

**HOPKINTON PUBLIC SCHOOLS
2014-2020 STRATEGIC PLAN**

Adopted September 18, 2014



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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.

MISSION STATEMENT

Learn, Create, Achieve Together

VISION STATEMENT

All Students and Educators will:

- learn and continuously grow as independent, confident, resilient, and thoughtful individuals willing to explore new ideas, reflect on progress, and challenge themselves.
- collaborate and thrive in rigorous and differentiated instructional programs to accommodate the differences in styles, needs, and readiness to learn.
- self-evaluate success and opportunities for improvement in a safe and supportive environment that values the welfare and happiness of everyone.

CORE VALUES

Hopkinton Public Schools value:

- continuous learning.
- growth as individuals and as global citizens.
- a safe and respectful environment that nurtures critical thinking, creativity, collaboration, and communication.



Hopkinton Public Schools

89 Hayden Rowe Street Hopkinton, MA. 01748

Cathy MacLeod
Superintendent of Schools

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Dear Hopkinton Community,

It is my pleasure to be presenting the Hopkinton Public Schools Strategic Plan. During the 2013-2014 school year, a seventeen member Steering Committee was formed that included representatives from school administration, the School Committee, faculty members from each school, and parents. The Steering Committee collected and interpreted data gathered from the survey, and from focus groups conducted with staff, students, administration, parents, and other community members. The Steering Committee utilized this information to draft the Strategic Plan's mission, values, vision, objectives and priority initiatives. The administrative team with reference to the "Conditions of School Effectiveness" drafted the theories of action to guide our work in the years ahead. After completing its review of the draft documents, the School Committee approved the Strategic Plan in September of 2014.

The organization of the Strategic Plan differs from past plans in that it is organized around Five Theories of Action as compared with the previous plan's organization around VISION STATEMENTS and ACTION STEPS. This organization lends itself to progress reports and ongoing adjustments based on our progress towards the stated goals. We wanted to challenge ourselves to look at our work with a critical eye and a growth mindset, asking ourselves where we can improve and what we can be doing differently that could lead to continuous improvement.

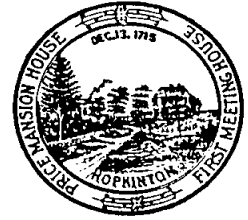
We have much to be proud of in Hopkinton and the Strategic Plan will be used as a guide to provide direction and focus to the School Improvement Plans and the goals that we set for ourselves within a culture of continuous improvement.

Sincerely,

A handwritten signature in cursive script that reads "C. MacLeod".

Cathy MacLeod, Ed.D.

Hopkinton School Committee



Dear Hopkinton Community,

This Strategic Plan is the culmination of a year's worth of work by a dedicated Steering Committee comprised of administrators, teachers, School Committee members, and parents. The process the Committee undertook was comprehensive, as our goal was to define district strategic priorities that will guide Hopkinton's school district over the next six years. The Committee researched effective practices for ongoing school improvement and engaged the community along the way. This Strategic Plan redefines our future values, vision, objectives, and priority initiatives. Yet, the focus will continue to be on providing the best educational opportunities for all Hopkinton students to be successful well beyond their time in the Hopkinton School District. The School Committee is proud to support the work and vision of the Steering Committee by adopting the enclosed Hopkinton Public Schools' Strategic Plan for 2014-2020.

The structure, objectives, and priority initiatives of this Strategic Plan provide direction to the School District for the next six years. School Improvement Plans, school policy, and our annual budget will be aligned with this Plan. Through the Strategic Plan, we will be able to openly communicate with the community about the progress on priority initiatives and provide clear metrics defining success. The School Committee also intends to revisit the Strategic Plan revising as necessary. The Strategic Plan will be regarded as a living document.

The development and adoption of the Strategic Plan is a first and necessary step towards maintaining the level of excellence in education that the Hopkinton community has come to value and expect from our school district. We look forward to a successful partnership among the administration, faculty, School Committee, and community in achieving these goals and offering the best educational opportunities for all Hopkinton students.

