

## District Strategic Plan

2015-2016

### Goal I: Curriculum, Instruction, and Assessment

#### Indicator I-A Curriculum

*Ensure that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.*

#### Key Actions

1. Ensure that standards-based curricula are provided to Hopedale students PreK-12 with consistency in each classroom
2. Ensure that the Common Core standards are implemented PreK-12 into the curriculum

#### Benchmarks

- Curriculum Mapping work is ongoing. Continued efforts will be made to update information, add in new information and continue to publish curriculum maps on our web pages throughout the 2015-16 school year
- The Curriculum Council will meet regularly to continue to develop and refine Year at a Glance documents for 2015-16. The ultimate goal is to demonstrate Pre-K – 12 alignment to curriculum frameworks
- Demonstration of vertical alignment of core classes to the state frameworks to show written curriculum is the taught curriculum
- Use of the observation/evaluation process to collect data that demonstrates standards-based lesson design
- Curriculum discussions will be a regular part of Administrative meetings. Conversations will focus on learning and establishing effective strategies to ensure that educators and teams design measurable objectives for standards-based units that challenge students to use higher-order thinking, and for educators to use student engagement strategies, appropriate pacing, groupings and available technologies

#### Indicator I-B Instruction

*Ensure that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.*

## **Key Actions**

1. Identify and communicate effective instructional practices and strategies

## **Benchmarks**

- The continuation of the current evaluation model will provide a focus for administrators and teacher leaders. It will allow for review and reflection on effective classroom practices and teaching strategies that meet the needs of our student population, including our diverse learners
- Refine our ability to establish professional learning communities. One such PLC will be the development of a Mindfulness group to further address the social/emotional needs of our student population
- Professional Development opportunities will be made available for instructional staff to improve and reflect upon effective instructional strategies

## **Indicator I-C Assessment**

*Ensure that instructional staff uses a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.*

## **Key Actions**

1. Use data gained through standardized tests, formative and summative assessments as a means to base instruction in the classroom. The practice of reviewing and sharing information gained through MCAS testing continues to be an effective means of evaluating past practices and informing current practices that target individual and grade level performance standards

## **Benchmarks**

- Grade level teams and departments will continue their work in the further development of DDMs. These will be used to measure the impact of teaching on student's demonstrated learning
- Use of formative and summative assessments to measure student learning, growth and understanding will be a critical component for adjustment to practice
- Schools will continue to use both formal and informal assessments already established and proven to provide valuable information for future planning. Development of additional assessments will be discussed and implemented, as appropriate

## **Indicator I-D Evaluation**

*Provide effective and timely supervision and evaluation of all staff under the adopted Educator Evaluation model.*

### **Key Actions**

1. The Evaluation Committee reviewed and made adjustments to the Letter of Agreement for the 2015-16 school year
2. Summative evaluations will be based on teacher's individual goals and selected elements from the rubrics
3. Student and staff surveys will be implemented during the 2015-16 school year with information used as part of the evaluation process

### **Benchmarks**

- Adjustments have currently been approved for the evaluation timeline to include a statement about snow days impacting the timeline, number of mini-observations per year, and the elements to be evaluated during the 2015-16 school year
- District Determined Measures (DDMs) will be refined, finalized and used as year 1 of 2 year data to determine student impact ratings. We are required to report on 50% of our staff in June 2017 and 100% of our staff in June 2018
- Evidence of progress in meeting the established timelines has been shared at Administrative Meetings and Evaluation Committee meetings. An established timeline with dates is available and reviewed with staff by administrators
- Follow up meetings with the Evaluation Committee will occur in the Fall of 2015 and Spring of 2016

## **Indicator I-E Data-Informed Decision Making**

*The district will use multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance.*

### **Key Actions**

1. Data provided through the DESE's Edwin Analytics will be reviewed and recommendations will be made by grade level/department to improve performance on MCAS tests
2. SMART goals for grade level/curricular areas and/or individual teachers will focus on student growth. Staff members will continue to present evidence of demonstrated progress toward the completion of their goals

3. Midyear and final examinations at the JSHS will be used to evaluate student performance and make informed decisions regarding instructional focus
4. Formal and informal testing at Memorial School and Bright Beginnings Center will be used to guide decisions regarding curricular adaptations and specialized services to meet the needs of all students
5. Implementation of DDMs will provide a focus for instruction
6. School Improvement Plans will continue to reflect adjustment to practice, programmatic adjustments, and the development of new or improved programs recommended as the result of data analysis

### **Benchmarks**

- Provide data analysis of MCAS information for Curriculum Leaders/Department Heads throughout the district for dissemination to all staff for review
- Use of information gained through MCAS item analysis to ensure that all standards are addressed effectively and instruction accommodated, as needed
- Curriculum Leaders/Department Heads will evaluate data to make informed decisions regarding instructional practices, course syllabi, course leveling, and course sequences
- School Improvement Plans will reflect recommendations for program enhancement

### **Goal II: Management and Operations**

#### **Indicator II-A: Environmental**

*The district develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional and social needs.*

