

STRATEGIC EDUCATIONAL PLAN
FOR THE
TOWN OF HOPKINTON, MASSACHUSETTS



HOPKINTON SCHOOL COMMITTEE
September 2009
JUNE PROGRESS SUMMARY

Hopkinton Public Schools

Table of Contents

Non Discrimination Notice3
Steering Committee / Strategic Planning Committee4
Introduction / School District Information / Community Profile5-6
Mission / Values/ Vision7
Vision Statements8-12
Appendix A: Framework for 21st Century Learning13-17
Appendix B: Glossary of Terms18-20

Hopkinton Public Schools

Non-Discrimination Notice

The Hopkinton Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Hopkinton Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Hopkinton Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Hopkinton Public Schools

STEERING COMMITTEE

STRATEGIC PLANNING COMMITTEE

Dr. John E. Phelan Jr.	Superintendent
Dr. Mary Colombo	Assistant Superintendent
Kathy Dooley	Director of Technology
Alan Keller	Director of Humanities 6-12
Nancy Burdick	School Committee Chairperson
Rebecca Robak	School Committee Member
Jean Bertschmann	Parent and Former HPTA President
John McCarthy	High School Principal
Valerie Lechtanski	High School Science Teacher
Tom Dowd	Middle School Social Studies Teacher
Martha Starr	Hopkins School Elementary Principal
Deanna Law	Hopkins School Grade 4 Teacher
Kathy George	Elmwood School Grade 3 Teacher
Becky Williamson	Center School Grade 1 Teacher

Barbara Berke
Cindy Bernardo
Cecily Boyce
Kathleen Buckley
Chia-Chi Chin
Ken Clark
Jeff Crum
Deb Dionne
Laurie Docknevich
Ken Driscoll
Marybeth Elliott
Cameron Fairbanks
Jim Flanagan
Rick Flannery
Nia Gallagher
Mary Lou Haroian

Chuck Joseph
Mark Kelley
Muriel Kramer
Judy Lankford
Mike Laurence
Bob Maresca
Jack McInerny
Troy Mick
Ritu Minocha
Mary Murphy
Kim Pucci
Amy Ritterbusch
Abbie Rosenberg
Nadine Stewart
Karen Weiskerger

Hopkinton Public Schools

Introduction

The implementation of this Strategic Plan will provide our students with the skills, knowledge, and expertise to be productive citizens, to gain admission into outstanding institutions of higher learning, and to gain future employment in a competitive global economy. To ensure that the strategic plan reflected the school community's priorities and values, data was gathered from groups both internal and external to the schools during the past two school years. In the spring and summer of 2008, a survey was conducted by the Boston Research Group to understand the educational priorities of parents within the school district, to measure their perceptions of current strengths and areas for growth, and to explore their attitude towards fees.

During the 2008-09 school year, a fourteen member Steering Committee was formed that included representatives from school administration, the School Committee, teaching staff from each school, and parents. The Steering Committee collected and interpreted data gathered from the survey, from a thirty-one member Strategic Planning Team, and from focus groups conducted with staff, High School students, and other community members. The Steering Committee utilized this information to draft the Strategic Plan's mission, values, vision, and priority initiatives. The action plans to implement the initiatives were drafted by the administrative team. After completing its review of the draft documents, the School Committee approved the Strategic Plan in September of 2009.

The initiatives in the strategic plan will allow our students to master the core subjects and 21st century themes outlined by the Partnership for 21st Century Skills that are being championed by the state of Massachusetts, which is one of the leadership states for this national initiative. More information on the Partnership and the businesses and organizations supporting it can be found in Appendix A or at www.21stcenturyskills.org.

School District Information

The Hopkinton Public School District offers a comprehensive educational program for students in pre-school through grade 12. The school district includes a high school for students in grades 9-12, a middle school for students in grades 6-8, and three elementary schools for students in grades K-5. Pre-school students are educated in a wing of the middle school. Students are taught by an experienced and well educated staff. Sixty-eight percent of faculty has six or more years of teaching experience and 83% of staff possesses an advanced degree.

Increasingly Hopkinton has become known as one of the better school districts in the state. During the 2008-09 school year, Newsweek Magazine ranked Hopkinton High School as the 420th best High School in the nation, and Boston Magazine recently ranked the High School as the 30th smartest high school in the state. In addition, Money Magazine just listed Hopkinton as the 19th best small town in the country in which to live and gave the schools an "A" rating.

Hopkinton Public Schools

Hopkinton students annually excel in competitions at both the national level and state levels. During the 2008-09 school year, thirteen students were recognized as part of the National Merit Scholarship Competition, and two students were named National Merit Finalists. Hopkinton students also represented the state of Massachusetts at the International Science Fair for the third year in succession. In addition, twenty-five students received awards as part of the Boston Globe Scholastic Arts competition, and the High School Concert Band performed at the Stars at Symphony Showcase at Symphony Hall as this year's Gold Medalist in the Massachusetts Instrumental and Choral Conductors Association (MICCA) competition. The athletic program also finished second in the most recent Division 3 Dalton Standings, which means it had one of the highest winning percentages in the state.