Sincerely,

Jon Graziano, Chair
Ellen Scordino, Vice Chair
Jean Bertschmann
Lori Nickerson
Kelly Knight

STEERING COMMITTEE MEMBERSHIP

Ellen Scordino	School Committee Member/Parent
Jean Bertschmann	School Committee Member/Parent
Dr. Cathy MacLeod	Superintendent
Robert Berlo	Secondary Curriculum Director
Merideth Ekwall	Elementary Curriculum Director
Ann Benbenek	Middle School Assistant Principal
Tim Kearnan	Elementary Assistant Principal
Ashoke Ghosh	Technology Director/Parent
Michael Sullivan	History/Social Sciences Subject Matter Leader
Carla Crisafulli	Mathematics Subject Matter Leader
Matthew O'Connell	Middle School Teacher
Evren Gundez	Middle School Teacher
Rebecca Feldman	Hopkins School Faculty Member
Christina Michaud	Elmwood School Faculty Member
Janine Sheelan	Center School Faculty Member
Linda Vorrasi	Elementary Special Education Chair
Michael Donahue	Secondary Special Education Chair

STRATEGIC PLANNING PROCESS AND TIMELINE

Step 1: Create Community Consensus about desired students outcomes (e.g. applied learning and critical thinking in the context of core academic subjects).

Step 2: Adopt a Vision

Step 3: Strategic Plan - Determine Goals and Action Steps to achieve the desired student outcomes

Step 4: Align the School System (district priorities, initiatives, professional development plans, School Improvement Plans)

Step 5: Focus our Curriculum and Assessment (CCSS and DDM mandates)

Step 6: Build Professional Capacity (PD plan aligned with the strategic plan, Educator Evaluation Plan) and Support Teachers and Administrators

Step 7: Embrace a culture of ongoing improvement and innovation

Timeline	Strategic Planning Task	Goals
May, 2013	School Committee selects working group members Jean Bertschmann and Ellen Scordino	Identify working group members to meet with the superintendent to recommend a timeline and approach to the Strategic Planning Process
September	Review all documents to include strategic planning process and forums to develop the 2009 plan, annual strategic plan reviews, Refresh documents, and 2012-2013 School District Goals	Understand status of the current strategic plan
Sept 18	Initial Working Group Meeting	Brainstorm our approach to the process, review documents, begin to identify dates for focus groups
October 3	Working Group Meeting	Prepare a report for the School Committee
October 17	School Committee Meeting to seek their endorsement of the recommendations of the sub-committee	Present working group recommendations regarding the steering committee participants, timeline, focus groups, survey questions, and focus group questions and publicity plan
October 24th	Organize Focus Groups	Determine locations and invite participants
November 5	Initial Steering Committee Meeting	Organizational Meeting to review roles and responsibilities, focus group presentations, provide input to the focus group and survey questions, and establish meeting dates
November	Hold Focus Groups	Invite feedback and input
Nov 13	Admin Council Focus Group (HMS Conference Room)	Admin Council complete MILE evaluation tool. Review Current Status of Strategic Plan and "vision of the future" to ensure alignment and continuity.
Nov 13	Business and Community Leaders	
Nov 14	Business and Community Leaders	
Nov 19 10am, 7pm	Parents/Community (Arranged child care)	
Nov 21	7:30AM Student	
November	Community Survey	Invite feedback and input
December 2	Faculty Drop-In (HMS, HHS, Elmwood, Hopkins)	
December 3	Center Faculty Drop In	

Dec 5 th	Steering Committee	Organize key findings from the focus groups.
Dec 17th	Planning Session with the Steering Committee	Determine the need to revise the Vision, Mission, Core Values
Dec 19th	Survey and Focus Group Results	Report Key Findings to SC and community
2014 January 9th	Steering Committee Planning session (day-long retreat)	Identify desired outcomes, develop action plans, and format of the plan
January 21 st 3-5	Steering Committee review of draft	Review draft
February 6, 2014	School Committee	Draft report for SC review
Feb-April	Steering Committee 02-11, 02-25, 03-11, 03-25	Develop action plans, consolidate and order the priority initiatives
June 12th	School Committee Public Forum	Present the Strategic Plan Draft to the public, and to SC for Approval
May-Sept	Align Budget Priorities within the School Improvement Plans with the priority initiatives of the Strategic Plan.	
Sept 4th	Provide a Report on the Planning Process	
Sept 10th	Strategic Plan Public Forum	Provide an opportunity for public input
Sept 18th	Present the Plan	Recommend the SC vote to accept

Focus Group Questions:

How do you see our society and the workplace changing?

What skills do our students need in order to address these changes?

How intentional is our school or district in helping your students develop these skills?