#### **Key Actions**

1. The state-required Medical Emergency Response Plan has been updated with current information and will need annual updates as personnel change sites and as new personnel are hired
2. The Crisis Team will be reorganized to ensure consistent procedures are implemented
3. District-wide systems will provide a structure for the support of social-emotional needs of students. Advisor-Advisee and Social Thinking curriculums are continuing to address current issues of concern
4. Administrative meetings will occur monthly with all supervisors, directors, principals and superintendent to provide a structure and protocol for district efforts regarding environmental operations and concerns

## **Benchmarks**

- The Medical Emergency Response Plan will be posted at each building and on the district web page. Every three years the DESE requires it be further updated and submitted. It was most recently updated and submitted in September 2015
- The Crisis Team will meet in the Fall of 2015 to discuss protocols and any needed changes for the Emergency Management Guide
- We have implemented the use of a new form found on our web site to report bullying concerns anonymously
- Mindfulness is being explored as an additional way to address social/emotional needs of students
- Monthly meetings will occur and notes will be taken and shared with the entire administrative team to include Facilities Director, Transportation Coordinator, Director of Food Services, Director of After School Program, Technology Director, School Accountant, Principals, Director of BBC and Director of PPS
- The administrative team will have on-going discussions regarding current technology needs and future technology needs

## **Indicator II-B: Human Resources Management and Development**

*Implement a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.*

### **Key Actions**

1. Procedures for the posting, recruitment, and hiring of all staff members will continue to be established by ensuring compliance with district policies.
2. Our current Mentor Program will be reviewed and updated to reflect the most current induction strategies for new educators and/or administrators
3. Professional development opportunities for staff will target the approved SMART goals of educators in conjunction with the determined needs of the district
4. Appropriate evaluative documentation will be reviewed by the Administrative Team prior to awarding professional status

### **Benchmarks**

- Records will be maintained indicating recruitment protocols and the interview process used to hire all staff members
- Mentors will maintain a log of meetings held, topics addressed and resources needed to meet the needs of new educators. Mentors will meet with administrators in the Fall of 2015 and the Spring of 2016 to discuss any concerns and updates necessary for the program moving forward

- A professional development binder will be maintained to demonstrate opportunities provided to staff members. Aspen will be set up and used by staff to sign up for district opportunities and to provide certificates of attendance for staff or PDPs, needed for recertification purposes
- Personnel folders will contain summative evaluations that reflect professional proficiency prior to awarding professional status

### **Indicator II-C: Scheduling and Management Information Systems**

*The district will use systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.*

#### **Key Actions**

1. Schedules will be created that maximize learning experiences for students and collaborative opportunities for educators
2. Meetings will be conducted and minutes recorded for faculty, administrative team, departments, grade-level teams, and curriculum leaders ensuring a district wide focus on curriculum, instruction and assessment
3. The Aspen Student Information system has been implemented district wide, including the use of the Aspen system for IEPs and 504 Plans

#### **Benchmarks**

- Administrators will work collaboratively with curriculum leaders, department heads, special educators, and guidance staff to ensure that academic schedules are created and implemented to meet the learning needs of students and ensure adequate preparation time for educators
- Administrators will work collaboratively with guidance staff and curriculum leaders/department heads to develop an effective procedure for course selection, and appropriate course sections and timeframes to meet the needs of students and educators
- Meeting agendas and meeting minutes will be reviewed across the district by the administrative team to ensure adequate time is spent discussing curriculum, instruction and assessment
- Aspen Training was provided during the Mentor Program in the summer of 2015 and on an on-going basis for new staff members. Aspen training was also provided in August 2015 for the entire PPS staff as they changed to using Aspen from another web based IEP program

## **Indicator II-D: Laws, Ethics, Policies**

*The district will exhibit an understanding of and compliance with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.*

### **Key Actions**

1. All state and federal laws and mandates will be complied with in a timely fashion, communicated effectively to all parties involved and respectful of contractual agreements

### **Benchmarks**

- The School Committee continues to review, update, and revise our Policy Manual. The goal continues to be the development of a manual that reflects current MASC policies and the specific needs of our district. A completed and updated policy manual will be placed on our website as policies are reviewed and adopted

## **Indicator II-E: Fiscal Systems**

*The district has consistently developed a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district and school-level goals and available resources.*

### **Key Actions**

1. The administrative team will work collaboratively with staff members to develop a budget that is responsive to the needs of students and educators and reflect the available resources of the district in the process of completion
2. The administrative team will provide budget information that is transparent and demonstrates accountability for essential programs
3. Over the course of the 2015-2016 school year, a five year plan outline will be developed to target new programmatic implementation and technology needs on a time table that is fiscally responsible

### **Benchmarks**

- A budget book will be developed annually that provides a wealth of information with regard to school funding, circuit breaker, school choice, staffing and enrollment histories, MCAS data, annual guidance report, proposed budget for the following fiscal year, the status of revolving accounts, and funding sources
- Budget Workshop meetings will be held annually to discuss the needs of the district and to develop a strategy for gaining approval of the operational budget

