

Superintendent's Goals for 2019-2020

Presented to School Committee 1/15/20

Mid-year Update

Goal 1: Student Learning - Read 2700 Year 2 - 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 Team, 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.

Key Actions Update:

1. Modify and refine our READ2700 action plan based on current progress and stakeholder feedback.

Our **READ2700** action plan was reviewed, **modified, and refined** based on current feedback. This plan continues to grow as items are completed and/or adjusted and we move forward. The initial goals from the 2018 plan continue to be priority areas as we streamline our work within each area. (Completed)

Literacy Action Plan Goals - June 15, 2018:

- Align literacy expectations and experiences for all students
 - Strengthen and enhance our daily instruction
 - Sustain changes and foster growth
2. Incorporate inclusive professional development, which leverages our internal expertise along with support from expert consultants (Teaching and Learning Alliance and Landmark School).

We have developed an **inclusive professional development plan, which leverages our internal expertise along with support from expert consultants (Teaching and Learning Alliance and Landmark School)**. Professional development sessions have been created and scheduled to leverage individual

expertise and provide continuous support and growth. Schedules have been arranged to alternate internal PD sessions and embedded support and supplement presentations conducted by outside agencies. In addition, we were able to expand our sessions with the TLA with the award of a \$3,000 grant and two additional registrations to the Coaching Institute. (Completed)

3. Implement updated curriculum documents and model units.

We have **implemented updated curriculum documents and model units**. Although completed, this is an area that will always be reviewed and refined. Teachers continually work to develop engaging standards-based lessons, which motivate students. On January 6th, the TLA facilitated a workshop by grade level (K-4) to review exemplar lessons, and provide opportunity for review and discussion. (Completed)

4. Evaluate options for supportive technology, books, programs, and resources.

We have begun to **evaluate options for supportive technology, books, programs, and resources** and strategically purchasing for priority initiatives. For example, we have added the Heggerty Curriculum (phonemic awareness (PreK-2), additional materials for Foundations (K-3), and mentor texts for all classrooms (K-8). We are carefully examining current progress and also where additional resources are necessary. (Ongoing)

5. Incorporate the strategic integration of literacy strategies, standards, and practices ensuring inclusion of all students.

Incorporate the strategic integration of literacy strategies, standards, and practices ensuring inclusion of all students. This work is ongoing and supported through PLC, Instructional Rounds, Coaching, and Professional Development opportunities. (Ongoing)

6. Evaluate progress, adjust to student and staff needs, and make recommendations to advance our work.

Evaluate progress, adjust to student and staff needs, and make recommendations to advance our work. Professional development evaluations have been conducted, analyzed, summarized, shared with staff and adjustments have been made on an on-going basis. Additional staff was added based on student needs. (Completed)

Summer 2019

1. **Synthesize Teaching Learning Alliance (TLA) and Hanover Public Schools (HPS) professional development and program survey information.**

We evaluated the data from both our HPS end of year survey as well as the TLA information gathered. The information was used to develop a plan for TLA intervention and Professional Development opportunities, topics, and schedule, in combination with our “in-house sessions”. We continually work with TLA to

ensure rigor and personalized experiences for staff while assessing progress.
(Completed)

2. **Develop and outline reading priorities based on feedback from staff, administrators, consultants, parents and community members.**

Our needs assessments identified instructional capacity as a priority area. Multiple data points (MCAS, iReady, Dibels) have identified close reading, phonics, phonemic awareness, and vocabulary as focus areas. Collaboratively, we have developed our current training, evaluation, and implementation strategy around this information. (Ongoing)

3. **Outline and plan 2019-2020 professional development schedule.**

The plan is completed and available on the website. This is a working document, updated/adjusted regularly based on student and staff needs. (Completed)

4. **Develop professional development opportunities and trainings based on priority initiatives and individual/group needs.**

The Professional Development plan has been developed and adjusted based on ongoing feedback and information from all stakeholders. For example: 1/7/20 was redesigned to provide small group grade level PD on unpacking units, and discussing curriculum calendars and resources. Time was given before or after for research and planning as well as time on 1/14 to continue this work. These plans were directly related to the survey results in December. (Completed)