What trends do you see emerging (locally, statewide, in our country, internationally) that will impact the schools and they should be thinking about now?

Do you think our current mission, core values and vision support these skills?

What are the most critical student outcomes that should explicitly be a part of the mission of our district?

Critical Thinking

Collaboration

Creativity

Communication

Global Competency

Other

How intentional or purposeful is our district about providing learning opportunities for each of the outcomes you checked above?

Critical Thinking

Collaboration

Creativity

Communication

Global Competency

Other

Focus Group Feedback

Throughout the course of the past year, we conducted a variety of forums that included students, educators, parents, administrators and community members. Survey data and the results of the superintendent's entry findings were additional sources of data that informed the strategic planning process.

Generally, the feedback indicated that the district's current vision was too focused on how others perceive Hopkinton Public Schools versus what's actually going on in the community.

Survey Results

Level	Priorities	Implications
Secondary	<p>Core academic programs</p> <p>Developing strong communications and critical thinking skills</p> <p>Safe and Healthy learning environment is also critical</p>	<p>Core academics (primacy of learning) is still the most important thing and we are doing well with it.</p>
Elementary	<p>Safe and healthy learning environment</p> <p>Intervention programs</p> <p>Core academic programs</p> <p>Class size</p> <p>Developing strong communication</p>	<p>Define what each of these areas mean.</p> <p>Safe healthy learning environment (physical safety, diversity, acceptance, confidence levels)</p> <p>Improve timely interventions to prevent learning gaps</p>

Public Forums

Question	Priorities	Implications
<p>What changes do you see emerging in our society and the workplace that will impact schools and what they should be thinking about?</p>	<p>Changes in opportunities to use/explore technology that opens up knowledge about the world</p>	<p>Need to learn how to sort that information</p> <p>Challenge students to think independently, think critically</p> <p>Match teaching to the way students learn.</p> <p>Decreased social interactions</p>
	<p>Challenge students to make meaning, think about the information and use it to solve problems.</p>	<p>Interactive learning for students, creative teaching that includes opportunities for collaboration,</p>

		communications, critical thinking, teamwork, and meeting group goals/timelines.
	Study skills, time management, organization	Independence as learners Competence to take leadership roles in different form
	High school guidance counselors assist students with appropriate paths. Not everyone needs to attend college – peer pressure forces students to make the decision. Otherwise looked down upon. Not ready and as a result, do not finish.	More assistance in making career choices so that students do not lack confidence in their decisions. Where the jobs are. We don't do enough for the students who don't want to go to college.
	Willingness to fail. Students not used to failure. Greatest world discoveries made by making mistakes. Students must accept when they fail and persevere.	We can't make everything better for them all of the time. They have to learn coping skills, responsibility, and expectations. You learn from your mistakes and move on.
What skills do our students need in order to address these?	Understanding of technology devices, apps, resources	Need to understand what to do when they stumble across questionable information. How to use information and how to work together.
	Explicit teaching of social interaction skills	Teach students that collaboration and conversations are important for communicating messages and expressing feelings.
	Time management Advocacy for self and own ideas; self worth	We need to let kids to be more independent. In order to function in the work place, you need to think outside of the box.
	Global perspective understanding culture and communication needs	The reality is that our students will have to work globally and we need to properly prepare them for this
How intentional is our school district in helping students develop these skills?	"We get what we measure" example of MCAS predominating our schools; over-emphasized and used to make changes – at the	Capitalize on challenging all learners to perform at their highest level. By competence, we mean

	expense of other programs – to raise scores. Would much rather have better thinking skills and creativity, stronger problem-solvers. MCAS scores will follow.	striving for excellence (mastery). Opportunities for Creative and Critical thinking
	Increase opportunities for collaboration	I think you should talk with people who you disagree with. Have the opportunity to work with someone you don't know. It helped with interpersonal communication. It helps to work with someone who has different ideas.
	I find I have four hours of homework each night and it is tough to even schedule a shower. I see my older sister in the high school doing 3 1/2 hours of homework a night and she is ALWAYS stressed	Analyze homework practices Involve students in making choices to manage stress levels

CHALLENGES AND OPPORTUNITIES THAT AROSE FROM THE FEEDBACK

1. Calendar/Schedule:

- opportunity to look at school calendar
- opportunity to look at common schedules between schools
- opportunity to change staff meeting schedule to maximize need, time, priorities

