

# Superintendent's Goals for 2019-2020

Presented to School Committee 10/9/2019

DRAFT 2.0

**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.

1. Modify and refine our READ2700 action plan based on current progress and stakeholder feedback.
2. Incorporate inclusive professional development, which leverages our internal expertise along with support from expert consultants (Teaching and Learning Alliance and Landmark School).
3. Implement updated curriculum documents and model units.
4. Evaluate options for supportive technology, books, programs, and resources.
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 2019**

1. Synthesize Teaching Learning Alliance (TLA) and Hanover Public Schools (HPS) professional development and program survey information.
2. Develop and outline reading priorities based on feedback from staff, administrators, consultants, parents and community members.
3. Outline and plan 2019-2020 professional development schedule.

4. Develop professional development opportunities and trainings based on priority initiatives and individual/group needs.
5. In collaboration with our ELA Curriculum Advisory Group and TLA, finalize curriculum calendars and develop aligned standards-based K-5 curriculum units.
6. Develop support schedules that optimize coaching, mentoring, and embedded support.
7. Review and revise assessment plan and schedule.
8. Finalize updated Student Support Team (SST) and Response To Intervention (RTI) documents.
9. Develop communication strategy for roll out of updated RTI, SST, assessment, and curriculum documents.
10. Develop and plan for train the trainer type model for a systematic reading and spelling program K-5 (Wilson Foundations & Just Words).
11. Train additional staff members in the Orton Gillingham multisensory reading program, Lindamood Phoneme Sequencing Program (LIPS), and participate in Dyslexia course at Landmark School.

#### **Fall/Winter 2019-2020**

1. Implementation of Reader's Workshop (Cohort 1/Cohort 2), professional development, coaching model, and assessment schedule.
2. Develop specific goals and objectives for implementation - outline in individual School Improvement Plans.
3. Customize K-8 workshops for both Cohort 1/Cohort 2, and reading specialists
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.
5. Participate in TLA guided observation program.
6. Continue to provide demonstration lessons and in-class coaching to instill enduring, research-based practice.
7. Provide an administrative course on collaborative learning walks focused on literacy instruction.
8. Provide mid-year update to School Committee that includes Reading Specialists and TLA coach to inform Committee on progress and to address questions.
9. Deploy Instructional Support Team (IST) to support varied and embedded professional development opportunities.
10. Continue to facilitate professional learning workshops, study groups, and Professional Learning Communities (PLCs) to examine best practices.
11. Continue to support the development of an enhanced coaching model that includes individual reflection, discussion, and planning ensuring sustainability of initiatives.
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.
13. Host parent information sessions to demonstrate teaching and learning strategies and to offer opportunities for questions and feedback.

**Spring 2020:**

1. Provide TLA Coaches Institute.
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:**

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

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

## **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.

**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.

**Key Actions:**

1. Identify enrichment offerings to compliment school programming based on instructor availability and the capacity to successfully execute pilot programs (Fall 2019).
2. Develop funding strategy and explore fund raising opportunities to support this pilot program and to fund sustainable need based FACE scholarships for all programs (Fall 2019).
3. Create schedule of offerings and staffing plan to be implemented in winter/spring 2020 (Fall 2019).
4. Creatively market and promote offerings within this program (Winter 2019/2020).
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 (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.

**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:**

### **Spring - Summer 2019**

- 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.
- 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.
- Conducted a comprehensive Assistant Principal search focused on early childhood teaching/administrative experience and a background in early literacy.
- In collaboration with the PTA, expanded classroom libraries focusing on developmental and academic alignment.
- Redesigned entry and dismissal procedures to improve safety and efficiency.

### **Fall/Winter 2019-2020**

- Provide in district support to individual classroom teachers through professional development, coaching and training (Instructional Support Team).
- In partnership with our DESE coach, providing expanded Positive Behavior Supports (PBS) training to new staff, specialists and support personnel.
- Create and distribute monthly PBS Leadership Team newsletter highlighting elements of the program in school and showcase strategies for families to utilize at home.
- 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.
- Redesign the Behavior Intervention Team model to meet the social emotional and behavioral needs of students who struggle.
- Through the election process, expanding School Council membership to increase participation of parents of preschool age children.
- Working collaboratively with PTA customize annual events to provide rich cultural experiences and celebrations that are developmentally appropriate and memorable for our student population.
- 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.
- Identify opportunities for district policy updates related to early learning best practices.

### **Spring 2020**

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