5. **In collaboration with our ELA Curriculum Advisory Group and TLA, finalize curriculum calendars and develop aligned standards-based K-5 curriculum units.**

Curriculum calendars were created by our Curriculum Advisory Council in collaboration with teachers representing K-5. Calendars were created by staff, and standards-based lessons continue to be developed and enhanced.
(Completed)

6. **Develop support schedules that optimize coaching, mentoring, and embedded support.**

We continue to develop multiple schedules for student intervention, embedded support, data analysis, intervention team participation, and the facilitation (and evaluation) of high quality PD experiences. This is a moving target that changes with student needs, available resources, and available time. We continually reprioritize and leverage expertise to support our students and teachers.
(Ongoing)

7. **Review and revise assessment plan and schedule.** (Completed)

8. **Finalize updated Student Support Team (SST) and Response To Intervention (RTI) documents.**

Documents defining the process were presented and distributed formally to staff.
(Completed)

9. **Develop communication strategy for roll out of updated RTI, SST, assessment, and curriculum documents.**

Presented and distributed to staff. (Completed)

10. **Develop and plan for a “train the trainer” type model for a systematic reading and spelling program K-5 (Wilson: Foundations & Just Words).**

Foundations training is complete for K-3 and the curriculum is embedded into the daily literacy block in all classrooms. The Just Words intervention for grades 4-5 is in process, and will be implemented this year. (Ongoing)

11. **Train additional staff members in the Orton Gillingham multisensory reading program, Lindamood Phoneme Sequencing Program (LIPS), and participate in a Dyslexia course at Landmark School.**

In 2017, we had 4 teachers trained in OG (2 retired at the end of that year). Presently, we have 20 teachers trained in OG. In 2017, we had 8 teachers trained in Wilson. Presently, we have 15 teachers trained in Wilson. We also currently have 3 staff members trained in LIPs (Linda Mood Phoneme Sequencing program) In addition, five staff members participated in professional learning course about Dyslexia in July 2019 at the Landmark School.
(Completed)

Fall/Winter 2019-2020

1. **Implementation of Reader’s Workshop (Cohort 1/Cohort 2), professional development, coaching model, and assessment schedule.**

Work began in September with curriculum calendars, phonemic awareness, phonics initiative, Foundations/Word Work, Data meetings, training for Student Support Teams, and embedded coaching for workshop and literacy block.
(Ongoing)

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

Plans were completed and presented at School Committee on November 13, 2019. (Completed)

3. **Customize K-4 workshops for both Cohort 1/Cohort 2, and reading specialists.**

K-4 workshop 1 of 3 sessions conducted. First session was created based on teacher feedback differentiated by grade level. (Practical Application and Unit Planning 1/7/20) The second and third workshops are scheduled for February and April. Our reading specialists have attended their first Coach Institute

collaborating with Watertown, Braintree, Scituate, and Canton (1/10/20) with four other sessions scheduled, completing in March. (Ongoing)

4. **Implement established universal expectations for a tiered approach to literacy including beginning, middle, end of year benchmarks and relevant expectations related to data-informed goals.**

Benchmark assessment guidance, and mutually agreed upon cut scores for service delivery are in place. (Completed)

5. **Participate in TLA guided observation program.**

Completed on December 9th. (Completed)

6. **Continue to provide demonstration lessons and in-class coaching to instill enduring, research-based practice.**

Reading specialists and TLA coaches continue to provide model lessons and in class support. (Completed)

7. **Provide an administrative course on collaborative learning walks focused on literacy instruction.**

The goal of this administrative work is to establish universal expectations, define a process and protocol for learning walks, and to improve feedback to staff. Dates: 2/28, 3/6, 3/25, 3/27, 3/30. (Scheduled)

8. **Provide mid-year update to School Committee that includes Reading Specialists and TLA coach to inform Committee on progress and to address questions.**

Mid-year update provided to School Committee on 1/22/20. TLA has agreed to come to speak about the work they are doing in Hanover. (Landmark does not present at these types of public meetings). We are working to schedule TLA for an upcoming SC meeting. (Ongoing)