2. Differentiated Instruction:

- opportunity for professional development (RTI, technology integration)
- opportunity for flexible grouping (schedule related)

3. Alternative Learning:

- opportunity to meet diverse needs, engage students (service learning, vocational learning, internships, job shadow)
- opportunity to connect with community
- opportunity for authentic experiences

4. Maintaining Momentum:

- opportunity for setting a clear vision and priorities (PK-12)

5. Data-driven instruction:

- opportunity to go beyond collecting and reporting

6. Social, emotional well-being:

- opportunity to educate, support and model: tolerance, conflict resolution, resilience, risk-taking, time management, collaboration, coping skills
- opportunity to reduce stress levels

7. Professional Development:

- opportunity for follow through, completion of tasks/initiatives
- opportunity for collaboration between teachers

8. Diversity:

- opportunity to grow as a community

9. Foundational Skills:

- opportunity to address early reading and math

10. Facilities:

- opportunity to address building needs, population shifts

Hopkinton Public Schools' Strategic Plan 2014-2020

EFFECTIVE SCHOOL LEADERSHIP

Theory of Action: *If the district and schools take action to attract, develop, and sustain an effective school leadership team, establish a clearly defined set of goals, and foster a culture that is collaborative, open to dialogue, and based on trust, then exemplary educational leaders obtain staff commitment to improving student learning.*

Strategic Objective 1: Attract, develop, and sustain an effective school leadership team

Priority Initiative A: Attract, develop, and sustain an effective school leadership team

- i. Review and revise hiring practices to meet district needs (2014-2015)
- ii. Maintain competitive compensation (ongoing)
- iii. Provide targeted professional development opportunities for administrators (annually)

Timeline	Ongoing
Measurement	Targeted professional development plan for administrators Compensation comparison chart
Responsibility	Central Office, School Committee
Student Impact	Students will be provided with consistent expectations in a culture of continuous improvement while the district maintains its focus on current initiatives.
Budget Impact	Fluctuates with contract negotiations and staffing forecasts

The responsibility for this work rests primarily with Central Office and the School Committee. We will measure our success based on evidence of a targeted professional development plan, and opportunities for leaders to prepare for and assume alternative roles and responsibilities within the district. This objective will be achieved within the current administrative structure.

Strategic Objective 2: Establish a clearly defined set of goals aligning the School Improvement Plans to the District Strategic Plan

Priority Initiative A. Ensure alignment of individual School Improvement Plans

- i. Determine priority initiatives and action steps (Annually)

- ii. Develop timeline for each priority initiative (Update annually)
- iii. Align School Improvement Plans (SIPs) to priority initiatives (Annually in the Spring)

Timeline	Ongoing
Measurement	School Improvement Plans/District Strategic Plan
Responsibility	School Committee, Central Office, Principals and School Councils
Student Impact	Students will experience increased consistency as they transition between buildings
Budget Impact	No Net Impact

The responsibility for this work rests primarily with the School Committee, Central Office, Principals and School Councils. Although the majority of this work will be completed by the beginning of the 2014-2015 school year, the plans will be reviewed and revised each spring to ensure alignment and measure impact.

Priority Initiative B. Provide and implement targeted Professional Development and Technology Plans that are aligned with stated priority initiatives.

- i. Develop Technology Plan (2014-2016) (2016-2018) (2018-2020)
- ii. Develop Professional Development Plans (Annually)
- iii. Align the plans with SIP initiatives (Annually)
- iv. Align district level funding to support identified priorities (Ongoing)

Timeline	2014-2015, Annual Review
Measurement	Professional Development and Technology Plans
Responsibility	Assistant Superintendent, Director of Technology
Student Impact	Students will experience consistency within classroom expectations, differentiated instruction, and will have access to the technology they need to meet State and District expectations.
Budget Impact	Multi-year * Technology Proposal in Tech Plan summarized below

The responsibility for this work rests primarily with the Assistant Superintendent, and the Director of Technology. The plans will be reviewed and revised each spring to ensure alignment with strategic priority initiatives and identified needs. The technology plan will clearly articulate the anticipated budget impacts over a three-year span and we will work through the budget process to assess priorities and determine what can be supported each year.

Strategic Objective 3: Foster a collaborative culture open to dialogue and trust amongst faculty and staff.