Community Profile

The town of Hopkinton is located at the intersection of Route 495 and Route 90, and has attracted both industry and residents with its central location, excellent schools, and rural character. Hopkinton is truly a link for professional people who work in the area. The town is within forty minutes of Boston, Worcester, and Providence, Rhode Island. There is easy access to two major airports, Boston's Logan Airport and Providence's T.F. Green Airport. Hopkinton is probably best known as the start of the Boston Marathon.

Hopkinton is currently home to 15,216 residents, and approximately fifty percent of these residents have moved to town within the last fifteen years. To accommodate this growth, many new homes were constructed, and the town built the Hopkins Elementary School, Hopkinton High School, and new facilities for police, fire, and senior citizens. The school district is currently working with the Massachusetts School Building Authority (MSBA) on a Feasibility Study that will result in the renovation or replacement of its oldest school facility, the Center Elementary School.

While growth in Hopkinton has recently slowed, developer Boulder Capital is working with the town on Legacy Farms. This mixed use plan would result in 940 residential units and 450,000 square feet of commercial space on 720 acres of land purchased from Weston Nurseries. Once completed, the development will yield approximately 226 students for the school district. Progress on the development has been delayed by the recent downturn in the economy.

While Hopkinton is primarily a residential community, it is home to several high technology and biotechnology companies. The largest business in town is EMC Corporation, a Fortune 500 company that is headquartered in town and currently employs approximately 5000 employees. Other major Hopkinton businesses include Caliper Life Sciences, Barry Controls, Lonza Biologics and a Liberty Mutual Insurance Research Facility. While infrastructure improvements have been made in water, sewer, electrical service, and roadways, future industrial growth and additional revenues for the town are largely dependent on further infrastructure improvements, primarily the construction of a new wastewater treatment facility and the development of new town wells.

Hopkinton Public Schools

Mission

The mission of the Hopkinton Public Schools is to learn, create, and achieve together.

Values

We accomplish our mission by embracing these values:

- Primacy of Learning
- Achievement
- Collaboration
- Innovation
- Integrity
- Social, Emotional, and Physical Well-Being

Vision

The Hopkinton Public School District is regarded by other school districts, institutions of higher learning, and employers as a center of educational innovation that produces critical thinkers, creative problem-solvers, effective communicators, and productive, healthy citizens.

1. The curriculum is dynamic and supports 21st century learning.
2. Data from multiple and varied assessments are used to improve student learning.
3. The school district's facilities, grade configuration, and organizational structure support student learning.
4. The school district's staffing, services, and culture support the academic, social, and emotional needs of all students.
5. Highly dedicated and qualified staff members are supported in their work and are compensated fairly and competitively.
6. The School Committee, administration, and staff effectively communicate their plans, priorities, and progress to students, staff, families, and the community.
7. The community works together to efficiently provide the resources to remain a high-performing district while recognizing current economic conditions.

1. Vision Statement: The curriculum is dynamic and supports 21st century learning.

1A. Priority Initiative: Middle and High School Programs of Study

Goal: By June of 2010, 100% of courses in the Middle and High School Programs of Study will be evaluated for rigor and alignment with 21st century learning standards.

Progress to Date:

- *Dr. Lynch presented the revised Program of Studies at the last School Committee meeting and reported that all courses have now been evaluated for rigor and alignment with 21st Century Standards. While there were a number of changes highlighted, additional changes potentially in the courses themselves will be needed in the future.*
- *The High School Program of Studies was completely reviewed as part of the reaccreditation process, and a number of changes were approved by the School Committee last year. The High School has similarly reviewed all of its courses for rigor and alignment with 21st Century Standards. Many courses at the High School now have an online component or “digital classroom” in addition to the face to face component. The School Committee approved changes to the High School Program of Studies at its April 15th meeting.*
- *Work in this area met its targets for a June 2010 completion date.*

1B. Priority Initiative: Guaranteed and Viable Curriculum

Goal: By June of 2011, 100% of curriculum units in the school district will include desired results, assessment evidence and learning plan, and will be developed in the teachers’ curriculum database.

Progress to Date:

- *The Curriculum Directors and Principals have been monitoring the completion of this work. The November 30th Professional Development Day and March 12th Professional Development Day were devoted to this initiative. The Curriculum Directors have developed and are periodically updating an “Understanding by Design and Atlas Rubicon Frequently Asked Questions” document for staff as a result of feedback received on November 30th. An analysis of the percent completion will be updated after the completion of the summer curriculum work.*
- *The Atlas Rubicon site has been updated for greater efficiency and training has been provided for all administrative staff so they can support teacher use. The Curriculum Directors have also worked with Atlas Rubicon to include a section on 21st Century Skills so teachers can cross reference them in their unit development. Summer technology offerings include an Atlas component for technology integration.*
- *The Curriculum Directors are still developing a rubric to guide Stage 3 development and the critical review process.*
- *Work in this area is still on target for completion by June of 2011.*

1C. Priority Initiative: K-12 Writing Program

Goal: By June of 2014, cohort scores on the open response and long composition sections of the MCAS will increase by 10% when compared to the results of the 2009 MCAS administration.

