

# Superintendent's Goals for 2021-2022

Approved by the School Committee 11/3/2021

## Mid-Cycle Progress Report: February 16, 2022 (Green)

### 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. **Completed for adoption, ongoing review, and analysis for continued improvement.**
2. Utilize a literacy leadership team to review and select pilot materials. **Completed.**
3. Determine and pilot two literacy programs K-8. **Completed.**
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. **Completed and ongoing.**
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. **Completed.**
6. Pilot the EarlyBird dyslexic screener at Cedar School based on Student Intervention Team (SIT) identification. **Completed.**
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. **Completed.**
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. **Ongoing.**

9. Implement the Heggerty and Lively Letters programs in preschool. **Completed.**
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). **Completed.**

#### **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. **Completed at HMS. Ongoing at Cedar and HHS.**
2. Implement the *Foundations* program in preschool. **Ongoing.**
3. Select literacy program, procure materials, secure funding (CARES). **Completed using ARPA funds prior to the deadline of December 31, 2021 in collaboration with the Town Manager and Town CFO.**

#### **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. **Completed.**

**Winter 2021 - 2022:**

1. Evaluator will provide an executive summary report that includes commendations and recommendations. **Executive summary to be provided to the HPS administrative team during the week of February 21st. School Committee will receive the report following the Leadership Team review.**
2. Director of Student Services will present the final report. **Final report to be presented by the program evaluator at a School Committee meeting in March.**
3. Leadership team will create an action plan based on findings. **Development of the action plan will begin immediately following receipt of the final report.**

**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. **Completed. Thorough review was conducted by school psychologists and special education administrators.**
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. **Completed.**

**Winter 2021 - 2022:**

1. Establish a system of storing and sharing individual student SIT history with relevant service providers utilizing our current student information system. **Currently in progress. Working with our database administrator/systems developer to develop a workflow and tracking process in Aspen.**
2. Provide staff training. **Initial training completed. These training sessions included the SIT referral process, meeting documentation expectations, and assigned roles. Ongoing training needed for data collection and progress monitoring.**
3. Implement new SIT procedures. **Currently in progress. Updated referral and**

meeting forms, scheduling procedure, and data collection process is in place.

#### **Spring 2022:**

1. Evaluate the implementation of the new SIT process and make changes and adjustments as necessary.
2. Provide additional staff training for progress monitoring methods and data collection.

#### **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.

The timeline of this goal was adjusted based on feedback from multiple stakeholders including SEPAC, School Committee, and school administration. We are prepared to begin this work at the conclusion of the presentation of the Independent Special Education Program Review.

#### **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. **On target with activities and timeline.**
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. **Completed.**
3. VSCL will research best practices for developing a vision statement and will contact other districts that have recently done this work for guidance. **Completed.**
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. **Completed.**
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. **Completed.**

#### Winter/Spring 2022:

1. VSC, in collaboration with the Superintendent, will distribute the survey to all constituencies via multiple communication platforms. **Currently in progress. There have been a total of 167 responses to date. Survey open until February 25, 2022.**
2. VSC will evaluate survey data and feedback, and to set the timeline and activities required to develop working drafts. **Vision Committee meeting set for March 3, 2022.**
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. **Committee will select a date at the March 3, 2022 meeting and communicate it to the Hanover community. Aiming for late March 2022.**
4. VSC will meet on a prescribed schedule and will develop final drafts by late March/early April. **On target/ongoing.**
5. Final drafts will be made publicly available for feedback and then presented to the School Committee by the end of April. **Currently on target.**
6. VSCL will present a final draft to the School Committee for feedback and approval in early May 2022. **Currently on target.**

## 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. **Completed.**
  - b. Ensure each department has a structure for curriculum review. **Completed.**
  - c. Evaluate the current state of the curriculum documentation in each department. **Completed.**
  - d. Develop goals to help improve classroom practices as well as student achievement. **Continuous, ongoing.**
  - e. Plan and facilitate professional development activities within each department. **Continuous, ongoing.**
  - f. Analyze assessment data to organize, facilitate, and support data meetings at each level/subject area with the focus on instructional improvement. **Continuous, ongoing. Department heads lead the instructional improvement portion of this goal. However, it's important to note that principals, guidance counselors, and department heads will collaborate to analyze all relevant data used to support student learning.**

### 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. **Initial documents have been created and currently under review.**
  - b. Determine and outline the regular curriculum review cycle. **Currently on target; expect to complete by June 2022.**
  - c. Clear vertical articulation grades 5-12 and efficient transition from HMS to HHS. **Initial discussions have started; expect to make iterative improvements annually.**

- d. Internal scope and sequence documents, embedded with teaching resources. **Ongoing; we expect to make improvements to teaching resources continuously.**
  - e. Common activities and assessments within each course. **Continuous, ongoing.**
3. Department Heads will provide leadership and support in additional areas, including:
    - a. Master schedule building process. **Upcoming.**
    - b. Materials and textbook acquisition. **Ongoing.**
    - c. Student Intervention Team meetings. **Ongoing; weekly.**
    - d. Parent nights, School Committee meetings, NEASC accreditation, etc. **Ongoing.**
  4. HHS and HMS Administration will provide an update and progress report to the School Committee in April 2022. **Planned.**

### **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. **Ongoing.**
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. **Ongoing and transitioned seamlessly between testing models to the current at-home testing protocol.**
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. **Completed. We were very successful at reducing quarantines and we adapted as necessary.**
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. Ongoing and adapting as conditions change.

5. To use all resources and options available to prevent any closures at the building, classroom, team, etc. at all levels. Ongoing and adapting as conditions change.
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. Ongoing and adapting as conditions change. We are retaining all health office staff and services through the end of this year and planning for next year as part of the budget process.
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. Ongoing. Hanover has exceeded the expectations for communication at all levels.
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. Ongoing and being done with fidelity as communicated to the community.
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. Ongoing and being done with fidelity.

Over the past five months, we have adapted to all conditions and protocols both state and local to ensure continuity of in-person learning and all student activities. Our medical staff and leadership team has worked tirelessly to pivot from one testing model to another and we have modified protocols and routines in response to the fluctuations in case counts and state mandates. All of our decisions have been made with the priority of keeping students in school and as safe as possible in a normalizing environment. Hanover is regionally recognized as a district and community leading the way with this work, and we will continue to move forward strategically and thoughtfully.