Priority Initiative A. Foster a collaborative culture open to dialogue and trust

- i. Create collaborative Administrative Council agendas and minutes to ensure follow through (2014-2015)
- ii. Prioritize initiatives, assign responsibility, and develop a plan to ensure completion (Annual review)
- iii. Develop and encourage teacher leaders and teacher collaboration (Ongoing)
- iv. Encourage a climate of respectful and constructive disagreement and consensus building (2014-2016)
- v. Communicate clear rationale for decisions (2014-2016)

Timeline	Ongoing
Measurement	Agendas, Meeting Minutes, Survey Results
Responsibility	Superintendent and Administrative Council
Student Impact	Students will experience a collaborative culture consistent with our stated Core Values
Budget Impact	No Net Impact

The responsibility for this work rests primarily with the Superintendent and the Administrative Council. This work has begun with the High School leadership team’s retreat in July, 2014 and the Administrative Council’s retreat in August, 2014. The agenda and supporting documents provide evidence of their focus on developing a climate of respectful and constructive disagreement and consensus building. Ongoing plans to develop teacher leadership, improve lines of communication, and ensure follow through will be led by the Superintendent and Assistant Superintendent.

ALIGNED CURRICULUM

Theory of Action: *If* educators **implement an aligned curriculum that articulates common, well-defined learning outcomes** with a focus on depth of understanding and critical thinking *then* all students will be prepared for the next level of learning.

Strategic Objective 1: Develop a consistently implemented and vertically aligned PreK-12 Curriculum

Priority Initiative A. Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment to the 2011 Massachusetts Curriculum Frameworks

- i. Finalize a common, vertically aligned curriculum
 - a. Wellness (2014-2015)
 - b. Mathematics (2014-2016)

- c. ELA/Writing (2015-2016)
- d. Science & Engineering (2015-2018)
- e. World Languages (2015-2020)
- f. Social Studies (2016-2018)
- ii. Monitor curriculum implementation to ensure consistency across and between grade levels (Ongoing)
- iii. Provide opportunities for teachers, SMLs, and CTLs to develop curriculum and ensure vertical alignment across buildings (Ongoing)
- iv. Update parent/student access to articulated curriculum

Timeline	2014-2020
Measurement	Curriculum Documents readily accessible to both staff and parents
Responsibility	Assistant Superintendent, Curriculum Team
Student Impact	Students will have access to current and aligned curriculum
Budget Impact	Increases to teaching positions in Foreign Languages and Science and Engineering

The responsibility for this work rests with the Assistant Superintendent and the Curriculum Team. This initiative continues (foreign languages, writing) and extends (math, science and vertical alignment) the work begun under the previous district Strategic Plan. Curriculum documents containing common, well-defined learning outcomes with a focus on depth of understanding and critical thinking will be used to measure progress toward attaining this goal. The Assistant Superintendent will work with the Curriculum team to prioritize budget impacts on an annual basis throughout the duration of this plan.

Priority Initiative B. Develop and clearly articulate a continuum of PK-12 supplemental specialized curriculum for high needs learners

- i. Match curriculum expectations with individual student learning needs
 - a. Mathematics (2014-2016)
 - b. ELA/Writing (2014-2017)
 - c. Science (2016-2018)
- ii. Update parent/student access to articulated curriculum

Timeline	2015-2020
Measurement	Curriculum Documents
Responsibility	Director of Student Services and Learning Specialists
Student Impact	Students identified as high needs will make adequate growth, addressing the Level 2 DESE designations.
Budget Impact	No Net Impact

The responsibility for this work rests with the Director of Student Services and Learning Specialists. Curriculum documents including supplemental specialized curriculum for high needs learners will be used to measure progress toward attaining this goal. Student progress reports will provide evidence relative to success in meeting individual student learning needs and in addressing the district's Level 2 designation.

Strategic Objective 2: Articulate common, well-defined learning outcomes with a focus on depth of understanding and critical thinking.

