

STRATEGIC EDUCATIONAL PLAN
FOR THE
TOWN OF HOPKINTON, MASSACHUSETTS



HOPKINTON SCHOOL COMMITTEE
September 2009
DECEMBER 2010 PROGRESS SUMMARY

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:

- This goal was met by the anticipated 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 are monitoring the completion of this work and continually emphasizing the requirement to complete Stages 1, 2, and 3 by June 30, 2011. Many stages in the different curriculum areas are already complete, such as all second grade curriculum, third grade science and mathematics, and fifth grade mathematics, science, and social studies. Grade levels whose work appears "complete" at this time have begun reviewing content for consistency. Work in this area is still on target for completion by June of 2011.
- Exemplary units have been identified at the elementary level.
- Secondary teachers have been evaluating existing units for quality as well as completing Understanding by Design Stages 2 and 3. Mr. Berlo reviewed the core concepts of the Understanding by Design framework with the middle and high school staffs during the November professional day.
- All high school teachers developed one exemplar unit through all three stages. These are being reviewed by the high school administration, Director of Secondary Education and the high school professional development committee who will provide feedback on their work.
- The Curriculum Directors have planned an improved pull-down menu of assessment types within the Atlas database that will allow a more accurate analysis of assessments once the database is populated. The ability to analyze assessment types is crucial for determining professional development needs since we want a balance of assessment types utilized.
- Work on this goal area is on target for completion.

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:

- After an analysis of Macmillan Treasures' written expression component and some research into effective writing models, the K-5 Writing Team decided to focus strategy instruction on Six Traits +1 using the Writers Workshop model. Both integrate well with Macmillan Treasures and Hopkins School's balanced literacy model.
- The K-5 Writing Team reviewed several rubric models this summer and came to consensus on the format and general content. The team is currently engaged in revisions.
- A research skills scope and sequence from the Elementary Independent School Library Association has been adopted for use in elementary through middle school level.
- Fourth and fifth grade teachers worked with the Director of Elementary Education this summer to convert the newly developed grammar survey to a Moodle format that was administered electronically to all Hopkins School students in the fall. Mr. Martineau collated scores and guided teachers in the data review process.
- First and fifth grade students are in their first year of an HEF funded Buddy Writing project. Curriculum planning for the project was completed this past summer.
- In January, twenty-four K-5 classroom teachers and all reading teachers will begin using the Fountas and Pinnell Benchmark Assessment System. Full implementation is slated for September 2011. This literacy assessment will be administered several times annually and includes a written expression component. This will be in addition to common writing prompts administered periodically at each grade level.
- The elementary administrators and Director of Elementary Education are drafting a literacy framework and have scheduled a series of literacy walks through all three elementary schools this fall and winter.
- Middle school teachers are developing a framework for different genres of writing in each grade level so that they can support students year to year. The Middle School and High School English and social studies departments will be meeting together in February to discuss next steps in aligning the two schools' efforts.
- The High School English department is defining the writing experiences that students will have in each grade level.
- High School English and social studies teachers have designated writing as their main departmental focus for the year. English and social studies teachers are creating common rubrics to align their expectations and to help students develop quality work. Both departments are looking at student work consistently to ensure that their grading expectations are aligned and to look for areas in which writing instruction can be improved.
- Work slated for FY 11 is on target for completion.

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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:

- The necessary graduation requirement changes were approved last spring and added to the course of study. Student progress on state and national assessments will need to be tracked over the next three years.

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.

Progress to Date:

- The necessary graduation requirement changes were approved last spring and added to the course of study. Student progress on state and national assessments will need to be tracked over the next three years.

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:

- Mr. Keller is requesting three foreign language teachers and funding for textbooks in the FY12 budget so that foreign language can be restored in the sixth grade. Meeting this goal may be impacted by funding constraints.

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:

- The necessary graduation requirement changes were approved last spring and added to the course of study, which will ensure that the district meets the target goal.

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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:

- Classes in Mandarin Chinese language and history/culture were added to the foreign language offerings at the High School for the fall semester. Twenty-five students are currently enrolled. With the addition of Chinese 2 next year, we expect that number to double.
- Ms. Jiling Pan, the High School Chinese teacher, will offer enrichment to elementary and middle school students throughout second semester and will offer a ten-week Chinese course to staff and community members. These efforts are designed to build interest in the Mandarin Chinese program.
- Dr. Colombo will write a second proposal to submit to the American Councils in January to bring another Mandarin Chinese teacher to Hopkinton High School for FY12.
- Two foreign language teachers from the High school and one from the Middle School completed a course in Chinese history and culture through the organization Primary Source.
- A continued investment in the Mandarin Chinese program should help us attain this goal.

