

Harvard Public Schools
Strategic Plan Development
District Improvement Plan
2017 - 2020

Introduction: A committee of fifteen members representing students, faculty, administration, community members, school council, and an outside consultant met over the course of eight months in 2013 to craft the Strategic Plan document. The committee sought input by reaching out to stakeholder groups using personal contact and survey technology. They researched the work of other school systems, identified the themes for our plan, and collaborated towards a draft. The School Committee reviewed the draft and provided endorsement of the Vision, Mission, and Core Value Statements. We are committed to use the plan as a guide for future decisions.

Vision Statement: The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national, and global communities.

Mission Statement: Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

Core Value Statements:

Student Achievement – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Personal Growth – We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

Partnerships – We believe that students are best served when schools, families, and community share a common vision and are committed to open communication, mutual respect, and collaboration.

Resources – We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

School Climate – We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.

Core Value: Student Achievement

We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

| Title | Goal | Measure of Year One | Measure of Year Two | Measure of Year Three | % Complete |
|------------------------|--|---|---|--|-------------------|
| Technology Integration | Technology use in most classrooms across the district will be at the level of redefinition as defined in the SAMR model. | <p>By 6/30/2018 a measurement tool has been created to assess the level of technology use on the SAMR model.</p> <p>By 6/30/2018 an action plan has been developed and implemented to meet the goal.</p> <p>By 6/30/2018 a self-assessment by all teachers has been done to identify their level of proficiency against the SAMR model.</p> | By 6/30/2019 30% of all classrooms will be at the level of redefinition and a plan is in place to ensure that a majority of classrooms are at redefinition by 2020. | By 6/30/2020 a majority of classrooms across the district are at the level of redefinition as defined in the SAMR model. | |

| Title | Goal | Measure of Year One | Measure of Year Two | Measure of Year Three | % Complete |
|---------------------------|--|----------------------------|--|--|-------------------|
| Data Informed Instruction | To increase the use of data by teachers and staff to inform instruction. | | <p>By 6/30/2019 principals have defined with their curriculum leaders the current use of data to inform instruction and have determine a base-line measure.</p> <p>By 6/30/2019 principals have identified additional ways to use data to inform instruction and develop an action plan for increased use.</p> | <p>By 6/30/2020 data use has been sustained and an on-going plan for growth in this area has been developed.</p> <p>By 6/30/2021 data use has been measured and usage by teachers has increased as determined by the principals.</p> | |

| Title | Goal | Measure of Year One | Measure of Year Two | Measure of Year Three | % Complete |
|----------------------------|---|--|---|---|-------------------|
| Differentiated Instruction | Improve student learning in the regular education classroom for students typically needing additional support services. | By June 30, 2018 a baseline measure has been established to quantify the current support services and the number of students involved. | By June 30, 2019 a plan has been developed to increase the number of students receiving quality differentiation in their classrooms as determined by principals observations. | By June 30, 2020 an assessment has been completed measuring differentiated instruction as outlined in the plan. | |

Core Value: Personal Growth

We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being so that they become productive, confident and caring citizens.

| Title | Goal | Measurement of Year One | Measurement of Year Two | Measurement of Year Three | % Complete |
|-----------------------|--|--|--|----------------------------------|-------------------|
| Health/Wellness Focus | To provide health and wellness instruction aligned with the State and National Health Standards to our students from grades PreK - 12. | <p>By June 30, 2018 a detailed study has been completed indicating current practice in our district regarding health/wellness classes.</p> <p>By June 30, 2018 a recommendation has been made to the School Committee for any increased staffing and class offerings needed.</p> | By June 30, 2019 the health/wellness curriculum has been updated to include the new offerings and the recommended standards are aligned across the district. | review.... | |

| Title | Goal | Measurement in Year One | Measurement in Year Two | Measurement in Year Three | % Complete |
|--------------------------------------|--|---|--------------------------------|----------------------------------|-------------------|
| Leadership and Service Opportunities | To increase the leadership and service participation by students with a focus on local and global connections. | By June 30, 2018 an assessment has been done to determine the participation rate by students in current opportunities as defined by the administration. | | | |

| Title | Goal | Measurement | Conditions | Interfaces | % Complete |
|--------------|--|--|--|---|-------------------|
| Attendance | To increase student attendance and decrease the number of times students are tardy for school. | By June 30, 2019 we have compiled three years of attendance data showing current absenteeism and tardy rates. The leaders have aligned on the measure of | By June 30, 2020 a plan has been developed and implemented that addresses the root cause of the problem and assessment measures are updated. | By June 30, 2021 absenteeism and tardies have each decreased by at least 10% across the district. | |

