

STRATEGIC EDUCATIONAL PLAN
FOR THE
TOWN OF HOPKINTON, MASSACHUSETTS



HOPKINTON SCHOOL COMMITTEE
Adopted September 2009

JUNE 2013 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. The programs of studies in the MS and HS were updated as a result of work done by administration and staff.
- A curriculum unit review tool is being used at the MS and HS to ensure that all units are of high quality. This process will continue over the next two-three years as teachers continue to revise and update lessons.
- The new Common Core State Standards, to which the Middle and High Schools are now aligning all curricula, fully incorporate 21st Century Skills into all grade levels. In math, for instance, 21st Century Skills show up in the Mathematical Practices (common to all grades) as well as in the individual grade level standards.
- Last spring, teachers in grades 3-12 conducted an extensive evaluation of our current math programs and materials to determine the extent to which they aligned with the new common core standards. It was determined that the extensive changes to the standards warranted the purchase of a new math program K-5 and programmatic (textbook) changes in grades 7-10. For the new state English language arts standards (ELA), staff have begun the peer review process for curriculum units in writing and reading. This review was done in ELA, science, history and social studies as all these subjects are included in the new ELA Frameworks. At this time, it appears that only minor programmatic changes will be necessary.
- enVision Math purchased K-6 and implementation begun after a review by teachers group.
- Alignment in all subject areas to the Common Core is in progress with ELA and math the primary focus this year.

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:

- This goal was met by the anticipated completion date. As of June 2011, 100% of the district's curriculum is now in the Atlas Database. This project took six years of sustained work from start to completion, and has made the Hopkinton Public Schools

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a statewide leader in curriculum development and documentation.

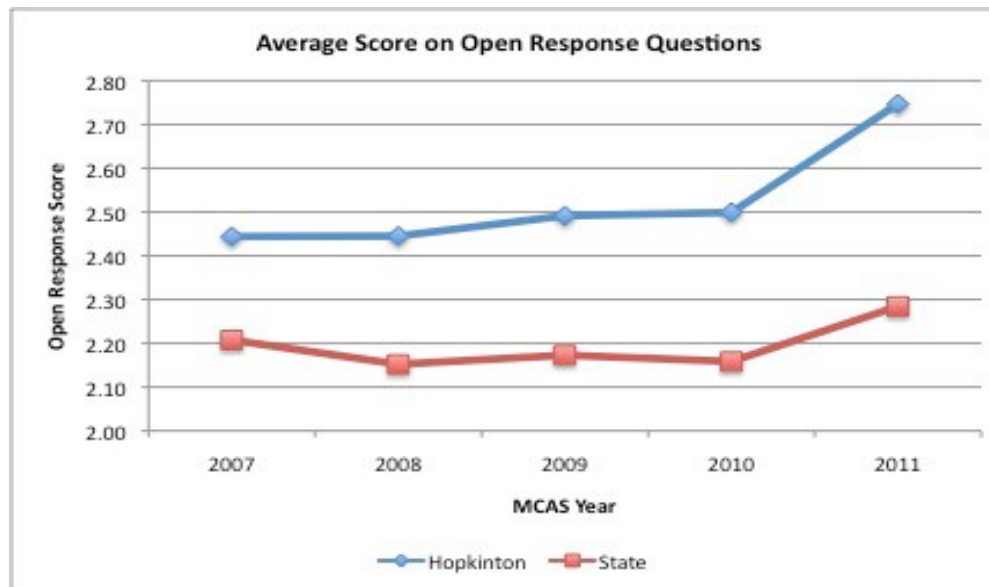
- Please note that the new national science standards are due to be released within the next year and we do not know the full impact this will have at this time. To meet the new standards, staff will need time to plan and materials will need to be purchased.

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:

See graph below. As a result of stronger instructional practices in writing and a trend toward consistent assessment of writing, we are seeing a gradual increase in open response writing scores across the district. MCAS average district scores on open response writing for the last five years have increased as seen in the graph below. The increase is seen relative to the average state scores over the same period. We are on target to meet the open response portion of this goal.



Steps taken to strengthen writing instruction since May 2011:

