

**Harvard Public Schools
Strategic Plan Development
District Improvement Plan
2014-17**

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 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 their endorsement of the Vision, Mission, and Core Value Statements. We are committed to using the plan as a guide for future decisions.

Vision Statement: The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her 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 continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

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.

On-going goals towards the fulfillment of our Vision:

Implement and refine an educator evaluation program in accordance with DESE guidelines.

Continue to improve our communication between school, families, and the Harvard community using technology tools and outreach.

Establish a close working relationship among town-wide committees and the School Committee in regard to capital needs planning

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 | Strategies | Time-line | Resources | Measurement | % Complete |
|--|---|---|-------------|---|--|------------|
| Common Core State Standards and Frameworks alignment | Ensure Harvard’s Pre-K to 12 curricula is aligned to the Common Core State Standards and State Frameworks | Use Atlas Rubicon for curriculum mapping Analyze the curriculum by departments Plan summer curriculum development opportunities | 2014 - 2017 | Adequate annual appropriation of funds to support identified professional development needs Software | 100% aligned curriculum documents in Atlas Rubicon | |

| Title | Goal | Strategies | Time-line | Resources | Measurement | % Complete |
|--|---|---|-------------|---|---|------------|
| Assessment of students' growth and development | Establish system-wide assessments that are compliant with all State mandates and provide critical support for improved teaching and learning. | <p>Develop and implement new Kindergarten assessments in math and literacy</p> <p>Complete development of assessment rubrics for critical thinking and develop a process and timeline for administration</p> <p>Prepare for the full implementation of Math and ELA PARCC assessments in grades 3 – 11 in 2016 as adopted</p> | 2014 - 2016 | <p>Teaching Strategies Gold Pre-K and kindergarten assessment kits</p> <p>Professional development training and time</p> <p>Software</p> <p>Hardware as needed for on-line access to PARCC assessment</p> | <p>Assessments are in place and being used consistently</p> <p>Bromfield school-wide rubrics implemented across curricular areas</p> <p>Data is being collected and analyzed</p> <p>Data is shared to improve instruction</p> | |

| Title | Goal | Strategies | Time-line | Resources | Measurement | % Complete |
|------------|--|---|---|---|---|------------|
| | <p>Identify DDM's in courses and programs according to an established schedule for implementation</p> <p>Determine consistent student performance impact (high, medium, low) for each assessment</p> <p>Identify a data collection and management tool and establish a process for managing DDM assessment results</p> | <p>Form the DDM working group to help create or identify consistent DDMs</p> <p>Provide time and resources for teacher development</p> <p>Use the Instructional Leadership Team to determine the measurement protocol and management of data</p> | 2014 - 2016 | <p>Professional development training and time</p> <p>Software</p> <p>Time and resources for data entry</p> | | |
| Technology | Establish ways to use technology as a learning tool for collaboration, innovation, motivation, and organization | <p>Support the teachers, parents, and students with a 1:World pilot program in the first 2 years. Review results to determine grades 5 – 12 implementation design</p> <p>Learn how to integrate technology successfully by visiting other districts, accessing internal professional development opportunities, and attending conferences</p> | <p>2014 – 2016 phase 1</p> <p>2016 – 2017 phase 2</p> | <p>Hardware, software and professional development as funded by the Omnibus Budget and outside funding sources as detailed in the technology plan</p> | <p>Annual survey of stakeholders completed, analyzed and shared. Data is used for future decision making</p> <p>Samples of project based learning using technology have been reviewed for demonstrating collaboration, innovation, motivation, and organization</p> | |

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 | Strategies | Timeline | Resources | Measurement | % Complete |
|----------------------------|---|---|-------------|--|---|------------|
| Individual Course of Study | Assist students in developing their individual course of study which will help provide balance in their lives | Implement a flexible protocol and procedure for course selection focusing on students' individual capacity Increase elective offerings | 2014 - 2017 | Professional development time to focus on this goal Redirect uncommitted staffing funds due to reduction in force | Written protocol and procedures are in place at TBS that support students in creating a balanced course of study Scheduling data is being used to identify trends in students' course of study | |

| Title | Goal | Strategies | Timeline | Resources | Measurement | % Complete |
|----------------------------------|---|--|-------------|--|--|------------|
| Health/ Wellness Education | Improve health/wellness programming and support activities K-12 to promote physical, emotional, and social well-being | <p>Develop and/or improve health/wellness curriculum and activities K-12</p> <p>Implement anti-bullying program in the middle school to coordinate with K – 5</p> <p>Implement new student support programs such as Second Steps, Steps to Respect, and Life Lines</p> | 2014 - 2017 | <p>Curriculum materials</p> <p>Professional development time</p> <p>Program costs as identified</p> <p>Youth Risk and Climate Survey results are being analyzed for progress and future needs.</p> | <p>New programs are being offered that promote overall well-being.</p> <p>Curriculum materials have been developed in alignment with state standards.</p> <p>Annual presentations have been made to the SC on progress of the Health & Wellness program.</p> | |