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| | | attendance and tardy reduction. | | | |
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Core Value: Partnership

We believe that students are best served when schools, families, and the community share a common vision and are committed to open communication, mutual respect, and collaboration.

| Title | Goal | Measurement of Year One | Measurement of Year Two | Measurement of Year Three | % Complete |
|---------------------------|---|--------------------------------|---|---|-------------------|
| Colleges and Universities | To increase the district's connections to colleges and universities through research opportunities, classes on-site and student teacher placements. | | By June 30, 2019 the leadership team will determine the current status and develop a plan for increased connections to colleges and universities. | By June 30, 2020 connections have increased by a determined percentage (TDB). | |

| Title | Goal | Measurement of Year One | Measurement of Year Two | Measurement of Year Three | % Complete |
|-------------------|---|--------------------------------|---|---|-------------------|
| Local Connections | To increase volunteer participation in our schools and take advantage of local resources. | | <p>By June 30, 2019 the leadership team has determined the current number of volunteers participating in our district and a plan has been developed on ways to increase participation.</p> <p>June 30, 2019 the leadership team has identified current partnerships with local resources and developed a plan to increase local partnerships.</p> | <p>By June 30, 2020 number of volunteers has increased by at least 15% and a plan is in place for ongoing assessment and review.</p> <p>By June 30, 2020 at least 4 new local partnerships have been established and are being used on a regular basis.</p> | |

Core Value: Resources

We value and respect that the Harvard community provides the necessary resources to best serve our students.

| Title | Goal | Measurement of Year One | Measurement of Year Two | Measurement of Year Three | % Complete |
|-----------------------------|---|---|---|---|-------------------|
| Elementary Building Project | To design and implement a new building that is educationally exciting, safe, attractive, and environmentally efficient that is consistent with the district Vision and within the financial capacity of the town. | By June 1, 2018 the town of Harvard has approved the plans and funding for a new elementary school. | By June 30, 2019 ground has broken for new construction of the elementary school. | By June 30, 2020 the building is on schedule and within budget and the completion date has been determined. | |

| Title | Goal | Measurement of Year One | | | % Complete |
|-----------------------|--|--|--|--|-------------------|
| Bromfield Renovations | To provide necessary renovations and upgrades to the Bromfield School to allow for a safe and high-quality educational environment for students in the Harvard Public School District. | By June 30, 2019 we will have secured funding and procurement bids for the science lab and prep rooms, Cronin Auditorium, middle school ramp, and bathrooms. | | | |

Core Value: School Climate

We believe that the Harvard Public Schools strive to create a safe and inclusive environment that values diversity and fosters respect for learning, self, and others.

| Title | Goal | Measurement of Year One | Measurement of Year Two | Measurement of Year Three | % Complete |
|--------------|---|--|--------------------------------|----------------------------------|-------------------|
| Inclusion | To increase students sense of safety and connectedness by impacting the culture of inclusion across the district. | By June 30, 2018 an appropriate measure to determine students sense of safety and connectedness has been identified and baseline data has been compiled. | | | |

| Title | Goal | Measurement of Year One | Measurement of Year Two | Measurement of Year Three | % Complete |
|---------------------|---|--|---|--|-------------------|
| Digital Citizenship | Students are making safe and responsible choices regarding the use of technology. | By June 30, 2018 the technology team has agreed upon a plan to positively impact student choices regarding the use of technology and a baseline of infractions has been established. | By June 30, 2019 the number of infractions has decreased by a set percentage (TBD). | June 30, 2020 an on-going review process has been established and implemented. | |