

District Strategic Plan

2012-2013

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 into the curriculum PreK-12.

Benchmarks

- Review current alignment of curriculum PreK-12 as compared to Massachusetts Frameworks by Curriculum Council
- Review available curriculum maps to coordinate vertical alignment
- Provide training for staff use of Rubicon Atlas as a mapping tool for all subjects/grade levels
- Utilization of the observation / evaluation process to collect data identifying standards-based lesson design

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 strategies and practices.

Benchmarks

- Curriculum leaders will be provided with research-based informative text describing the most effective instructional practices
- Focus for administrator classroom observations and walk-through mini-observations will be the implementation of identified best practice strategies
- Professional development opportunities will be available for instructional staff targeting effective instructional strategies.

Indicator I-C. Assessment:

Ensure that all instructional staff use 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 of learning to base instruction in the classroom.

Benchmarks

- Information gained through assessments is shared through grade level and departmental meetings ensuring focus and personalization of instruction supports are available for all students.
- Common assessments, pre and post assessments will be developed throughout the district as a tool for informing instructional decisions.
- Assessment strategies will be targeted for professional development and internal workshops.

Indicator I-D. Evaluation:

Provide effective and timely supervision and evaluation of all staff under the current contractual agreement for the 2012-13 school year and prepare for the implementation of the new Educator Evaluation Model for the 2013-2014 school year.

Key Actions

1. Provide effective and timely supervision and evaluation of all on-cycle staff during the 2012-2013 school year.
2. Engage all staff members in the overview of information with regard to the new Educator Evaluation Model.
3. Pilot the implementation of S.M.A.R.T. Goals for all staff during the 2012-2013 school year.
4. Provide an in-service day professional development program for all staff in preparation for implementation of the new system in 2013-2014.
5. Work collaboratively with Unit A in establishing a contractual agreement on the evaluation model.

Benchmarks

- Administrators will provide evidence of the process and practices utilized to observe and evaluate the performance of teachers.
- A portfolio of the experiences provided to all teachers informing them about the new Educator Evaluation Model will be maintained.
- S.M.A.R.T. Goals workshops will be provided for all teachers.
- All teachers will attend a workshop with Teachers 21 focused upon the new evaluation model.
- Through the Evaluation Committee and collaborative efforts with the Unit A leadership a collective bargaining agreement will be facilitated by the end of the school year

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 Data Warehouse will be analyzed and recommendations made by grade level / department to improve performance on MCAS tests.
2. S.M.A.R.T. Goals for grade levels / curricular areas and/or individual teachers will focus on the growth of students.
3. Midyear and final examinations at the JSHS will be used to evaluate student performance and make informed decisions with regard to instructional focus.
4. Standardized tests at the elementary school will guide decisions regarding specialized services and curricular adaptations to meet the needs of all students.

Benchmarks:

- Provide data analysis of MCAS information for curriculum leaders throughout the district for dissemination to all staff
- Provide insights gained through item analysis that will ensure that all standards are effectively addressed and instruction accommodated as necessary.
- Improvement and/or the positive progression of students' growth percentiles (SGP) will be included within team or individual S.M.A.R.T. Goals
- Documented processes targeting students that indicated less than adequate progress will be implemented throughout the district.
- Data teams will be established throughout the district to evaluate data and make informed decisions with regard to instructional practices, course syllabi, course leveling, and sequences.

Goal II: Management and Operations

Indicator II-A. Environmental

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

Key Actions

1. The Medical Emergency Response Plan will be developed and adapted to ensure clarity with regard to procedures and protocols for dealing with medical emergencies.
2. The cafeteria staff will be re-organized to ensure consistent delivery of food services and compliance with federal and state regulations.
3. District-wide systems will provide a structure for the support of social-emotional needs of students.
4. District-wide policies and systems will be implemented to prevent and address bullying and other behaviors that are disruptive to the safe and appropriate behaviors during the school day and at school sponsored functions.

Benchmarks

- The Medical Emergency Response Plan will be completed and posted at each building and on the district website.
- Appropriate adaptations to the Medical Emergency Response Plan will be made as needed.
- The organizational structure to the Food Services Department will be adapted to better serve the needs of our students, parents, and district.
- Open Circle, Advisor-Advisee, and Social Thinking programs will focus on the social-emotional needs of all students.
- Parent Student Handbooks will reflect a system of consequences for inappropriate behavior.
- A system of recording disciplinary actions will be maintained at each site.