Priority Initiative A. Articulate what proficiency looks like and sounds like in content areas with a focus on depth of understanding and critical thinking

- i. Develop a strong understanding of student growth and development
- ii. Develop Foreign Language Plan (2014-2015)
- iii. Identify priority standards at each grade level
 - a) Wellness (2014-2015)
 - b) Mathematics (2014-2016)
 - c) ELA/Writing (2015-2016)
 - d) Science & Engineering (2015-2018)
 - e) World Languages (2015-2020)
 - f) Social Studies (2016-2018)
- iv. Identify mastery-level learning outcomes in student-friendly language. Define mastery/proficiency at each grade level and in every subject (map standards backwards)

Timeline	2014-2020
Measurement	Curriculum Documents, Foreign Language Plan
Responsibility	Curriculum Team and Teachers
Student Impact	Students will understand the expected learning outcomes and will be provided with instruction with a focus on critical thinking
Budget Impact	No Net Impact

The responsibility for this work rests with the Curriculum Team and Teachers. Curriculum documents that define mastery and proficiency at each grade level and in every subject, and that contain well-defined learning outcomes with a focus on depth of understanding and critical thinking will be used to measure progress toward attaining this goal.

EFFECTIVE INSTRUCTION

Theory of Action: *If educators communicate high expectations for all students and implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, collaboration, and communication, then students will be challenged to grow as individuals and global citizens.*

Strategic Objective 1: Communicate high expectations for all students

Priority Initiative A. Educators use student assessment results to establish high expectations

- i. Encourage a culture of shared accountability for student success (2014-2016)
 - a) Analyze data to plan enrichment/remediation instruction
 - b) Co-teaching model
- ii. Embed rigorous learning objectives into assignments that reflect high expectations and ensure students meet expectations (2014-2016)
- iii. Educators consistently adapt materials and instruction to meet the needs of all students (2014-2016)
 - a) Co-teaching Model
- iv. Organize and analyze results from a variety of assessments to determine progress toward intended outcomes (2014-2016)
- v. Adjust practice in response to data analysis. (2014-2016)
- vi. Implement appropriate differentiated interventions and enhancements for students. (2014-2016)

Timeline	2014-2016
Measurement	Student progress reports, Intervention plans, Assessment Results
Responsibility	Curriculum Team and Teachers
Student Impact	Student Growth Percentile will show consistent increases in performance across the aggregate.
Budget Impact	No Net Impact

The responsibility for this work rests with the Principals and Teachers. Professional Development in 2014-2015 will focus on differentiating instruction in response to assessment results. Principals will include evidence of adjustment to practice as one of their goals. During the 2015-2016 school year, the focus will move to shared accountability and high expectations across grade levels and subjects. Student progress reports will provide evidence relative to success in meeting individual student learning needs, and will be reviewed annually to inform the strategic plan updates. This initiative will also result in making progress to improve our Level 2 accountability designation.

Priority Initiative B. Educators encourage all students to appropriately engage

with challenging material through effective effort

- i. Increase opportunities for exploring interests through internships (2015-2017)
- ii. Educators support students in setting developmentally appropriate growth goals that result in continuous improvement (2015-2017)
- iii. Help build resilience in our students by establishing a “growth mindset” (2016-2018)

Timeline	2015-2017
Measurement	Student progress reports and district level data
Responsibility	Principals, Teachers, Students and Families
Student Impact	Students will experience increased resiliency and involvement in goal setting
Budget Impact	Potential moderate budget impact to satisfy program implementation.

The responsibility for this work rests with the Principals, Teachers, Students and Families. Once assessment results have been used to establish high expectations that result in differentiated instruction, the next step will be to work on this initiative. Student internship opportunities will begin in 2014-2015 with plans to expand the program in the 2015-2016 school year. Educators will support students in setting developmentally appropriate growth goals (regardless of achievement level) that result in continuous improvement. Student progress reports and district level data will provide evidence relative to our success.

Strategic Objective 2: Implement evidence-based high quality instructional practices

Priority Initiative A. Educators deliver effective, evidence-based instruction to all students

- i. Develop a common understanding of what evidence-based, high quality practices looks like. (2014-2015)
- ii. Develop schedules that allow for remediation and enrichment. (2014-2015)
- iii. Develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. (2015-2020)

Timeline	2014-2020
Measurement	MCAS data, District Determined Measures
Responsibility	Principals, Teachers and the Curriculum Team
Student Impact	All students will experience challenging, engaging instruction. The district will make improvements to address the Level 2 Accountability determination.
Budget Impact	No Net Impact

The responsibility for this work rests with the Principals, Teachers, and the Curriculum Team. The Educator Evaluation system will be leveraged to establish targeted goals and collect observational evidence. Professional development will be differentiated across the district to align with the needs of the professional staff. We will continue to develop schedules that maximize opportunities for remediation/enrichment for students and time for teacher collaboration.