9. **Deploy Instructional Support Team (IST) to support varied and embedded professional development opportunities.**

The IST continues to be critical to the development, implementation, and movement of this work. The team and our administrators have been working tirelessly to supplement and continue to provide support based on current data, staff surveys, professional development evaluations, observations, and individual teacher requests. In addition to in class support, our readings specialists and coaches have conducted 14 formal professional development sessions including: Overview of Workshop components, Fundamentals of Reading, Foundations, Data meeting process: analysis, facilitation, progress monitoring, Orton-Gillingham, Heggerty Curriculum, literacy in the content areas, Assessment training. They regularly facilitate PLCs and in-class support. (Ongoing)

10. **Continue to facilitate professional learning workshops, study groups, and Professional Learning Communities (PLCs) to examine best practices.**

Workshop, study groups and PLCs this year have all been organized in support of priority initiatives, individual support, and teacher feedback. (Ongoing)

11. **Continue to support the development of an enhanced coaching model that includes individual reflection, discussion, and planning ensuring sustainability of initiatives.**

We continue to develop multiple schedules for student intervention and embedded support. This is a moving target that changes with student needs, available resources, and available time. We continually reprioritize and leverage expertise to support our students and teachers. (Ongoing)

12. **Expand community outreach and engagement including video read aloud series, podcasts, digital and paper communications that will include a year two Progress Report (email and backpacks) highlighting the current work and future objectives.**

To date we have created 12 Cedar School Story Time videos with averages of 500-1000 views per video, each track will be made into a podcast for listeners. We are currently creating a video and podcast with audio from the parent evening last night and the questions that were collected. Teachers and administrators have hosted two evenings for parents one on 12/16/19 and one on 1/21/20 with follow up sessions planned in February and March. A READ2700 progress report summary will also be sent home by the end of January/early February. (Ongoing)

13. **Host parent information sessions to demonstrate teaching and learning strategies and to offer opportunities for questions and feedback.**

The SEPAC Literacy night was held on December 19, the District-wide Literacy Night is scheduled for January 21, and our Coffee Talk series (to expand upon topics covered during Literacy Night) will be done in Feb/March. (Ongoing)

Spring 2020: **Goal 1 dates were revised and began earlier than planned.*

1. **Provide TLA Coaches Institute. ***

The Reading Specialist Coach Institute began on January 10th. Our reading specialists participated with partnering districts Watertown, Braintree, Scituate, and Canton that began on Jan 10th. Three additional sessions are scheduled and will conclude in March. (Ongoing)

2. **Continue to support new staff in the use of District-wide assessments, programs, and literacy curriculum units.**
3. **Gather feedback, assess initiatives, and review professional development evaluations.**
4. **Determine and communicate tools and resources needed for accountability measures and benchmark growth.**
5. **Revise and determine priorities and focus areas for 2020-2021.**

Goal 2: Presently, this goal is on standby. It would only commence upon direction from appropriate officials to begin this exploration process. I am listing it here in the event it moves forward given the amount of work and time it will require, and to keep the School Committee informed.

District Improvement – To work with Town and School Department officials to evaluate opportunities for the future development and use of the Sylvester School Building as a community learning center and office space for HPS Administration.

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

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

Key Collaborators: Leadership Team, Town Manager and Department Heads, School Committee, Board of Selectmen, Developer/Architect, and Community Members

Goal Summary: We will work to identify all opportunities to redevelop the Sylvester School building to determine its value as a community-learning center and office space for HPS Administration. This evaluation will include visioning for services that will support and improve educational opportunities in Hanover and the South Shore, building/code requirements, real estate and development estimates, cost benefit analysis for potential usage, and funding options for development costs.

Key Actions Update:

I. Development Costs

Under the leadership of the Superintendent and Asst. Superintendent for Business in support of, and in partnership with, the Town Manager's office, we will evaluate all potential costs related to the two town owned properties associated with this project. The evaluation will include:

1. Establishing a working group with stakeholders from School and Town leadership and strategic community partners as appropriate (Fall/Winter).