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:

- The number of students in 2010-11 taking online semester courses now totals one hundred sixty seven (167).
 - Hopkinton High School 39
 - TEC Online Academy 28
 - Virtual High School 100
- One hundred fifty-six (156) online, hybrid, and blended courses have been developed in Moodle and are available for any trained teacher to use.
- Hopkinton High School teachers offer seven online courses.
 - Global Issues (through the High School)
 - Honors Physics (through the High School)
 - Facing History and Ourselves (through TEC)
 - Introduction to Latin and Greek (through TEC)
 - Introduction to Business/Personal Finance (through TEC)

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- Principles of Engineering (through VHS)
- Screenwriting Fundamentals (through VHS)
- Hopkinton High School teachers offer three hybrid courses (half online and half face time) involving 119 students.
 - Digital Photography
 - Journalism in the 21st Century
 - AP Environmental Science
- Six High School and Middle School teachers have completed professional development through the ACCEPT Collaborative's Project ABLE to teach in a blended environment using Moodle. Hopkinton had the highest number of teachers involved because of high interest. Each teacher received a laptop to use in his/her classroom.
- Freshmen are currently taking a new technology seminar course which covers topics such as managing your digital footprint, cyber bullying, plagiarism, and copyright to file management and storage using cloud computing.
- We have instituted the Plato learning system in the high school this year, which allows students to work independently in an online environment. Seventy-one (71) Middle School students are using online courses in Plato for math remediation. We are also exploring the addition of an after school Middle School math program that would utilize Plato as the main means of course content.
- At the Middle School, one student in grade 8 is taking an online High School geometry course. This is being accomplished as a result of the teachers' course being established in Moodle and coordinated between the grade 8 and grade 9 teacher.
- There are 6 active courses in Moodle at the Middle School. Getting students familiar with Moodle in the Middle School will increase their likelihood of taking online courses when they get to the High School.
- The wireless network in the High School is being upgraded to meet the increased demand and performance needs of online learning.
- The infrastructure upgrades, staff, and equipment for a 1:1 initiative have been requested in the FY 12 budget.
- Work in this goal area is on target for completion. Implementation of the district's 1:1 mobile learning environment will help accomplish this goal.

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).

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Progress to Date:

- The Curriculum Team completed additional revisions to the Assessment Framework in September. Feedback on this latest draft will be solicited at an upcoming Administrative Council meeting. The framework spells out the assessments to be used for screening and progress monitoring of all elementary students and was the result of many hours of research, piloting, and discussion involving administrators and teachers. The most dramatic change is the use of the Fountas and Pinnell Benchmark Assessment System, which will be implemented this September.
- As reported in the section pertaining to the writing goal, twenty-four K-5 classroom teachers and all reading teachers will begin using the Fountas and Pinnell Benchmark Assessment System in January.
- The assessment methods and types list was finalized during an October Curriculum Team meeting. The team is currently working with Atlas Rubicon to make the conversion of assessment types.
- The Director of Elementary Education is working with K-5 faculty to ensure that all units demonstrate balanced assessment practices. Exemplars of completed units have been shared with staff as models.
- Secondary faculty and in departmental groups are looking at student work and developing an assessment plan that designates what types of assessments students will have at each grade level and in each course. These plans will be used to ensure that students are getting a varied assessment experience at each grade level.
- Work on this goal 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:

- In October, the elementary administrators reviewed an impressions report from consultant Dr. Ilda King (funded through the ARRA grant) and made several assessment decisions based upon her recommendations:
 - The Fountas and Pinnell Benchmark Assessment System will be used 2-4 times annually with all students K-5 as our literacy benchmark assessment. This will replace the current DRA2 and the DIBELS Oral Reading Fluency assessments as well as Macmillan Treasures Running Records.
 - Center School will now benchmark student progress against the more rigorous Massachusetts DIBELS benchmark norms rather than national benchmarks.
 - Elementary administrators are in the process of researching tools that will provide the needed information so we may track student reading progress K-5. (Note: the ability to track student progress is necessary for the district to reach its RTI goal.)
- This summer, teams of general and special education teachers at the elementary level developed math benchmark assessments and administered them this fall. These teachers are in the process of researching additional standards-based assessment tools that can be used in the future. Results have been and will be used to identify students in need of math supports. Newly hired math tutors have done much of the data analysis and provide most of these interventions.