- The School Committee, Administrative Team, and Curriculum Leaders/Department Heads will discuss the addition of programs, technologies, and/or facilities that would enhance the Hopedale Public Schools on an as needed basis

### **Goal III: Family and Community Engagement**

#### **Indicator III-A: Engagement**

*The district will actively ensure that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.*

#### **Key Actions**

1. Administrators and educators will increase their outreach methods to parents
2. The district will establish and foster existing relationships with town municipalities, area businesses, community organizations and community members to maximize opportunities for community contributions and increase district effectiveness

#### **Benchmarks**

- Documentation of parent meetings and outreach will be maintained and reported at School Committee meetings, as well as reflected in individual school improvement plans
- Communication and work with parent organizations such as PACE, PTO, SEPAC and Friends of Bright Beginners will be utilized to provide a communicative link between schools and families and to disseminate information
- Blackboard will be used as a communication tool and for emergency information to be distributed to parents and guardians, as warranted

#### **Indicator III-B: Sharing Responsibility**

*The district continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.*

#### **Key Actions**

1. Resources will be available to support administrators and educators in identifying each student's academic, social, emotional, and behavioral needs, including students with disabilities and English Language learners



## **Benchmarks**

- School based teams will meet regularly to discuss student needs and ways to support families. Regular review of students who demonstrate or who have been identified as at-risk for academic, social, emotional, and/or behavioral issues will continue. Response to Intervention (RTI) is used at Memorial School and the Student Intervention Team (SIT) is used at the JSHS for this purpose. Bright Beginnings Center uses a holistic approach, observing students in a variety of settings, meeting with staff and parents and communicating with outside agencies, as appropriate
- Communication with wrap around services, outside counselors, medical doctors and others will be done, with parent/guardian permission

### **Indicator III-C: Communication**

*The district engages in regular two-way, culturally proficient communication with families and community stakeholders about student learning and performance.*

### **Key Actions**

1. District expectations for family communications that are timely, reflective of parental concerns, and responsive to the demonstrated needs of students will be clear, prioritized, and reviewed at administrative and faculty meetings
2. Resources will be made available through the Pupil Personnel Office to ensure that communication to families is culturally sensitive, respectful, and demonstrates an understanding and sensitivity to different families' home languages, culture and values

## **Benchmarks**

- All administrators will provide scheduled parent meetings in their buildings for informational purposes or that address the issues of concern for the district or the individual site
- All report cards and progress reports will be provided to families in English and their native language
- Interpreters will be made available for meetings, interpretation of procedures, etc., as requested and required

## **Goal IV: Professional Culture**

### **Indicator IV-A: Commitment to High Standards**

*The district will foster a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all students.*

## **Key Actions**

1. The Curriculum Council and administrators will review Year at a Glance documents and Curriculum Maps and update, as needed

## **Benchmarks**

- Updates documents and progress will be presented to School Committee by core subject area

## **Indicator IV-B: Cultural Proficiency**

*The district will ensure that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.*

## **Key Actions**

1. The Director of Pupil Personnel Services will annually provide information with regard to Civil Rights ensuring that all staff members are sensitive to issues pertaining to diversity and the culture affirms individual differences
2. The Director of Pupil Personnel will coordinate staff training modules for SEI Endorsement, as directed by the DESE, ensuring identified teachers enroll in the courses offered
3. The International Club will continue to provide opportunities for students to travel outside of the United States to experience other cultures
4. Hopedale JSHS will host a Spanish Exchange Program

## **Benchmarks**

- A presentation for all staff on the first day highlighting the issue of Civil Rights and providing other state mandated trainings
- All teachers of ELL students will obtain their SEI Endorsement during the 15-16 school year
- The International Club will present an itinerary for anticipated points of destination over the next 5 years
- JSHS will host students and teachers from Spain for a week in the Fall of 2015. Hopedale students and teachers will travel to Spain in February 2016 for their portion of the exchange program

### **Indicator IV-C: Continuous Learning**

*The district will develop and nurture a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results.*

#### **Key Actions**

1. The staff will be provided with relevant, targeted professional development opportunities to improve instruction, use technology, collaborate, and improve content knowledge

#### **Benchmarks**

- Some in-service time will focus on Curriculum Mapping
- Opportunities will be provided for team, department, and interdisciplinary groups to collaborate focusing on student data, instructional strategies, and goals for improvement
- The staff will be surveyed with regards to professional development needs

### **Indicator IV-D: Shared Vision**

*The district will engage all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education, the work force, or service and become a responsible citizen and global contributor.*

#### **Key Actions**

1. Students at all grade levels will be exposed to and given opportunities to be engaged in community service projects
2. College and career readiness will be a focus for curriculum development

#### **Benchmarks**

- Community service projects will be presented as part of school improvement plans
- The annual guidance report of graduating seniors will include information that identifies strengths and weaknesses of the educational experience of our students