Priority Initiative B. Educators plan learning experiences that ensure opportunities for students to apply critical thinking, creativity, collaboration, and communication skills

Beginning in 2015-2016, Professional Development will be provided on increasing opportunities for critical thinking, creativity, collaboration, and communication skills within the instructional day

Timeline	2015-2020
Measurement	Minutes from teacher-led meetings, lesson plans and observations
Responsibility	Principals, Teachers and the Curriculum Team
Student Impact	All students will experience instruction that encourages critical thinking, collaboration, creativity and opportunities to develop communication skills.
Budget Impact	No Net Impact

The responsibility for this work rests with the Principals, Teachers, and the Curriculum Team. Beginning in 2015-2016, professional development will include increasing opportunities for critical thinking, creativity, collaboration, and communication skills within the instructional day. Minutes from teacher-led meetings, lesson plans and observations will provide evidence.

STUDENT ASSESSMENT

Theory of Action: *If educators implement a balanced system of assessments that informs curriculum and instruction and engage students in shared accountability for learning, then* educators will make effective adjustments to improve the learning and growth of all students.

Strategic Objective 1: Implement a variety of assessments that examine both short and long-term growth of students

Priority Initiative A. Implement a balanced system of assessments that include district-determined measures, progress monitoring, benchmark, summative, and formative assessments

- i. Use diagnostic assessments and progress monitoring to effectively plan instruction (2014-2016)

ii. Update the HPS Assessment Calendar (2014-2015)

Timeline	2014-2016
Measurement	Revised Assessment Calendar, Sample Assessment Data
Responsibility	Principals, Teachers and the Curriculum Team
Student Impact	All students will experience differentiated instruction that is informed by a variety of assessment tools
Budget Impact	No Net Impact

The responsibility for this work rests with the Principals, Teachers, and the Curriculum Team. The HPS Assessment Calendar will be revised to identify redundancies, and provide for a balance of assessments to inform instruction. Minutes from teacher-led meetings, and observational data will provide evidence.

Priority Initiative B. Ensure assessment results are readily accessible to educators, administrators, and families

- i. Establish/refine a means of warehousing student assessment data
- ii. Add assessment data
- iii. Share assessment results with relevant stakeholders, including students and parents

Timeline	2014-2015
Measurement	Access to assessment data
Responsibility	Technology Department
Student Impact	Students will be responsible for and have access to data monitoring their performance.
Budget Impact	No Net Impact

The responsibility for this work rests with the Technology Department and Teachers. The means of warehousing student assessment data will be evaluated in the 2014-2015 school year with the goal of access to shared data achieved in subsequent years. The availability of assessment results will provide evidence.

Strategic Objective 2: Use assessment results to evaluate and adjust instructional practices

Priority Initiative A. Use learning data to plan and adjust instruction and evaluate student learning

- i. Articulate common grading practices
- ii. This has been identified as a priority initiative for educators and for administrators in the 2014-2015 school year and is one of the Superintendent's approved goals for the upcoming year.

- iii. Systematically document data that demonstrates student growth. Use learning data to plan instruction and evaluate student learning

Timeline	2014-2017
Measurement	Growth data including but not limited to MCAS
Responsibility	Teachers, Learning Specialists, and Administrators
Student Impact	Student Growth Percentile will show consistent increases in performance across the aggregate and result in improvements to the district's Level 2 accountability determination.
Budget Impact	No Net Impact

The responsibility for this work rests with the Professional Staff to include Classroom Teachers, Learning Specialists and Administrators. The Educator Evaluation system will be leveraged to establish targeted goals and collect observational evidence. Professional development will be differentiated across the district to align with the needs of the professional staff.

Strategic Objective 3: Provide opportunities for students to share in goal-setting and self-evaluation

Priority Initiative A. Educators support students in setting developmentally appropriate growth goals that encourage students to challenge their limits in a safe and supportive environment

- i. Educators and students will work collaboratively to establish learning goals
- ii. Provide opportunities for students to take ownership of their work
- iii. Students engage in self-reflection

Timeline	2015-2020
Measurement	Student progress reports, portfolios, district level data
Responsibility	Professional Staff, Students and Families
Student Impact	Students will experience increased resiliency, involvement in goal setting, and increased stress management
Budget Impact	No Net Impact

The responsibility for this work rests with the Professional Staff to include Classroom Teachers, Learning Specialists and Administrators as well as students and families. Educators will support students in setting developmentally appropriate growth goals (regardless of achievement level) that result in continuous improvement. Student progress reports and district level data will provide evidence relative to our success.