A meeting is being planned by the Town Manager, to occur in the next week, which will include multiple stakeholder groups including School Committee, Board of Selectmen, AdComm, CPC, Historical Commission, and other involved parties. We have been meeting with Town Manager, CFO, DPW Director, and other Dept. Heads to review plans and establish a timeline for action. (Ongoing)

2. Evaluating opportunities for the sale and development of the Salmond School property and the build out options for the Sylvester School (Fall/Winter).

The week of January 13, we received preliminary projections for the Sylvester renovation and the value of Salmond property. Both are preliminary, and under refinement, but we are able to work on revenue and expense projections. (Ongoing)

3. Evaluating both revenue and value based options for adult learning, college courses, tutoring center, special education programming, FACE programming, and community space (Fall/Winter).

This work will commence once we have a better idea of project feasibility, timeline for possible development, and stakeholder feedback. (Ongoing)

4. Evaluating infrastructure and resource needs to support a contemporary office location within Sylvester to support the staff and programs of the HPS Administration and consolidated school/town services currently residing at the Salmond School (Fall/Winter).

We have a tentative plan for office space needs, but will be refined with architects and developer if the project moves forward. (Ongoing)

5. Evaluate funding opportunities and provide a menu of options for Town/School officials' consideration and eventual public review and community action (Winter/Spring).

We have been meeting with the Town Manager and CFO regarding funding options that include multiple revenue sources. The funding priorities are 1) to invest in a project that has great community value, and 2) does not increase property taxes. (Ongoing)

II. Identify Opportunities

We will reach out to potential partners to determine the level of interest for classroom space, special education programming, community needs, and training (Fall/Winter on all). This will include:

1. Evaluate options to utilize the physical space at Sylvester needed for various programs and services.
2. Contacting regional colleges/universities/technical schools to determine the need for classroom space for satellite learning centers.
3. Working with South Shore school districts and professional organizations to explore opportunities for regional professional development and training.
4. Working with HPS special education staff and leadership to determine programming needs and to explore opportunities to develop programming to reduce out of district tuition costs and to generate revenue from local communities.
5. Working with community organizations and Town Departments to determine the need for meeting and training space (e.g. Police, Fire, Library, Park and Rec, etc.).
6. Working with FACE leadership to identify opportunities for programming for students and community members – both educational and recreational.

All opportunities will be evaluated as the project moves forward. Realistically, it may take a few years to determine the full revenue/community value opportunities this project can offer Hanover, but there are many viable options. Winter 2020 may be a time to gather as much feedback as possible on all options and develop a business plan from that.

Goal 3: Professional Practice/Community Engagement – Develop and implement a pilot program to increase access and exposure to FACE enrichment opportunities.

Strategic Objectives: Community Engagement, Public Relations, Teaching and Learning

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

Key Collaborators: FACE Director and Staff, Asst. Supt. for Business, Principals

Goal Summary: To develop and implement a series of tuition free FACE enrichment offerings at strategic grade levels to afford all students an opportunity for new learning experiences while providing access for all students and families during their time in HPS.

1. Will create a pilot program to establish tuition free FACE offerings for grades 4 and 7 during the winter/spring sessions.
2. Will provide offerings in the areas of 1) art/music, 2) STEM, 3) athletics for a 4 week period 2X/week as an initial pilot in FY 2020.

After further discussion, this goal has been amended to include the development of a long-term strategy that will provide a free enrichment program to all students at least once during their elementary years, and a second time during their middle school experience. The initial format was too restrictive and did not allow for the evolution, depth, and growth of a sustainable plan. Funding and tracking components were also considered to be critical components to long-term success and accessibility.

Key Actions Update:

1. Identify enrichment offerings to compliment school programming based on instructor availability and the capacity to successfully execute pilot programs (Fall 2019).

A variety of programs have been explored including recreational, academic, creative, and social opportunities. Facilitators include HPS employees, FACE staff, parent volunteers and outside vendors. Program ideas include BOKs, Stem Cell Robotics, Group Instrumental Lesson Program and a multi-disciplinary 8-week enrichment program two mornings per week at HMS facilitated by HMS staff. (Ongoing)

2. Develop a funding strategy and explore fundraising opportunities to support this pilot program and to fund sustainable need based FACE scholarships for all programs (Fall 2019).