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- The Middle School has started using the online Plato tool for mathematics assessments. The High School and Middle School will be piloting the use of Plato online test packs as an assessment tool in English and math classes.
- This past summer, six Hopkinton administrators attended a week long District Data Team institute hosted by ACCEPT. Four additional members have since joined the team, representing all system level departments and schools. To date, the team has provided a district data team overview to the Administrative Council and used Google Docs to begin development of a district data plan. (Note: This work is essential for the achievement of this goal, as well as the intervention and professional learning community goals.)
- The curriculum team is investigating online assessment tools to pilot K-12 that will allow staff to build assessments from an item data bank that accurately reflect the sequence and pace of our curriculum.
- Work slated for FY 11 is on target for completion.

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:

- Four full day kindergarten classes were offered this year at the Center School.
- The design of the new elementary school at Fruit Street incorporates space for full-day kindergarten to accommodate every interested family.
- As a result of delays completing the feasibility study and schematic design for the new elementary school, the new school on Fruit Street will not open 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:

- In July of 2010, the MSBA approved a new elementary school at Fruit Street that will accommodate 540 students K-5 and 66 students for pre-kindergarten.
- In August of 2010, the MSBA and town executed a Feasibility Extension Agreement with the MSBA.

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- The Schematic Design for the new elementary school is ready for submission to the MSBA by the December 30, 2010 deadline. We anticipate approval by the MSBA at its February 9, 2011 Board meeting.
- The School Committee has been collaborating with the Board of Selectmen, the Town Manager, and the Town Clerk on to position the new elementary school for a Special Town Meeting and vote in March of 2011.
- The School Committee and administration have been working on a communication plan to facilitate a successful vote at the Special Town Meeting and subsequent election.
- As a result of delays completing the feasibility study and schematic design for the new elementary school, the new school on Fruit Street will not open until September 13, 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.
- Since redistricting has become such a big part of the discussion, a communication plan that outlines the logic that led to the original decision, the reasons that led the current School Committee to support it, and the process that would be used to implement it will be critical. Staff, parent, and community feedback will be essential to the implementation. Multiple redistricting plans must be developed, public hearings need to be held, and three excellent schools with a thoughtful balance of staff, students, and programs must be the outcome.
- If the new school vote succeeds, we should meet the target date for September of 2012.

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.

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Progress to Date:

- We have reviewed a summary of the research and recent reports given on the topic in neighboring school districts. The research clearly indicates that class size makes the greatest difference at the elementary level.
- Class size data has been gathered from other TEC communities and indicate that our class sizes compare favorably with the other member districts.
- The School Committee may consider developing a policy around class size, which would indicate appropriate class size ranges by grade level. Based on the data from the TEC communities, a range of 19-21 for K-1 and 22-24 for 2-5 would be appropriate. The policy could note that class size adjustments will be made for undersized classrooms.
- With the development of a School Committee Policy, we should be able to meet this goal by June of 2011.

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:

- Newly hired mathematics tutors began working with students in Center, Elmwood, Hopkins, and Middle School.
- Elementary administrators are in the process of reviewing each school's RTI "pyramid of intervention" to ensure consistency across the three schools.
- Teachers at the Center School are compiling literacy benchmark assessment data into a spreadsheet that will provide each student's literacy profile and allow teachers to monitor progress.
- This summer, teams of teachers developed math interventions toolkits for each grade level. Toolkits will continue to be developed/expanded throughout the school year and into the summer.
- Last spring, Hopkinton Education Foundation funded a *Teaching Effective Strategies* grant for Center School staff members. Dr. Jerome Schultz has worked with faculty twice already this year, and will return for a third visit in February. The focus is on behavioral interventions for struggling learners. Dr. Schultz also conducted a parent forum in October.
- Center School teachers have started using Orchard Math software for math intervention support and assessment of their progress.
- Two third grade teachers at Elmwood School are piloting FASTT Math to improve students' math fact automaticity. We believe that this will shift addition/subtraction fact fluency support from Hopkins to Elmwood so that multiplication/division fact fluency can become the focus in grades 4-5.
- Dr. Ilda King offered 2 courses to our teachers this past summer on diagnosing reading disability to both general and special education staff. Content of these courses addressed student needs assessment, instructional supports, and progress monitoring. Dr. King continues to consult with special education staff on RTI, reading assessment, and instruction. General

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and special education administrators are collaborating to ensure appropriate alignment of both instruction and assessment in literacy for all students.

