

Superintendent's Goals for 2021-2022

Presented to School Committee 11/3/2021

DRAFT 2.0

Goal 1: District Improvement - Literacy

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

DESE Evaluation Standard I

Key Collaborators: Assistant Superintendent, Director of Student Services, District Leadership, Instructional Support Team

Goal Summary: Under the leadership of the Assistant Superintendent for Curriculum and Instruction, we will learn, prepare, evaluate, select, finance, and implement a science-based literacy program in kindergarten through grade 8 continuing to strengthen overall programming, instructional practices, and student outcomes.

Key Actions:

Fall 2021:

1. Ongoing research and program evaluation of curricula grounded in the science of reading that will include collaborating with other high performing districts engaged in this work.
2. Utilize a literacy leadership team to review and select pilot materials.
3. Determine and pilot two literacy programs K-8.
4. Expand our partnership with the Landmark School focusing on Language-Based Programming (LBP), district-wide alignment, and professional development for all Special Education faculty.
5. Provide teachers with professional learning to support the implementation of a formal word study program in grades 4 and 5, strengthening alignment of high-quality instructional materials K-5.
6. Pilot the EarlyBird dyslexic screener at Cedar School based on Student Intervention Team (SIT) identification.
7. Develop and implement a partnership with the Institute for Multisensory Education (IMSE) and Kent State University through participation in a Tier I Orton-Gillingham (OG) research study.
8. Establish a strategic partnership with Massachusetts General Hospital Institute of Health Professions (MGH)/ Written Expressive Language and Literacy Collaborative (WELL) and implement a structured writing approach in grades 4 and 5.

9. Implement the Heggerty and Lively Letters programs in preschool.
10. Increase the capacity and availability of our HPS Instructional Coaching model at Center and Hanover Middle Schools (Secure weekly designated coaching blocks for reading specialists/instructional coaches using a student-centered coaching model).

Winter 2021 - 2022:

1. Provide training of the Framing Your Thoughts (Tier 2 and 3) writing program for Cedar, HMS, and HHS special education teachers and staff.
2. Implement the *Foundations* program in preschool.
3. Select literacy program, procure materials, secure funding (CARES).

Spring 2022:

1. Review, evaluate, and determine the next phase of work with Landmark, IMSE, and MGH/WELL initiatives.
2. Communicate a strategy to train and support staff on implementation of a new literacy program for September 2022.

Goal 2: District Improvement – Special Education Program Evaluation and Student Intervention Teams

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

DESE Evaluation Standards I, II, III, and IV

Key Collaborators: Director of Student Services, District Leadership Team, School-Based Special Education Administrators, Outside Program Reviewer, Members of the School Community

Goal Summary: To engage the school community in a comprehensive program review of the district's special education programs and services. To evaluate and improve the Student Intervention Team (SIT) process.

Key Actions:

I. Program Evaluation

Under the leadership of the Director of Student Services, an independent program evaluator will conduct a comprehensive study to identify the extent to which the special education programming is consistently and effectively implemented across the district and the extent to which parents are confident and informed about current practice.

Fall 2021:

1. Evaluator will engage in a program evaluation that includes a data and file review, stakeholder interviews, and program observations.

Winter 2021 - 2022:

1. Evaluator will provide an executive summary report that includes commendations and recommendations.
2. Director of Student Services will present the final report.
3. Leadership team will create an action plan based on findings.

Spring 2022:

1. Implementation of the action plan.

II. Student Intervention Teams

Under the leadership of the Director of Student Services, the Student Intervention Team (SIT) process will be analyzed and improved to ensure consistency of data analysis, instructional practices and communication across the four schools.

Fall 2021:

1. Review and evaluate current SIT documents and procedures.
2. Create and implement district-wide SIT meeting protocols that include member roles and responsibilities, the data collection process, meeting scheduling practices, progress monitoring methods and materials sharing.

Winter 2021 - 2022:

1. Establish system of storing and sharing individual student SIT history with relevant service providers utilizing our current student information system.
2. Provide staff training.
3. Implement new SIT procedures.

Spring 2022:

1. Evaluate the implementation of the new SIT process and make changes and adjustments as necessary.

III. Parent Support Network (PSN)

Under the leadership of the Director of Student Services, and selected faculty representatives, this group will provide support for parents as their child enters the Individual Education Program (IEP) and/or transitions from preschool to kindergarten and grade one to grade two. The initial goal is to strengthen relationships, collaboration, and communication between home and school for students new to the IEP process and students who are transitioning to new schools at the elementary level.

Winter 2021 - 2022:

1. Recruit faculty representatives.
2. Share the Parent Support Network plan with stakeholders (teachers, support staff, administration, School Committee, SEPAC, and Program Evaluator).
3. Develop and publish Parent Support Network goals and design parent contact/intake form.
4. Begin conducting Parent Support Network meetings.

Winter/Spring 2022:

1. Conduct Parent Support Network meetings.
2. Evaluate the implementation and interest in the Parent Support Network, and make changes and adjustments as necessary.

NEW Goal 3: Development and Approval of District Vision Statement

Strategic Objectives: Community and Family Engagement

DESE Evaluation Standard III

Key Collaborators: Visioning Statement Committee, Superintendent, Leadership Team, Faculty/Staff, Students, Community Members, and School Committee

Goal Summary: To develop and roll-out a current and relevant vision statement for the Hanover Public Schools. This process will be led by Russ Wilson (Center Assistant Principal), Ellen McLaughlin (Cedar Assistant Principal), and Terry Langton (K-12 Director of Health and Wellness/Cedar Teacher). The project will culminate with School Committee approval of a new vision statement in the spring of 2022.