Progress to Date:

- The Curriculum Directors distributed a writing survey to all staff K-12. *The K-12 Writing Committee organized, analyzed and interpreted the results from this survey. Strengths and areas of improvement have been highlighted. These findings will be shared with staff in the fall.*
- The K-5 Writing Team is continuing its efforts to develop scoring rubrics for each grade level. *The team continues to investigate programs and instructional strategies used by districts that have the highest MCAS long composition scores.*
- All Middle School English teachers have been trained in the use of Criterion; the next phase of this program is to introduce Criterion to other “core-subject” teachers and encourage its use.
- *Several teachers are attending a writing course this summer at TEC that is being supported in part with school district Title I funds.*
- *Work slated for FY 10 has met its target for completion.*

1D. Priority Initiative: STEM (science, technology, engineering, and mathematics)

Goal #1: By June of 2014, 100% of high school students will complete three years of a lab-based science. As a result, there will be a 10% increase in the percentage of students scoring at the advanced level on state assessments and a 10% increase in mean scores on national assessments as measured by student aggregate scores.

Progress to Date:

- Currently, 99.2% of all students at the High School are completing three years of a lab-based science. The faculty and School Council approved the completion of three years of a lab-based science as a graduation requirement beginning with the Class of 2014. *Information was sent out to High School parents for public comment and was approved by the School Committee.*
- *Work on this goal area for FY 10 has met its target for completion.*

Goal #2: By June of 2014, 100% of high school students will complete four years of math. As a result, there will be a 10% increase in the percentage of students scoring at the advanced level on state assessments and a 10% increase in mean scores on national assessments as measured by student aggregate scores.

Hopkinton Public Schools

Progress to Date:

- Currently, 98% of all students at the High School are completing three years of math. The faculty and School Council approved the completion of three years of math as a graduation requirement beginning with the Class of 2014. *Information was sent out to High School parents for public comment and was approved by the School Committee.*
- *A math teacher and a special education teacher at the Middle School are taking a summer course “Teaching Math to Students with Disabilities” and will become trainers in the fall for the other Middle School math teachers and special education teachers.*
- *Work on this goal area slated for FY 10 has met its targets for completion.*

1E. Priority Initiative: Foreign Language

Goal #1: By June of 2014, the school district will increase its foreign language offerings at the middle and elementary levels.

Progress to Date:

- Major work on this goal area will not begin until next year. Dr. Colombo, Mr. Keller, and Mr. Webster are still exploring an opportunity to offer an enrichment course in Asian culture.

Goal #2: By June of 2014, 75% of high school students will complete three years of foreign language, which will include in-person or cross cultural experiences with a goal of attaining at least an intermediate proficiency level.

Progress to Date:

- Currently, 57% of all High School students are taking three years of a foreign language and 96% are taking two years. *The High School brought forward a two year foreign language requirement beginning with the Class of 2014. Currently there is no foreign language graduation requirement. This change in the graduation requirement was approved by the School Committee.*
- *The High School Foreign Language Department held a fundraising dance to benefit Haiti called “Hopkinton Helps Haiti.” This dance featured dance instruction from volunteers who taught students and staff dance steps from the Caribbean.*
- *Middle school foreign language teachers are having students record their voices using a multimedia subscription called Voicethread, which resulted from an HEF Grant. They are also listening to proper pronunciation and recording their own voices using iPods.*
- *The Director of Secondary Education and a high school language teacher are establishing a connection between students in the Greek and Latin classes and students in Marathon, Greece.*
- *Initial planning for an oral proficiency interview in French and Spanish will not begin until early fall.*
- *The school district worked directly with a parent and with Educatius, a third party vendor, to bring 3-5 students from China to the school district on F-1 visas.*

Hopkinton Public Schools

- *With the passage of the foreign language graduation requirement, the school district should meet its target by June of 2014.*

Goal #3: By June of 2014, 10% of high school students will complete two years' study of a critical language (e.g., Mandarin Chinese or Arabic).

Progress to Date:

- *A Critical Language Grant to fund a teacher of Mandarin Chinese was approved by the American Councils for International Education for FY 11. The teacher will teach 2 classes in language and 2 classes in culture at the High School; the teacher will also offer enrichment programs at the Middle School.*
- *Continued progress continues to be made in this Priority Initiative; registrations in these classes will hopefully not be impacted by the late receipt of the grant.*
- *With the receipt of the grant, we are at the beginning stages of addressing the target for FY 14.*

1F. Priority Initiative: Virtual Learning and Extended Learning Opportunities

Goal: By June of 2014, 100% of all high school students will graduate having taken at least one on-line course.

