Strategic Plan Overview

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Hopkinton Public Schools
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Steps in the Process

- Step 1: Create Community Consensus about desired students outcomes

- 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

May-September	Identify working group members ,review documents, develop timeline, form steering committee
October-November 2013	Seeking community input through Survey and Focus groups: Community, Faculty, Administration, Students
December	Steering committee meets to review data and organize key findings from the focus groups
	Steering committee examines vision, mission and core values
February, 2014	School Committee reviews draft
Admin Feb-March	Perform SWOT (Strength, Weaknesses, Opportunities, Threats) and self assessment referencing the Conditions of School Effectiveness
March	Admin Council identifies theories of action and strategic objectives

Timeline

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March, 2014	Steering Committee Reviewed initial draft and provided feedback Admin Council ordered the priority initiatives, consolidate initiatives School Committee review
April	Steering committee review
June	School Committee reviews overview of objectives, initiatives, primary responsibility
July-August	Finalize Action Steps Align Budget Priorities and SIP's with the Strategic Plan Identify Evaluation Goals aligned with the plan (Superintendent, Administrators, Teachers)
September	Seek SC approval of the Strategic Plan, Technology Plan, Foreign Language Plan

Steering Committee Participants

- SC working group (Ellen Scordino, Jean Bertschmann, Cathy MacLeod)
- Secondary Curriculum Director (Bob Berlo)
- Elementary Curriculum Director (Merideth Ekwall)
- Middle School Assistant Principal (Ann Benbenek)
- Middle School Teacher (Matt O'Connell, Evren Gundez)
- 2 Subject Matter Leaders from HS (Michael Sullivan · History/Social Sciences, Carla Crisafulli · Math
- Elementary Assistant Principal (Tim Kearnan)
- Elementary Sped Chair (Linda Vorrasi- Hopkins)
- Secondary Sped Chair (Michael Donahue)
- 1 Rep/ Elementary school (Rebecca Feldman, Hopkins; Cristina Michaud, Elmwood/ Janeen Sheelen, Center)
- Technology Director (Ashoke Ghosh)

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 recommended action plans

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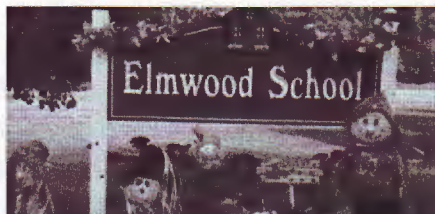
The mission of the Hopkinton Public Schools is to learn, create, and achieve together

Vision Feedback

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.

Vision Statement 2009

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.

Vision Statement 2014

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.

Values

- Continuous learning

- Growth as individuals and global citizens

- A safe and respectful environment that nurtures
  - critical thinking
  - creativity
  - collaboration
  - communication

Survey Feedback

Level	Priorities	Implications
Elementary	Safe and healthy learning environment	Define what safe healthy learning environment, physical safety, diversity, acceptance, confidence levels mean
	Intervention programs	
	Core academic programs	
	Class size	
	Developing strong communication and critical thinking skills	

Survey Feedback

Level	Priorities	Implications
Secondary	Core academic programs Developing strong communications and critical thinking skills Safe and Healthy learning environment Real world learning/skills, organizational skills and stress management	Core academics (primacy of learning) is still the most important thing and we are doing well with it

What changes do you see emerging in society and the workplace that will impact schools and what they should be thinking about?

- Changes in opportunities to use/explore technology that opens up knowledge about the world
  - Need to learn how to sort that information
  - Challenge students to think independently, think critically
  - Match teaching to the way students learn
  - Decreased social interactions
- Challenge students to make meaning, think about the information and use it to solve problems.
  - Interactive learning for students, creative teaching that includes opportunities for collaboration, communications, critical thinking, teamwork and meeting group goals/timelines

What changes do you see emerging in society and the workplace that will impact schools and what they should be thinking about?

- Independence as learners
  - Study skills, time management, organization
  - Competence to take leadership roles in different form

- More assistance in making career choices so that students do not lack confidence in their decisions
  - We don't do enough for the students who don't want to go to college
  - Provide opportunities and access to nonprofessional career choices

- Learn coping skills, responsibility, and expectations
  - Opportunity to fail
  - Challenge students beyond their comfort zone in a safe environment

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

- Understanding of technology devices, apps, resources, sources
  - Teach responsible and collaborative use of technology

- Explicit teaching of social interaction skills
  - Teach students that collaboration and conversations are important for communicating messages and expressing feelings.

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

- 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.
  - Time management
  - Advocacy for self and own ideas; self worth
- Creative thinkers; critical thinkers

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

- Global perspective understanding culture and communication needs (need to do more in this area); 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?

- Capitalize on challenging all learners to perform at their highest level.

- "We get what we measure" example of MCAS predominating our schools; over-emphasized and used to make changes – at the expense of other programs.
  - Would much rather have better thinking skills and creativity, stronger problem-solvers. MCAS scores will follow.

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

- Increase opportunities for collaboration
  - Talk with people who you disagree with. Have the opportunity to work with someone you don't know. It helps to work with someone who has different ideas.

- Examine homework expectations

Strategic Plan Overview

- Theories of Action
- Strategic Objectives
- Priority Initiatives
- Sharing Responsibility/Primary Focus