- The elementary team has successfully implemented its year 1 action plan. At this time, we are refining benchmark assessment measures, beginning to implement progress monitoring, and assessing professional development needs in order to meet the Strategic Plan goal.
- Teachers at the Middle School attended Response to Intervention (RTI) professional development. A committee of teachers is studying the schedule to determine how an RTI model can best be implemented consistently across grade levels.
- The Middle School started an Academic Resource Center where students can be referred through the Learning Support Team process.
- Middle School guidance staff members created a protocol to quickly and efficiently provide teachers with data about student learning concerns.
- The High School is continuing its efforts to support students through the Tutoring Center. This academic support center is for students not on Individual Education Plans (IEP) but who still need additional support during the school day. In addition, the school guidance staff convenes Learning Support Team meetings with teachers and parents when a student requires additional support.
- Once benchmark assessments have been finalized K-12, the school district will be able to better assess the effectiveness of interventions and students' progress.

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 with current participation rates around 85%. New clubs at the Middle School and High School have been formed based on student interest and have replaced clubs where interest has waned.
- Coaches, student athletes, and parents are receiving training on concussions during each of the athletic seasons. On January 11, 2010 an information session on Understanding Concussions will be held at the High School for all interested parties. We hope to be able to include funding in the FY 12 budget for new equipment for high impact sports and for an impact study for all student athletes.
- Based on percentages this year, the Middle School and High School will need to assess how many students are not involved and develop an action plan to increase student participation for this goal to remain on target for June of 2013.

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:

- Professional Learning Communities (PLC) are operational at each of the three elementary schools. Although PLC's at each of the elementary schools operate slightly differently, the primary focus of each is improving student learning. Each PLC uses assessment data or student work samples to establish goals and guide discussions.
- The focus at Center School this year is to encourage PLC teams to review student assessment data and determine how best to monitor student learning progress throughout the school year. Teachers are also working to improve the quality of strategic, targeted instruction and to identify creative resources and times to provide interventions including the use of software (Lexia, Orchard Math) and home-school connections.
- SMART goals at Elmwood School are established by each individual PLC team and are designed to improve and track student learning. Focus areas this year include written response, grammar, spelling, and reading. Elmwood School reports that ongoing PLC work has contributed to a decrease in the number of students being brought to Learning Support Team meetings to date this year.
- The most prominent changes at Hopkins School this year are a result of the discontinuation of the former MathZone program. PLC teams have developed grade level SMART goals around the school-wide academic focus areas for this school year. Much work was done to ensure that SMART goals were in fact goals as opposed to actions. In addition, these goals are based upon data analysis and are linked with action plans and job-embedded professional development (e.g., study groups and collegial conversations.)
- Professional Learning Communities are now operating at the Middle School. Teacher teams are meeting once in a six-day cycle. The PLC's are using the district's Strategic Plan goals as well as the School Improvement Plan goals and to guide their work for the year.
- At the High School, 75% of the teachers currently have scheduled time to meet with course partners during the school day. A main focus this year is determining how this time can be best utilized to focus on student learning.
- At the High School, Ms. Geary presented the action plan for the year on the opening day of school. This action plan included the district strategic plan goals as well as the school improvement plan goals. Teachers also used these goals as the basis for creating their individual professional development plans for the year.
- We are making significant progress towards reaching this goal.

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:

- A contract settlement was reached with the HTA and nurses on a one-year agreement for FY 11; no monies were budgeted for administrative raises in FY 11.
- We continue to gather data on teacher salaries, administrative salaries, and teacher stipends. Membership for sub-committees on teacher stipends, online learning, and alternative compensation systems has been determined by the HTA and administration. The administration has gathered research on each area and will be exchanging information with the HTA in meetings that should begin right after the holidays.
- Attainment of this goal will be directly tied to upcoming negotiations and the fiscal realities facing the town.