FACE acknowledges the need to absorb some of the costs (salary, resources, etc.) associated with facilitating these programs. However, exploring grant opportunities, fundraising events (Tough Mudder - September 2020) and developing a volunteer mentor network will be necessary to support and maintain this initiative long term. FACE has received a \$4700 grant from the Hanover Cultural Council to support the Group Instrumental Lesson Program. (Ongoing)

3. Create schedule of offerings and staffing plan to be implemented in winter/spring 2020 (Fall 2019).

Our goal is to offer BOKs at Center School as well as the HMS Exploration Series beginning March 1, 2020 with the Group Instrumental Lesson Program to follow at Center School April 1, 2020. Additional programs to follow. (Ongoing)

4. Creatively market and promote offerings within this program (Winter 2019/2020).

FACE will continue to utilize the HPS Website, School Messenger, Virtual Backpack, Social Media and hard copy print materials to communicate these opportunities. In addition to our traditional marketing platforms, FACE will embed the long-term goals of this project into all existing and future FACE publications to increase community awareness. (Ongoing)

5. Monitor and evaluate programs by assessing interest level (enrollment), program observations, funding capacity, and student/family surveys upon conclusion to determine programmatic value and sustainability.

The work currently being done to develop an online portal for families will be instrumental in developing this area providing a centralized data location for student tracking, surveys, enrollment history, etc. (Ongoing)

6. Provide updates to School Committee during mid-year and year-end goals updates. (Ongoing)

Goal 4: District Improvement/Student Learning - To develop and brand Cedar School as an early learning center by providing a developmentally appropriate, rich learning environment that meets the individual social-emotional, physical, language, and educational needs of our youngest students (all year).

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, Cedar Leadership Team, Instructional Support Team

Goal Summary:

1. Beginning with a play-based environment, our learners will be provided with high quality learning opportunities that foster independence, curiosity, a love of learning, and respect for themselves and others.
2. To research, observe, and model best practices for an early learning center throughout the year and adopt these practices, activities, and strategies as appropriate.
3. To survey staff, parents, community, and experts developing a vision and outlining a plan for our unique school community.

4. To develop and implement a strategy to ensure Cedar school meets and exceeds the social, educational, and environmental needs of our youngest learners.
5. To provide students with developmentally appropriate curriculum and instruction that differentiates for diverse learning resulting in increased student engagement, growth and achievement.

Key Actions Update:

Spring/Summer 2019

1. Improvements in infrastructure including addition of new early childhood playground, 3 new bathrooms, redesigned library and provided additional early childhood furniture including sensory tables, and dramatic play areas.

Renovations and additions include the installation of the new Nicole Henry playground, the addition of three new kindergarten bathrooms, a redesigned library that includes early childhood furniture and an adapted classroom for the Little Stars program. (Completed)

2. Mission/Visioning work done in collaboration with staff from both buildings prior to consolidation. Cedar Transition Team surveyed staff to determine priorities and establish goals for year one.

Our Cedar School **mission/visioning work** is almost complete. The staff has engaged in goal/priority setting exercises/surveys and the Transition Team has translated the results into a statement draft. The plan is to publish the final document to staff and the community in February 2020. (Ongoing)

3. Conducted a comprehensive Assistant Principal search focused on early childhood teaching/administrative experience and a background in early literacy.

Ellen McLaughlin was hired as the Cedar School **Assistant Principal** in July 2019. She has been a tremendous addition to the Cedar School community. (Completed)

4. In collaboration with the PTA, expanded classroom libraries focusing on developmental and academic alignment.

As a result of the fundraising completed in Spring 2018, we were able to significantly improve the quality and quantity of fiction books in our **classroom libraries**. We are hoping to continue to enhance the libraries by adding nonfiction titles when additional fundraising money becomes available. (Ongoing)

5. Redesigned entry and dismissal procedures to improve safety and efficiency.

Extensive improvements have been made to the Cedar School entry and dismissal procedures. We have adjusted where the students go when they enter the building in the morning and where they assemble for dismissal at the end of the day. We have adjusted the staff supervision locations and personnel for entry and dismissal and we have adopted a new procedure for students

exiting the building in the afternoon. Our processes are now more efficient and developmentally appropriate for our younger students. (Completed)

Fall/Winter 2019-2020

1. Provide in district support to individual classroom teachers through professional development, coaching and training (Instructional Support Team).