Progress to Date:

- *Fifty students are taking an on-line class through the Virtual High School.*
- *Twenty-seven students are taking a hybrid course in Journalism, and 21 students are taking stand-a-lone course in Physics. The High School is planning to expand online offerings next year. Next year, additional hybrid courses will be offered in AP Environmental Science and Modern Global Issues.*
- *Forty students are participating in a 1:1 pilot in American Literature, and 50 students are participating in the pilot in 9th grade Geometry; each course is using Moodle and contains an on-line component. Next year, a 1:1 pilot will be offered in AP Chemistry.*
- *Three HHS teachers will be offering classes through the TEC Online Academy. Students will also have access to 16 courses through the TEC Online Academy. TEC hopes to train an additional 36 students next year and offer a full high school program of studies. An additional four teachers of math and science are similarly being trained through an ACCEPT grant called Project Able.*
- *I continue to serve on the Commissioners Online Advisory Committee. We are working with DESE staff on developing regulations for online High Schools in the State. In legislation signed by the Governor in January, language has been included for Innovation Schools, which would include online programs like the one being developed by TEC.*
- *We will meet all targets established for FY 10.*

2. Vision Statement: Data from multiple and varied assessments are used to improve student learning.

2A. Priority Initiative: Assessment

Goal #1: By June of 2012, an analysis of all instructional units in the curriculum database will demonstrate a balanced system of assessment (e.g., tests, performance tasks, and other assessments).

Progress to Date:

- The PK-12 Assessment Framework remains in its sixth revision. We are waiting to incorporate upcoming recommendations from the American Recovery and Reinvestment Act (ARRA). The framework will need to be further updated as a result of the Department of Elementary and Secondary Education's (DESE) new growth model and the reauthorization of No Child Left Behind. This work integrates with intervention planning in Goal 4B – Intervention *and will continue over the summer.*
- The Curriculum Directors are working with the Atlas Rubricon regional representative to add a formative assessment field and improvements to the drop down menu. These improvements will allow teachers to accurately designate the assessments in each unit and will also allow administrators to analyze assessment types across all units.
- *Mr. Keller has been working the secondary Principals and their Professional Development Committees to formulate an assessment philosophy and to refine current assessments methods. Working with Mrs. Ekwall, all teachers K-12 were surveyed to get feedback on the menu options listed in Atlas for assessment.*
- Mrs. Ekwall continues to work with K-5 faculty to ensure that all units demonstrate balanced assessment practices. Exemplars of completed units have been shared with staff for use as models as they work toward this goal.
- The secondary Technology Integration Coordinator presented to staff and is holding regular hours to encourage and support staff in their use of a variety of assessment tools.
- Work slated for FY 10 is on target for completion.

Goal #2: By June of 2014, student achievement on benchmark assessments to be developed will increase by 10% in all core subjects after a baseline is established by June of 2012.

Progress to Date:

- *The district has purchased PLATO Edutest as an online assessment program that will be used pre-kindergarten through grade 12 to develop benchmark assessments. Funding was provided through the IDEA ARRA Grant and through balances in supply accounts. This effort directly correlates with our work on interventions for students outlined in Priority 4B. Training begins for Middle School and High School teachers on June 4th and will continue into the summer. The new benchmark assessment system will be piloted in the fall.*

Hopkinton Public Schools

- Until the benchmark assessments are *fully* developed, the elementary schools are implementing new universal literacy screenings that are appropriate for students at the individual grade levels. At the Hopkins School, the reading teachers have selected the Fountas and Pinnell Assessment. At the Elmwood School the DRA is being utilized, and at the Center School the DIBELS is being implemented.
- *A draft calendar for literacy assessments has been developed at all of the elementary schools. Mrs. Ekwall and elementary staff are in the process of determining how best to expand the effort to mathematics.*
- *With the purchase of PLATO, the district is making good progress towards this goal.*

3. Vision Statement: The school district's facilities, grade configuration, and organizational structure will support student learning.

3A. Priority Initiative: Full-Day Kindergarten

Goal: By September of 2012, the school district will implement a fee-based, full-day kindergarten program, which will be available to every interested family.

Progress to Date:

- The School Committee approved four full-day kindergarten classes for the 2010-11 school year. All of the slots for the pilot are full. An online payment system has been established.
- Due to delays in the Center School Project, this goal may need to be adjusted until September of 2013.

3B. Priority Initiative: Center School Building Project

Goal: By September of 2012, a renovated Center School or replacement facility for pre-school and elementary school students will be operational after its construction in partnership with the Massachusetts School Building Authority.

