, student discipline, physical restraint, and equal access to school programs for all students.

Intended Change: If we successfully meet and exceed the compliance requirements in the areas of Special Education Services and Civil Rights, then parents/guardians/teachers will be more informed and better positioned to meet the academic and social goals of all students.

HPS Strategic Objective: Teaching and Learning, Communication & Community Engagement

DESE Evaluation Standard I, II, III, IV

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

Key Actions:

Fall 2023:

1. Partner with DESE and Hanover SEPAC to hold a parent/guardian information session explaining the Tiered Focus Monitoring process.
2. Provide DESE with evidence for each standard under review to demonstrate compliance with special education and civil rights regulations.
3. Partner with DESE to survey parents/guardians of students who receive special education services.
4. Schedule and organize the site visit for the DESE visiting team that includes classroom observations, teacher/staff interviews, interviews with administrators, interviews with Hanover SEPAC, and interviews with parents/guardians.

Winter 2023 - 2024:

1. The special education leadership team will reflect and collaborate on the feedback received during DESE's site visit and interviews.
2. Implement any immediate recommendations or corrective actions from the DESE team.
3. Provide an update to the School Committee (October 11, November 15, January 3, and February 28)

Spring 2024:

1. The special education leadership team will review DESE's full report of their site visit and self-assessment documentation.

2. The special education leadership team will create an action plan with the recommendations from the report or corrective actions.
3. The district leadership team will collaborate and review the full report and develop an action plan based on recommendations.
4. A final report and action plan will be presented to the School Committee (February 28).

Measuring Success: At the conclusion of the year, the administration will demonstrate that the process with DESE, SEPAC, and other stakeholders was done in accordance with all requirements and on schedule. The final report in the spring will reflect the resolution of any findings/recommendations, and the plan for moving forward will include a projection of the resources required to meet all student services obligations and objectives over the next five years.

The PSM office was here in November with ongoing reporting to date with the action. KM continues to meet with DESE liaison and will continue to meet throughout the remainder of the year. We will be submitting evidence of actions over the summer. DESE will provide training on internal monitoring, reviewing curriculum materials for bias, and training for our annual institutional self-evaluation. Staff training on areas of corrective action is being scheduled over the next several months - with DESE training planned for the summer of 2024. Overall, this goal is on track to be met.

Goal 5: District Improvement: Successful Establishment of Student Advisory Council

Summary: To establish a Student Advisory Council (SAC) to inform the Superintendent and School Committee on issues related to the student experience in the Hanover Schools in compliance with MGL, Ch. 71, sec. 38M. The SAC will be composed of five student members from Hanover High School. The SAC will appoint a chairperson to represent students on matters before the School Committee.

The purpose of the SAC is to amplify student voices in discussions about school and district improvement, climate and culture, and policy while strengthening lines of communication. The SAC will meet monthly with the Superintendent and School Committee designee to collaboratively address and advise on issues concerning student life and enhancing the educational experience within our district.

Intended Change: If a consistent and collaborative partnership between student and district leadership is established, then student voice will better inform decision-makers with academic, policy, and operational priorities.

HPS Strategic Objectives: Teaching and Learning, Communication & Community Engagement

DESE Evaluation Standards I, II, III, IV

Key Collaborators: HHS Students, HHS Administration, Superintendent, School Committee

Key Actions:

Fall 2023:

1. HHS Administration will establish SAC membership criteria and application process.
2. Five student representatives will be appointed based on established criteria.
3. SAC will select and appoint a Chairperson. The SAC Chairperson is considered an ex-officio non-voting member of the School Committee.
4. School Committee will appoint a representative to meet with the SAC.

5. SAC and Superintendent will collaboratively establish a meeting schedule for the year.
6. Meetings will begin in late October/Early November.
7. SAC Chairperson will participate in the November 15 School Committee meeting and other meetings to be determined.

Winter 2023 - 2024

1. Hold monthly meetings of the SAC to ensure consistency and continuity of the work.
2. Monitor the progress of action items and recommendations generated from SAC meetings.
3. Allow SAC members to propose and prioritize topics of concern.
4. Collaborate with district staff to gather information, research solutions, and implement recommendations where feasible.
5. Continuously evaluate the SAC's impact on the district's policies and practices.

Spring 2024

1. Conduct an end-of-year evaluation with SAC members to gather feedback on their experience and the impact of their work.
2. SAC members will make any final recommendations to the School Committee for future priorities.
3. Use feedback to make any necessary adjustments to the SAC structure, meeting format, or goals for the following year.
4. Consider recruiting and appointing the SAC for 2024-2025 prior to breaking for summer vacation.

Measuring Success: At the conclusion of the year, the SAC will be fully implemented. The SAC Chairperson will attend scheduled meetings and report on issues of interest and concern to our students following monthly meetings with the Superintendent and School Committee appointee. A succession plan will be in place for the 2024-2025 SAC.

Mid-Year Update: All of the targets for the fall have been met to date. The current members of the SAC include (adults) Matt Ferron, Kristen Cervantes, Matt Mattos, and Matthew Plummer. Students: Chairperson — Dante Heffron (11), liaison to the School Committee, Vice-chairperson — Matthew Bellerby (11), liaison to Student Council, Ben Elliot (12), Katelyn Farrell (12), Alana Cole (10), Paulina Leskow (12), Megan Ngyuen (11), Bella Ciccolo (10), and Anthony Mann (12). This team has demonstrated candor in our conversations and a commitment to making a positive experience for all HPS students.

To date, there have been four meetings and a representative from the SAC has attended the past several School Committee meetings. Moving forward, we will continue to define the role of the SAC and the most effective way for the SAC to provide meaningful feedback to the Superintendent and the School Committee.