We continue to provide an array of **individual support and coaching** for our Cedar staff. Training this year has included a Foundations Reboot, ongoing TLA coaching (including adding a second cohort), Google Classroom training, reading specialist directed data analysis training and Dyslexia screening training. (Ongoing)

2. In partnership with our DESE coach, providing expanded Positive Behavior Supports (PBS) training to new staff, specialists and support personnel.

Multiple **PBS trainings** have been delivered to the entire staff by our leadership team in collaboration with our DESE coach. Our PBS leadership team continues to meet twice a month to review progress and to revise the staff support plan. We have scheduled a *PBS and the Specialist* training scheduled for January 23rd. We are partnering with our DESE coach to provide three days of PBS Modules training in March. (Ongoing)

3. Create and distribute monthly PBS Leadership Team newsletter highlighting elements of the program in school and showcase strategies for families to utilize at home.

We expanded upon the original action step to provide **weekly preschool and kindergarten PBS/ Social Emotional Learning newsletters**. These publications are sent home to highlight PBS skills taught and to provide parents with strategies to utilize at home. (Revised & Ongoing)

4. Introduce a school-wide video reading series for teachers to share favorite stories and effective read-along strategies with children and families utilizing various digital and social media outlets.

To date, our Facebook Reading Series "**Cedar Story Time**" has released twelve episodes for families to enjoy. In addition to delivering enjoyable read aloud stories, we plan to incorporate students to help model effective strategies that can be incorporated when reading with children at home. (Completed and Ongoing)

5. Redesign the Behavior Intervention Team model to meet the social emotional and behavioral needs of students who struggle.

We have adjusted our **Behavior Intervention Team** model. Though there have been very few procedural adjustments, we have expanded the roster and adapted the responsibilities of team members. The BCBA is now an active

member of the team. In addition, we have provided the entire staff with formal BIT training on data collection, meeting procedures and interventions. (Ongoing)

6. Through the election process, expanding School Council membership to increase participation of parents of preschool age children.

We have not successfully expanded **School Council membership**. We attempted to increase participation through the election process at Curriculum Night. We are still trying to secure a community representative. Recruiting information was sent again in January. On a positive note, we do have two new parents on this year's council. (Ongoing)

7. Working collaboratively with PTA customize annual events to provide rich cultural experiences and celebrations that are developmentally appropriate and memorable for our student population.

We are very pleased with the transition and our collaboration with **PTA to plan Cultural Events**. The entire school will be participating in Top Secret Science enrichment programs (3 in school grade one, 2 in school kindergarten, and one evening program). We continued the Polar Express holiday event and added a grade one Who-liday reading celebration. We have planned a new science night (replacing Science Fair), a new literacy day is under development (replacing Primetime) and we are planning to continue the tradition of our annual Family Math Night. (Ongoing)

8. Research, design, educate, and install *Sensory Pathways* to increase cognitive functioning and reduce sensory seeking behaviors by providing opportunities for frequent engaging movement breaks throughout the school building and day.

The Cedar School **Sensory Pathways** team was established (teachers, related services, administration) to research the best options for Sensory Pathways in a preschool – grade one environment. Members of the team completed site visits and presented to our School Council. We are moving forward with installation in Summer 2020. (Ongoing)

9. Identify opportunities for district policy updates related to early learning best practices.

This continues to be an ongoing discussion based on best practices, student development, current policy and evaluation of feedback. An update of this work and research will be presented to the School Committee in the spring. (Ongoing)

Spring 2020

1. Gather feedback, assess initiatives, and review professional development evaluations.
2. Update action plans based on synthesis of feedback.
3. Revise and determine priorities and focus areas for 2020-2021.