Progress to Date:

- We have agreed with the MSBA on the design enrollment for the Center School Project. A contract with Design Partnership of Cambridge (DPC) was approved by the Hopkinton Elementary School Building Committee (HESBC) at its February 2nd meeting and by the School Committee at its February 4th meeting.
- *The HESBC and School Committee have voted a preferred option for the replacement of the Center School. A district team hopes to present the findings from the Feasibility Study to the MSBA at its July meeting with a goal of completing the schematic design phase of the project by the end of 2010.*
- Due to delays in the Center School Project, this goal may need to be adjusted until September of 2013.

3C. Priority Initiative: District Configuration

Goal: By September of 2012, the school district will be organized by regions to facilitate longer grade spans, reduce the number of transitions among schools for students, and increase student learning. (Note: The initiative is directly linked to the outcome of the Center School Building Project in 3B.)

Progress to Date:

- *As part of the Center School Feasibility Study, some initial data towards this goal has been gathered using Transfinder, the school district's transportation software. Most of the work on this goal, however, will not begin until the Feasibility Study is completed.*

4. Vision Statement: The school district's staffing, services, and culture support the academic, social, and emotional needs of all students.

4A. Priority Initiative: Class Size

Goal: By June of 2010, the school district will establish new class size guidelines after a review of current research and an analysis of class sizes in similar communities.

Progress to Date:

- *A preliminary review of the research was completed, but given budget constraints and the goal to maintain current class size at close to current levels, minimal effort was put into surveying other school districts. We have learned, however, the MSBA has class size guidelines for its projects and uses no more than 23 students as a guideline at the elementary level. I have asked TEC if it could coordinate the gathering of this information.*

4B. Priority Initiative: Interventions for Students

Goal: By June of 2012, students who have been referred for academic intervention, enrichment, or acceleration through the school district's Response to Intervention program (RTI) will demonstrate a 15% improvement between pre- and post-intervention measures.

Progress to Date:

- A "Tiers at a Glance" guide was created by the Director of Elementary Education and principals to provide a consistent approach to the Response to Intervention process in grades K-5.

Hopkinton Public Schools

- All elementary principals, Director of Student Services, Director of Elementary Education, and K-5 teacher representatives attended an RTI workshop.
- The Learning Support Team process has been refined pre-kindergarten through grade 12, primarily by making the process more data-driven. New forms have also been developed to improve data tracking and to document strategies to be used with students. *An interactive, online Interventions Log has been developed and will be unveiled to staff in the fall.*
- Expanded tutoring services are being offered at various levels and selected populations throughout the district. Tutoring services for students without special needs are being offered to 40 students at the High School. Tutoring services are also being offered to 119 students who meet Title I eligibility guidelines at the Middle School and 37 students at the Hopkins School. Hopkins School is also offering additional tutoring through its Math Zone, and the Elmwood School continues its work with the Math Tutor Task Force.
- *Four math tutors have been included in the School Committee's Approved FY 11 Budget, which will greatly improve our intervention services.*
- Through the IDEA ARRA grant, a literacy intervention program (Lexia) has been purchased for use with regular education and special education students. *PLATO was purchases as the on-line courseware system with ARRA funds for special needs students at the High School.*
- *As part of its 2010-11 school improvement plan, Center School has identified a list of "Top Ten Learning Hurdles" and has developed a resource guide for kindergarten and grade 1 teachers.*
- While we are making good progress in this goal area, time and resources are a challenge.

4C. Priority Initiatives: Extracurricular Offerings

Goal: By June 2013, at least 90% of middle and high school students will participate in school-sponsored extracurricular activities.

Progress to Date:

- Both the Middle School and High School are well on their way to meeting this target by June of 2012. The restoration of funding for clubs and athletics in *the School Committee's Approved FY 11 Budget* will help us make continued progress towards this goal. Currently, we estimate approximately 85% of students at these two levels are participating in at least one extracurricular activity.

5. Vision Statement: Highly dedicated and qualified staff members are supported in their work and are compensated fairly and competitively.

5A. Priority Initiative: Professional Learning Communities (PLC)

Goal: By June of 2011, 75% of district teacher schedules will accommodate fixed periods of time during the week in which they will function as part of a professional learning community (PLC) to plan and provide interventions for students and to use data to make instructional decisions.

Progress to Date:

- At the elementary and high school levels, this goal is already close to attainment as most teachers now have fixed periods of time in their schedules. In addition, staff understanding of PLC's and their use has improved dramatically in year 2 of this initiative. The Middle School remains behind the other schools in this goal area but hopes to build more fixed time into the schedule next year. *It was hoped that one of the three periods currently designated as team time could be utilized as part of the solution but was not included as part of the one year HTA settlement.*

5B. Priority Initiative: Compensation and Work Day

Goal: By September of 2012, teachers' and administrators' salaries and work day will compare favorably with similar school districts in the region.

Progress to Date:

- *We have gathered data on both teacher and administrative salaries. A contract settlement was reached with the HTA on a one-year agreement. A comparison of administrative salaries with other TEC communities demonstrates that some adjustments are needed for us to remain competitive.*

6. Vision Statement: The School Committee, administration, and staff effectively communicate their plans, priorities, and progress to students, staff, families, and the community.