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 recruitment and hiring of all staff members will be established throughout ensuring compliance with district policies.
2. A mentorship program will be established to implement district-wide induction strategies for new teachers and/or administrators.
3. Professional development will target the approved goals of teachers in coordination with the established 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 utilized in the hiring of all staff members.
- Mentors will maintain a log of meetings held, topics addressed, and resources needed to meet the needs of new teachers.
- A professional development portfolio will demonstrate those opportunities that are provided for staff members.
- Personnel folders will contain summative evaluations that demonstrate professional proficiency prior to the awarding of 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 teachers.
2. A JSHS counselor will be trained in the Power School scheduling processes.
3. 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.

Benchmarks

- Administrators will work collaboratively with curriculum leaders to ensure that academic schedules are created that meet the learning needs of students and ensure adequate preparation time for teachers.
- Administrators will work collaboratively with guidance and curriculum leaders to develop a procedure for course selection and the determination of appropriate sections and/or times for instruction to meet the needs of students and teachers.
- Meeting agenda and minutes will be reviewed across the district by the administrative team to ensure that the majority of time is spent on curriculum, instruction, and assessment.

Indicator II-D. Laws, Ethics, and Policies

The district will demonstrate their understanding 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 mandates will be complied with in a manner that is timely, communicated effectively to all constituents, and respectful of contractual agreements.

Benchmarks

- The School Committee Policy Manual will be reviewed in its entirety with appropriate changes, adaptations, and additions made to ensure compliance to state and federal mandates and the specific needs of our district.

Indicator II-E. Fiscal Systems

The district develops 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 teachers and reflects the available resources of the district.
2. The administrative team will provide budget information that is transparent and demonstrates accountability for essential programs.

Benchmarks

- A budget book will be created that provides relevant information as to the progress of the district, standardized testing results, staffing, and funding sources.
- Open forums will be held to discuss the needs of the district and to develop a strategy for gaining approval of the operational budget.

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 teachers will increase their outreach to parents.
2. The district will establish relationships with community organizations, members, and businesses to maximize community contributions for district effectiveness.

Benchmarks

- Documentation of parent meetings and outreach opportunities will be maintained and reported at school committee meetings and reflected in individual school improvement plans.
- Work with parent groups including SPEAC, PACE, PTO, and Friends of Bright Beginners will be utilized to disseminate information and provide a communicative link between the school and families.
- Surveys of parents will be used to make school improvements.

Indicator III-B. Sharing Responsibility

Continuous collaboration with families and community stakeholders will 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.

Benchmarks

- School level teams will meet regularly to discuss and determine appropriate steps to support the needs of all students.

Indicator III-C. Communication

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

Key Actions

1. Expectations for family communications that are timely, reflective of parental concerns, and responsive to the demonstrated needs of students will be 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.

Benchmarks

- All administrators will provide quarterly parent meetings for informational purposes or that address issues of concern for the district or individual site.
- The Parent Portal will provide current student information with regard to grades, attendance, and discipline.
- Teacher websites will be continuously maintained to provide course information, resources, homework assignments, and contact information.

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 will review the updated frameworks that have been adapted to include the Common Core for implementation in 2014.

Benchmarks

- Recommendations will be made to the School Committee as to the oversight of curriculum frameworks implementation at all grade levels.

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 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 Sheltered English Immersion as directed by the DESE.
3. The International Club will continue to provide opportunities for students to travel outside of the United States to experience other cultures.

Benchmarks

- A presentation for all staff will highlight the issue of civil rights.
- All teachers of ELL students will attain their SEI Teacher Endorsement.
- The International Club will present an itinerary for anticipated points of destination over the next 5 years.

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

- In-service days will target pedagogy, content, and integration of technology in the classroom.
- Opportunities for team, department, and interdisciplinary groups to collaborate will focus on student data, instructional strategies, and improvement goals.
- The staff will be surveyed with regard 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 and become a responsible citizen and global contributor.

Key Actions

1. Long range educational goals will be established through the collaborative efforts all stakeholders utilizing input from parent forums, school council meetings, student and parent surveys, and the school committee.
2. Students at all grade levels will be engaged with community service projects.
3. College and career readiness will be a focus for curriculum development.

Benchmarks

- A draft long range educational plan will be presented to the school committee for discussion and revision in 2013.
- 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.