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.

Progress to Date:

- The district email system is one of primary means of keeping staff informed of initiatives and plans. Our present email system requires maintenance of exchange servers, which use space, energy, and staff resources. We will be upgrading the email system this year, using a service that is off-site and which offers archiving, a legal requirement. The new email system will be operational the day staff and students return from April vacation.
- We are uncertain at this time if the new system will utilize our current interface, Microsoft Outlook, or operate with a different interface that may require training. Once this is known, we may have to create a professional development plan.
- A copy of this Progress Summary will be shared with all staff. We have to make sure that all staff is included in the distribution list for the new elementary school.
- Updates on the budget process will be sent to staff through the staff listserv.

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- The High School has developed a new Moodle page to facilitate communications. The administrative team will be shifting from our current Wiki to the same tool during the second part of the year. If effective, we will have discussions with staff in the other schools about using Moodle as the primary communication vehicle.
- While progress is being made in FY 11, there is still more 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:

- Part of the district's strategy for keeping parents updated about initiatives and the strategic plan in particular is an updated web presence. We have established a timeline for a website upgrade that will result in a cleaner look and more efficient means of locating needed information. The new website will utilize templates that will allow schools, departments, or groups (e.g., School Committee, committees, athletics) to easily and quickly update information. In January and February, the new site design and architecture will be created. From February through April, pages that are linked from the front page will be revised or created; professional development provided to those who will maintain the pages. The new site will be unveiled by the end of the school year.
- To ensure that the site is maintained continuously, plans will be made with the Administrative Council to determine who updates different pages and if there are any contractual issues that must be addressed.
- The district will be upgrading its current Transfinder software to a web-based model, which will allow parents to have direct access to bus stops and routes.
- The Strategic Plan Updates discussed at School Committee meetings will be posted on the district's website and sent out to parents through the listserv.
- Continued progress towards this goal will be made during FY 11.

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.

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Progress to Date

- The recycling, or Green Committee met in September and October and will not be meeting again until later this month. The Committee would like to reorient this goal towards not only increasing recycling but also reducing waste.
- At the elementary level, the school representatives and the Director of Elementary Education have brainstormed ways to encourage recycling and green practices, e.g. green signs for each school and asking students to take a green pledge were among the ideas. A similar brainstorming session will be held by the Director of Secondary Education with the teacher representatives at the secondary level.
- The Green Committee has also identified resources and has set up a BigTent Account (a chat group) to post/discuss green questions/ideas for the HPS. This account is part of an umbrella account for other Green Committees in the area such as Needham and Wellesley.
- Curriculum connections are still being determined to see where student learning can best connect with our curriculum units and state frameworks.
- Metrics put in place last year to measure the amount of recycling are being tracked in a spreadsheet by the head custodians in each school. The total number of filled toters are measured to the quarter as part of the data collection and will be compared to last year's baseline data to gauge progress towards the goal.

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:

- Rise Engineering has just completed the energy upgrades at Hopkins. Work was not done at Elmwood or Center because there was not sufficient payback over a reasonable period of time. A total of \$37,883 has been committed to the Hopkins project from the Green Committee Grant.
- The Boston Globe has contacted us for permission to take pictures of our solar panels as part of a story the newspaper is doing.
- After a few more months of data, Mr. Dumas will begin tracking savings from our energy improvement projects to give us a better sense if we are realizing the projected savings from our energy investments.

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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:

- Accepting international students on F-1 visas as Hopkinton High School students has brought in over \$94,000 this year. We expect that amount to increase next year. We are studying the option of accepting students directly instead of going through an agency. That would allow us to charge more and hire a coordinator who would also serve as a tutor as needed. The net gain revenue would exceed the current per-student amount by a yet-to-be-determined amount.
- As indicated above, cost savings through the energy and other green initiatives has not yet been fully monetized.
- The school district is currently working with six other communities as part of a Transportation Feasibility Study with the ACCEPT Collaborative and The Flahive Consulting Group. Our current transportation contract with Michael J. 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.
- Savings were realized in contract negotiations with the HTA who agreed to take a zero percent cost of living adjustment and a step freeze for FY 11, which lowered our base for FY 12.
- A summary of cost savings and efficiencies for FY 09 and FY 10 totaling 2.3M was forwarded to Mr. Khumalo as an effort to catalog the efforts of all town departments.