6A. Priority Initiative: Staff Communication

Goal: By June of 2011, 90% of school staff will indicate annually that they have been effectively informed about the school district's strategic plan, its key initiatives for the current school year, and school district progress towards those initiatives.

Hopkinton Public Schools

Progress to Date:

- An overview of the strategic plan was provided to all staff at the opening day meeting on August 31, 2009 and notifications on updates have also been sent.
- Updates on the budget process and AARA grant have been sent to staff through the staff listserv.
- At the administrative level, a Wiki is now being used regularly as a primary communication vehicle for our administrative agenda setting and discussions. *Hopkins is also using a Wiki to promote collegial discussions among staff.*
- The High School is piloting the use of a Ning and is using a staff portal as a repository for all information.
- All district staff has been working on the initiatives outlined for year one in the Strategic Plan. This strategic plan progress update will also be forwarded to all staff after the School Committee meeting.
- Ms. Robak, Mr. de Mont, and I met with the HTA officers to share data relative to Priority Initiative 5B. *A successor contract has been negotiated.*
- *An Ad-Hoc Committee to further study this goal area was not formed due to other unexpected demands. Administrative staff, however, has been trained in a number of web 2.0 tools around the use Wikis, RSS feeds, Skype, and online bookmarking tools.*
- *While progress was made in FY 10, there is still some work to be done.*

6B. Priority Initiative: Parent and Guardian Communication

Goal: By June of 2011, 75% of parents and guardians will indicate annually that they have been effectively informed about the school district's strategic plan, its key initiatives for the current school year, and school district progress towards those initiatives.

Progress to Date:

- An overview of the Strategic Plan was provided to the community at a School Committee meeting in September.
- Communications regarding the Strategic Plan and its availability through the website were forwarded to members of the Steering Committee, Strategic Planning Committee, staff, and parents.
- The Strategic Plan Updates have been discussed at School Committee meetings and have been posted on the district's website.
- *We collaborated with the HPTA on guidelines for its proposed HPTA Chat Group. Feedback from School Committee members and administration were forwarded to the HPTA president. The HTA also offered its feedback independently. The Chat Group is up and running.*
- Information on district initiatives has been sent out through the website, listservs, and I-Parent.
- *We met all targets for FY 10.*

7. Vision Statement: The community works together to efficiently provide the resources to remain a high-performing district while recognizing current economic conditions.

7A. Priority Initiative: Recycling

Goal: By June of 2014, the school district will implement a mixed fiber and plastic recycling program that increases recycling by 30% after a baseline is established in 2009-10.

Progress to Date

- *The recycling, or Green Committee, met three times prior to November and weekly during March and April. New members to the committee are Jayashree Dattar representing the HPTA, Nancy Dourney representing the HopGreen committee, and town resident Blair de St. Croix as a volunteer through the Massachusetts Association of School Business Officials mentorship program.*
- *The first two meetings focused on infrastructure and the establishment of a baseline for future measurement purposes. Mr. Rogers has placed two bins (one for paper/fiber and the other for co-mingled containers) in each classroom throughout the district. Transfer bins or totes have also been provided for the transfer of recyclable materials to the dumpsters that are emptied by Harvey's every Tuesday. Volunteer Blair de St. Croix helped establish a procedure for measurement that involves volume for plastic containers and weight for mixed fiber materials. Baseline data has been collected at each of the schools with the help of custodial staff.*
- *The third meeting touched on the educational component with Mr. Keller and Mrs. Ekwall in attendance. Both Ms. de St. Croix and Ms. Datter are very resourceful in this area and have offered many suggestions and provided resources which can be tapped. A Green Initiatives Roles and Responsibilities Plan was developed. Faculty representatives from each school are being recruited to join the committee. The group hopes to report on its progress at the June 24, 2010 School Committee meeting.*

7B. Priority Initiative: Energy Savings

Goal: By June 2014, the school district will realize a 20% reduction in energy consumption through a comprehensive energy management program and the use of renewable energy sources.

Progress to Date:

- *The solar project has gone live. Data is now needed to determine if we will meet the projected cost savings targets.*
- *The energy projects at the High School are now complete. The down payment of \$85,767 on the Middle School project and the first monthly payment on the 24 month, 0% interest loans for each project were recently paid. These projects have*

Hopkinton Public Schools

been incorporated into the utilities forecast and the results were reflected in the 2nd quarterly report for FY 10. After a two-year payback, a cost savings of approximately 193K is projected.

- *RISE Engineering just completed its survey of the Hopkins and Elmwood Schools. It appears that savings can be realized at Hopkins with a realistic investment. Mr. Aubrey Doyle from the Sustainable Green Committee has indicated that his group will include the \$30,000 needed for Hopkins in its 2010 grant application. He has also indicated that he will include \$13,400 for Verdiem software that will automatically shut down all of the district's electronic devices.*
- *The Department of Energy Resources (DOER) was scheduled to begin its base line energy audit some time in March or April, but it has been delayed due to a departure of a staff member. Hopkinton has been in the queue for this audit for a year. DOER keeps extending it.*

7C. Priority Initiative: Cost Savings

Goal: The school district will pursue alternative revenue sources and operating efficiencies that will result in a 5% savings to taxpayers by June of 2014 after the budget is adjusted for enrollment and inflation.