LEADERSHIP, GOVERNANCE, and COMMUNICATION

Theory of Action: *If the district develops a responsible budget, continuously evaluates policies, and cultivates effective partnerships with family and community, then students' academic, social, and emotional needs will be met.*

Strategic Objective 1: Develop a transparent budget that supports the district's priority initiatives

Priority Initiative A. Develop and implement a collaborative budget process and cycle with a district-wide strategic-plan based focus

- i. Prepare a budget aligned with School Improvement Plans and strategic initiatives with a shared vision of district-level priorities
- ii. Complete Financial Policies to guide the development and management of annual budgets

Timeline	Ongoing
Measurement	Open dialogue, Finance Policies, Approved Budget
Responsibility	Superintendent, Director of Finance, School Committee
Student Impact	Students will participate in an enriching education that prepares them well for success after graduation
Budget Impact	No Net Impact

The responsibility for this work rests with the Superintendent, Director of Finance and the School Committee. The annual budget cycle will begin in the spring to ensure an accurate budget projection that is aligned with strategic priorities and fiscal realities. A budget supported at Town Meeting will provide evidence of success.

Priority Initiative B. School facilities support effective instruction

Timeline	Ongoing
Measurement	Updated Building Maintenance Plan, Evidence of timely responses to maintenance requests, Ten year Capital Plan, Successful solution for Center School
Responsibility	Director of Finance, Director Buildings and Grounds, Superintendent, School Committee
Student Impact	Student instruction will take place in an environment that supports learning
Budget Impact	TBD

The responsibility for this work rests with the Director of Finance, Director of Buildings and Grounds, Superintendent, and the School Committee. An updated building maintenance organizational plan has been developed and the School Department is working closely with the ESBC and the MSBA to reach a solution

for Center School. The Capital Plan will ensure that other district capital needs are planned for and addressed in a timely fashion.

Strategic Objective 2: Evaluate and develop School Committee policy

Timeline	Ongoing
Measurement	Policy and procedure documents are updated and easily accessible to the public
Responsibility	Superintendent, Director of Human Resources, School Committee
Student Impact	Students will be supported in an environment that meets all MGL and district level policy in a consistent manner
Budget Impact	Potential based on unfunded mandates from DESE

The responsibility for this work rests with the Superintendent, Director of Human Resources, and the School Committee. Ongoing policy review and an updated and easily accessible link to policy and procedure documents will provide evidence of this goal.

Strategic Objective 3: Cultivate effective partnerships with families and within the community

Priority Initiative A. Ensure that students' social-emotional needs are met

- i. Develop opportunities to educate and model: understanding diversity, conflict resolution, risk-taking, time management, collaboration, and coping skills
 - a. Lower stress amongst secondary students
 - b. Work collaboratively to establish reasonable expectations for students
 - c. Include a survey question to track student empowerment over stress management on the Metrowest Adolescent Youth Risk Behavior Survey

Timeline	Ongoing
Measurement	Lowered Risk as assessed by Metro West Youth Risk Behavior Survey, Student Surveys at the High School
Responsibility	Health and Wellness Subject Matter Leader, Principals, Parents, Students
Student Impact	Students will develop strategies for stress management and be supported in making healthy decisions
Budget Impact	No Net Impact

The responsibility for this work rests with the Health and Wellness Subject Matter Leaders, Principals, Parents, Students. Lowered risk as assessed by the Metro west Youth Risk Behavior Survey as well as fewer incidents reporting drug and alcohol use will provide evidence toward this goal.

Priority Initiative B. Cultivate effective partnerships with the community, business community, and regional educational community

Timeline	Ongoing
Measurement	Survey results, website, reports, letters, public forums, Superintendent participation in local and regional business and educational organizations
Responsibility	Superintendent
Student Impact	Families will be well informed and the community will experience increased collaboration with the school department
Budget Impact	No Net Impact

The responsibility for this work rests with the Superintendent as it refers specifically to the Leadership and Governance theory of action. The community can expect the ongoing use of public forums to communicate information in a pro-active manner that invites community input and increases avenues of communication. The Superintendent will demonstrate evidence of this goal by her participation in local and regional business and educational organizations.