Key Actions:

Fall/Winter 2021:

1. Vision Statement Committee Leadership Team (VSCL) will establish a timeline, goals, and strategy for an inclusive process. VSCL will organize all activities and keep detailed records/minutes of each phase of the project.
2. VSCL will develop an informative communication for the community about the purpose of this project, that will be shared broadly via the Superintendent in early November.
3. VSCL will research best practices for developing a vision statement and will contact other districts that have recently done this work for guidance.
4. VSCL, in collaboration with the Superintendent, will develop a community-wide survey to help define our core values, academic vision, and inclusive culture to inform and guide this process.

5. The VSCL will recruit an inclusive Committee (VSC) of 8-10 members to steer and complete this work throughout the spring. The Vision Statement Committee (VSC) will include representation from staff, parents, students, and School Committee.

Winter/Spring 2022:

1. VSC, in collaboration with the Superintendent, will distribute the survey to all constituencies via multiple communication platforms.
2. VSC will evaluate survey data and feedback, and to set the timeline and activities required to develop working drafts.
3. VSC will hold a community feedback forum during the open survey period via Zoom to answer questions about the process, the survey, and to accept ideas/feedback.
4. VSC will meet on a prescribed schedule and will develop final drafts by late March/early April.
5. Final drafts will be made publicly available for feedback and then presented to School Committee by the end of April.
6. VSCL will present a final draft to the School Committee for feedback and approval in early May 2022.

NEW Goal 4: Evaluation of Department Head Model at HMS and HHS

Strategic Objectives: Teaching and Learning

DESE Evaluation Standard I

Key Collaborators: Superintendent, Assistant Superintendent, Curriculum Director, HMS/HHS Administrators, Department Heads

Goal Summary: To evaluate the Department Head model (current pilot program) at HHS and HMS to determine the effectiveness of instructional leadership and support, as well as to determine budgetary sustainability and overall value of these positions to our academic growth and success.

Key Actions:

Fall/Winter 2021:

1. Principals and Curriculum Director will facilitate and lead Department Head meetings to support the following goals:
 - a. Establish expectations and scope of responsibility for the Department Head position both at the building and district level.
 - b. Ensure each department has a structure for curriculum review.
 - c. Evaluate the current state of the curriculum documentation in each department.

- d. Develop goals to help improve classroom practices as well as student achievement.
- e. Plan and facilitate professional development activities within each department.
- f. Analyze assessment data to organize, facilitate, and support data meetings at each level/subject area with the focus on instructional improvement.

Winter/Spring 2022:

- 2. Department Heads will oversee the development of curriculum documentation to include:
 - a. Public-facing curriculum guides, made available on the school's website.
 - b. Determine and outline regular curriculum review cycle.
 - c. Clear vertical articulation grades 5-12 and efficient transition from HMS to HHS.
 - d. Internal scope and sequence documents, embedded with teaching resources.
 - e. Common activities and assessments within each course.
- 3. Department Heads will provide leadership and support in additional areas, including:
 - a. Master schedule building process.
 - b. Materials and textbook acquisition.
 - c. Student Intervention Team meetings.
 - d. Parent nights, School Committee meetings, NEASC accreditation, etc.
- 4. HHS and HMS Administration will provide an update and progress report to the School Committee in April 2022

Goal 5: Pandemic Management: Keep Schools Open for the Duration of the School Year

Strategic Objectives: Health and Safety, Teaching and Learning, Community Engagement

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

Key Collaborators: Director of Health Services, Superintendent, Leadership Team, Nurses, Town Public Health Officials, Town EMA Team, Hanover Fire Department, DESE/MA DPH

Goal Summary: To keep schools open at all times and to leverage every option for testing to ensure as many students and staff as possible safely attend school each day.

Key Actions:

September to June:

- 1. To accurately and effectively monitor and evaluate all COVID cases for in-school exposures and to take effective measures to mitigate spread within all school sponsored activities.

2. To continue to partner with MIH, Hanover BOH, and DESE to ensure the most comprehensive and active testing programs and protocols allowed by state and local public health officials are available to all students, staff, and families.
3. To advocate at the State and local level for expanded “test and stay” options to ensure Hanover students are given every opportunity to stay in school using the most current testing protocols and resources available.
4. To conduct weekly safety testing (pooled testing) to measure COVID presence within our school population and to take actions to mitigate spread with the least disruption to school attendance and school related activities.
5. To use all resources and options available to prevent any closures at the building, classroom, team, etc. at all levels.
6. To ensure each school has the human (nurses and support staff) and material resources (PPE and testing supplies) necessary to support our health services team.
7. To provide frequent, accurate, and transparent information for the HPS community regarding all COVID issues including masks, testing, school based issues, and to respond to community questions and concerns with accuracy and transparency.
8. To implement timely, accurate, and efficient protocols (including accessing MIIS) for obtaining student and staff vaccination data that preserves confidentiality and provides District Health Services staff with information necessary to respond to DESE/DPH requirements.
9. To ensure that the Leadership Team, in collaboration with the appropriate local and State public health officials, provides the School Committee with the data and guidance required to make informed decisions on all COVID related issues under local control.