Progress to Date:

- Additional cost savings through the energy and other green initiatives will be realized but *have yet been fully monetized.*
- The district participated in a collaborative bus bid administered by the Accept Collaborative on behalf of its participating members last summer. Each participating school district agreed to share the \$10,000 cost of the consultant. There were eight participating districts including Ashland, Framingham, Franklin, Holliston, Hopkinton, Millis, Natick, and Keefe Tech. Although thirteen companies attended the pre-bid meeting and twenty-five requests for the bid package were received, only two responsive and responsible bids were submitted. The two bidders were Michael J. Connolly and Sons and W.T. Holmes Transportation Company. The two companies currently have contracts in all of the participating districts except Framingham. Not only were Holmes and Connolly the only two bidders, but as we have experienced in our own individual bids, they did not compete against each other in any of the districts. The joint transportation bid would result in an increase of 20.3% or \$350,000 for the district in FY 12 and an average of 14.5% for all districts over this year's base cost.
- Our current three-year contract with Connolly expires in FY 11 but includes an option to unilaterally extend the contract for another two years. The current contract ties our transportation costs to a consumer price index and is adjusted annually. FY 10's adjustment resulted in a decrease of 3.4%. Given the lack of competition, and barring any further developments, we would recommend that the School Committee vote to extend the existing Connolly contract around this same time next year.
- The sub-group put together by Accept has continued to meet since the bid opening to discuss future strategy. The group is exploring the possibility of the Accept Collaborative getting into the yellow bus business in addition to their current SPED transportation operation. This would be a major undertaking but apparently has been done with success in the western part

Hopkinton Public Schools

of the state and more recently on Cape Cod. The group is in touch with each collaborative and will continue to study the issue. We will keep the School Committee apprised of any progress.

- *Potential savings through outsourcing custodial services was not as large as anticipated but helped facilitate an agreement with the Custodian's Association.*
- *A consultant for the study of merger and/or partnership of TEC and ACCEPT should be selected in June. After the selection of a vendor ended in a tie vote among members of the selection committee, a joint venture between the two firms was proposed. On the advice of the Inspector General, the RFP was re-advertised and closes on June 1st.*
- *Our pursuit of students on F-1 visas in partnership with Educatius will result in between 3-5 students for FY 11 and \$33,000 to \$55,000 in tuitions. Host families are still needed.*
- A summary of cost efficiencies and revenue enhancements for the last five years was presented to the School Committee and shared with *many parties* during the budget process.

APPENDIX A: Framework for 21st Century Learning

Core Subjects and 21st Century Themes

Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- **Global awareness**
 - Using 21st century skills to understand and address global issues
 - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
 - Understanding other nations and cultures, including the use of non-English languages
- **Financial, economic, business and entrepreneurial literacy**
 - Knowing how to make appropriate personal economic choices
 - Understanding the role of the economy in society
 - Using entrepreneurial skills to enhance workplace productivity and career options
- **Civic literacy**
 - Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
 - Exercising the rights and obligations of citizenship at local, state, national and global levels
 - Understanding the local and global implications of civic decisions

Hopkinton Public Schools

- **Health literacy**

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

Learning and Innovation Skills

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

- **Creativity and Innovation Skills**

- Demonstrating originality and inventiveness in work
- Developing, implementing and communicating new ideas to others
- Being open and responsive to new and diverse perspectives
- Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

- **Critical Thinking and Problem Solving Skills**

- Exercising sound reasoning in understanding
- Making complex choices and decisions
- Understanding the interconnections among systems
- Identifying and asking significant questions that clarify various points of view and lead to better solutions
- Framing, analyzing, and synthesizing information in order to solve problems and answer questions.

- **Communication and Collaboration Skills**

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Demonstrating ability to work effectively with diverse teams
- Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a goal
- Assuming shared responsibility for collaborative work

Information, Media and Technology Skills

People in the 21st century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

- **Information Literacy**
 - Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand
 - Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- **Media Literacy**
 - Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions.
 - Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.
 - Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- **ICT (Information, Communications, and Technology) Literacy**
 - Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy
 - Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information

21st Century Support Systems:

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

1. 21st Century Standards

- Focuses on 21st century skills, content knowledge and expertise.
- Builds understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasizes deep understanding rather than shallow knowledge

Hopkinton Public Schools

- Engages students with the real world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively engaged in solving meaningful problems
- Allows for multiple measures of mastery

2. Assessment of 21st Century Skills

- Supports a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency in 21st century skills

3. 21st Century Curriculum and Instruction

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

4. 21st Century Professional Development

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize.
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills.
- Enables 21st century professional learning communities for teachers that models the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses

Hopkinton Public Schools

- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and to create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scaleable and sustainable model of professional development

5. 21st Century Learning Environments

- Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allows equitable access to quality learning tools, technologies and resources
- Provides 21st century architectural and interior designs for group, team and individual learning.
- Supports expanded community and international involvement in learning, both face-to-face and online

APPENDIX B: Glossary of Terms

21st Century Learning/Standards - A specified set of knowledge and skills designed to help students succeed as effective citizens, workers, and leaders in the 21st century. Standards emphasize deep understandings across core subjects, engage students in real-world data and problem-solving, and allow for multiple measures of mastery.