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 | Strategies | Timeline | Resources | Measurement | % Complete |
|-------------------------|---|---|-------------|--|--|------------|
| Health/Wellness Support | Combine existing building level wellness committees into a K-12 community Health/ Wellness Advisory Team to help guide and support school-based and community programming | <p>Provide opportunities for building level wellness committees to meet jointly at least twice a year Include community members</p> <p>Identify areas of improvement</p> <p>Establish action plans to help direct wellness committee work</p> | 2014 - 2016 | <p>Time to meet</p> <p>Omnibus and related grant funding to cover the costs of Health/Wellness focused expenses such as youth risk survey data analysis, Project Interface and health fairs and programs</p> | <p>Advisory team has been formed and has been meeting regularly</p> <p>Recommendations from the advisory team have been reviewed and used to inform decisions regarding programing</p> | |

| Title | Goal | Strategies | Time-line | Resources | Measurement | % Complete |
|---------------------------|---|--|------------------|--|--|-------------------|
| Expand parent involvement | <p>Enhance the SEPAC connection for families of students with special education</p> <p>Identify and provide new opportunities for parents and community members to actively participate in school initiatives</p> | <p>Promote the SEPAC meetings</p> <p>Provide relevant speakers to encourage parental participation</p> <p>Partner with leaders of the group</p> <p>Outreach to parents and community members to become more involved</p> | 2014 – 2017 | <p>Technology tools for communication</p> <p>Time to meet</p> | <p>SEPAC meeting attendance has increased</p> <p>Two or more new opportunities for community involvement have been offered</p> | |
| Community Outreach | <p>Partner with family support agencies in the community to help meet the diverse needs of our families</p> <p>Continue efforts to promote the reality that Harvard and Devens are all members of the same school community</p> | <p>Identify needs</p> <p>Develop strategies to support families using our staff and resources</p> <p>Host meetings and events at Devens</p> | 2014-2017 | <p>Transportation reimbursement</p> <p>Funds for communication requiring interpretation, as needed</p> <p>Funding to support new initiatives</p> | <p>Support services are being provided to select students and families</p> <p>Opportunities for the on-going partnership between Harvard and Devens have been identified and implemented</p> | |

Core Value: 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.

| Title | Goal | Strategies | Time line | Resources | Measurement | % Complete |
|--------------|--|---|------------------|---|--|-------------------|
| Technology | Produce a multi-phase technology plan for educational and administrative functions that reflects the needs and available resources of the Harvard public schools | <p>Ensure the technology plan addresses learning technologies, data management, connectivity and communications, technology staffing and support, policies and procedures, and cost factors</p> <p>Communicate the plan to the teachers, students, families and the community</p> | 2014 | <p>Time for committee meetings</p> <p>Money as needed for communication</p> | Technology plan approved by the School Committee and uploaded to the psharvard.org website | |

| Title | Goal | Strategies | Time-line | Resources | Measurement | % Complete |
|-------------------------|---|--|------------------|--|--|-------------------|
| Student Data Management | Ensure that Harvard's Student Information System (SIS) adequately addresses current and emerging needs for ready access and analysis of various aspects of performance data | <p>Review the benefits and drawbacks of updating or replacing the current SIS</p> <p>Deploy INFORM as a data management tool to longitudinally link performance and other data to students and for potential use of tracking teacher evaluation and DDM data</p> <p>Improve the technology capacity to meet state mandated uses for technology</p> | 2014 - 2017 | <p>Funding for software</p> <p>Funding for hardware</p> <p>Training and professional development</p> | The administration and faculty agree that the SIS in place is an effective tool for meeting the data needs of the district | |

| Title | Goal | Strategies | Time-line | Resources | Measurement | % Complete |
|----------------------------|--|--|------------------|---|--|-------------------|
| Organizational Development | Ensure that staffing within the Harvard public schools appropriately, effectively, and efficiently meets current and emerging needs academically, administratively, in service areas, and in facilities management | Conduct an organizational review of staffing through use of student enrollment projections, analysis of programmatic needs, and thorough functional analysis | 2014 - 2017 | Time for conducting the review Omnibus funds for staffing needs | Annual reviews are conducted and recommendations made by the administration to ensure effective staffing | |
| Audit Results | Implement a plan derived from the Comprehensive Program Review (CPR) to address specific findings | Determine strategies to ensure programs and resources meet compliance | 2014 - 2015 | Time to analyze the CPR report Funds as needed to address any compliance needs | Report sent back to DESE outlining steps taken towards compliance | |

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 | Strategies | Time line | Resources | Measurement | % Complete |
|-------------------------------------|--|--|------------------|---|--|-------------------|
| Maintain and improve School Climate | Raise awareness among students and staff of how to maintain and promote an atmosphere of respect, acceptance of diversity, equity, and inclusivity | Involve students and staff in the planning and implementation of activities that address improvement in regard to components of school climate | 2014 - 2017 | Time to analyze survey results and identify needs Funds for professional development Omnibus and grant funding for programs and initiatives | Climate survey data trending in a positive direction Evidence of activities and programs designed to improve school climate | |

| Title | Goal | Strategies | Time-line | Resources | Measure-ment | % Complete |
|--------------|--|--|------------------|--|--|-------------------|
| RETELL | Have all teachers involved with educating ESL students be trained in the accommodations and strategies for ensuring academic equity and social success | <p>Ensure that all educators are aware of RETELL regulations and how these may affect licensure</p> <p>Include ELL training opportunities in the FY15-16 PD Plan</p> <p>Have all teaching and administrative staff be informed of enrollment opportunities from DESE on RETELL</p> | 2014 - 2017 | <p>Courses for ELL Coordinator to become a trainer</p> <p>Training materials</p> <p>Professional development time for teachers</p> | A sufficient number (as deemed by the administration) of teachers have successfully completed the ELL endorsement. | |

Future initiatives towards the fulfillment of our Vision:

- Restructure professional development to best meet the evolving needs of our faculty
- Use technology as an integrated learning tool
- Decide the best response to declining enrollment
- Explore possible gifted/talented programs
- Increase our students' global connections
- Review the District Improvement Plan on a yearly basis and amend as needed