Acceleration – The process by which a small percentage of students who have demonstrated that they have mastered key concepts and skills at their grade level curriculum are taught a curriculum designed for older grades or ages of students.

Benchmark assessments – A form of assessment most often developed within a school district and administered to students at particular intervals of the school year. The assessments serve several purposes: providing evaluative information about the impact of a curriculum or a program, offering instructional information that helps diagnose student strengths and weaknesses, and informing and guiding teachers' instructional decisions.

Cohort score – Aggregate scores of the same group of students as they move through the grades (as opposed to the common practice of comparing year to year scores of a same grade level, which compares different groups of students).

Comprehensive Energy Management Program – A program that reviews current energy usage, identifies opportunities for energy savings, implements energy conservation measures, and tracks performance and savings over time.

Critical language – Languages that the federal government considers to be critical for students to learn for national security and for the development of the economy. The languages most often considered to be critical include Chinese, Arabic, Japanese, and Farsi.

Goals – A statement that includes specific, quantifiable measures of what will be accomplished in a given period of time.

“Guaranteed and Viable Curriculum” - An organized curriculum guaranteed to each student regardless of teacher, grade level, or course and viable in terms of the time and instructional resources used to teach the curriculum.

Intermediate proficiency level – The American Council of Teachers of Foreign Languages (ACTFL) metric by which learners' ability to accomplish linguistic tasks is measured. This metric demonstrates a range of levels (Superior, Advanced, Intermediate, and Novice). A student who has reached *Intermediate proficiency* is able to speak with ease and confidence when dealing with routine tasks and social situations.

Interventions - Assistance, such as tutoring or specially designed computer programs, that is given to children who require instruction that is different from what is offered to an entire class.

Hopkinton Public Schools

Massachusetts Core Curriculum - A state-recommended high school course of study based upon the Massachusetts Curriculum Frameworks that aligns high school coursework with college and workforce expectations.

Massachusetts School Building Authority – A state agency that falls under the state Treasurer’s Office and assists cities and towns with the design, construction, and/or renovation of public schools.

Massachusetts Comprehensive Assessment System (MCAS) - The yearly state assessment designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

- test all public school students in Massachusetts, including students with disabilities and limited English proficient students;
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts. (From: <http://www.doe.mass.edu/mcas/overview.html>)

Mission – A statement that answers the question, "What do we do as an organization?" and which summarizes the organization's core purpose.

Mixed fiber recycling program - A component of the recycling program that includes all types of paper, including, but not limited to, copier paper, used envelopes, cardboard, magazines, newsletters, and sticky notes.

On-line course - A course in which instruction is delivered via an internet-based tool or set of tools.

Open response - Questions or prompts used to assess student learning and facilitate demonstration of understanding to which the student must respond in writing.

Performance tasks - A form of assessment that requires students to perform a task rather than select an answer from a ready-made list.

Professional learning community (PLC) - A way of organizing administrators and school staff around a common vision of excellence, a collaborative approach to planning and analyzing student learning data, and a focus on results for all students.

Program of study - Structured sequences of courses that students are required to successfully complete in order to earn a high school diploma.

Renewable energy resources - Energy captured from sources that are renewed by or available through nature such as sunlight, tides, geothermal heat, and wind.

Hopkinton Public Schools

Response to Intervention (RTI) - A process, sometimes referred to as the "Pyramid of Interventions" or "Early Intervening," by which students are identified for intervention based upon their performance level or growth rate. In Hopkinton, we think of interventions for students who are struggling as well as those for students who are ready for additional instructional challenges.

STEM - Acronym for science, technology, engineering, and mathematics. The state and federal government are encouraging increased instructional emphasis in these four areas.

Student aggregate scores – When studying assessment data, scores can be examined by looking at student subgroups that are *disaggregated* (such as students with disabilities or students who receive free and reduced lunch) or by looking at the entire student population, known as "the aggregate."

Values – Words or phrases that capture the beliefs that are most important to the organization, which guide organizational work.

Virtual learning – An online learning environment that teachers organize using an online "learning management system" (such as Moodle or Blackboard) that allows the teachers to post assignments, assessments, grades, and other information.

Vision – The image of the future we have set out to achieve as an organization, which is guided by the organizational values.