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- The K-5 literacy assessment calendar was finalized in the spring of 2011 and was disseminated to all K-5 faculty before June. This fall, all three elementary schools worked within the recommended timelines to implement the Fountas and Pinnell Benchmark Assessment System (BAS) for reading two to three times during the year and to administer two narrative writing prompts. Data was collected and used to adjust benchmark expectations to better suit our population of students when appropriate. In addition, the November professional day was dedicated to grade level and vertical work around the implementation of Writers Workshop model, collaborative scoring of student writing samples, and revision of narrative writing rubrics. The K-5 writing team is currently completing the final revisions to new grade level narrative writing rubrics and plans to have both persuasive and expository initial revisions completed by late April 2012.
- In the middle school, ELA and math departments have created Open Response Graphic Organizers that all students have used with practice prompts. The organizers have been aligned and revised for consistency earlier this year. All students are now using a similar organizer and better understand how this type of writing is scored. Other subjects are beginning to use the graphic organizers to help frame writing assignment in their content areas, all supporting the goal to improve student writing.
- In order to ensure that assessment practices remain consistent across buildings, the elementary teaching faculty administered common writing prompts in grades K-2, and in grades 3-5. Teachers looked at student writing samples across these grade spans and cooperatively scored them during the November professional day. Feedback on the scoring tool was used by the K-5 writing team to fine-tune the assessment tools. Writing samples from both prompt administrations will be passed along to next year's teachers in K-5 Writing Folders.
- Elementary teachers continue to hold literacy instruction as a high priority. The Hopkins literacy committee regularly meets to review BAS data and act as an advisory for improving their balanced literacy framework and workshop models. Their March professional day activities will center on literacy instruction. At both Elmwood and Center Schools, teachers are focused on using BAS data to inform student grouping, instruction, and intervention. All elementary teachers are working with Dr. Ilda King to improve both reading and writing instructional practices.
- The Middle and High School Science Departments expanded their inquiry-writing focus to align with the standards listed under the new ELA Standards for Literacy and Writing in Science and Technical Subjects.
- The Middle and High School Social Studies Departments are aligning their curricula to the new ELA Standards for Literacy and Writing in Social Studies. The departments have met twice to discuss writing themes and assignments, as well as how to build on skills from one grade to the next.
- Despite the steps taken to date, as the second graph illustrates, we are not yet on target to meet the Long Composition portion of the Goal. Long Composition questions are scored out of 12 points. Since 2009, our scores have improved slightly, but in his report on Entry Findings delivered on 3/1/2012, Superintendent Landman emphasized that the processes of aligning the district's curriculum to the Common Core and implementing high quality assessments need to be used to leverage continued strengthening of writing instruction.
- Alignment to the new writing frameworks K – 12 has been a yearlong project.
 - K-5 teachers have partially implemented a new writing curriculum which addresses all three types of writing in Common Core State Standards (narrative, informational, and persuasive).

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- K-3 students were assessed in narrative and informational writing. Persuasive is being developed this year and will be added to our assessment calendar next year. Students in grades 4-5 were assessed in all three types of writing.
- MS and HS ELA staff have met vertically twice and developed a framework for writing focused on the research project.

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:

- Changes were made last year to the high school graduation requirements and the program of studies. Student progress on state and national assessments will be tracked over the next three years. This goal did not necessitate the addition of new science courses, so the financial and impact was minimal.
- While we will not know how the changed graduation requirements impact the STEM scores for the Class of 2015 (the first to be held to new graduation requirements), we are already seeing improvements in our STEM assessment outcomes. When comparing 2011 aggregate scores to the 2009 baseline, we are on target for this goal. Currently, we have seen a 5% increase in students scoring at the advanced level on MCAS (primarily as 10th graders) and a 6.3% increase in the mean scores on national assessments (generally completed by students in 11th and 12th grades)
- Begin to align to the Science frameworks of the Common Core. (Still awaiting the release.)
- The Middle School is beginning the implementation of Project Lead The Way.
 - The MS received an HEF grant to purchase computers and software.
 - Start-up costs (materials, etc.) were included in the FY' 14 budget request.
- The Middle School and High School alignment to the national Next generation Science Standards has begun
 - Teachers and administration have attended informational sessions through the DESE on transition to the new science standards.
 - Lead MS and HS science teachers examined the most recent version of the Next Generation Science Standards and provided feedback directly to the national writing group.
 - Elementary teachers and leadership attended a DESE sponsored introduction to the new national science standards.
 - K-8 STEM leadership job description was drafted, and position was included in FY' 14 budget.

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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:

- Changes to the graduation requirements and the program of studies were implemented spring 2010. All math courses are being revised as a result of the new state standards.
- There is more work to be done here with math. While we have seen a 7.9 % increase in the mean scores on national assessments when comparing 2011 aggregate scores to the 2009 baseline, in the same time frame we have also seen a 2% decrease in students scoring in the advanced level on MCAS.
- Implementation of the new math programs K – 9 aligning with the Common Core in preparation for PARCC.
 - Pre-K Staff will received training in new Opening the World of Learning curriculum in March and has begun to implement it under the guidance of the NAEYC consultant and local leadership.
 - K-6 staff received formal training on the enVision MATH program and the new Standards of Mathematical Practices throughout the school year.
 - Grades 7-9 staff participated in training on the new algebra and pre-algebra programs.
 - Math leadership and K-12 teachers have attended DESE and ACCEPT workshops on aspects of the new standards and PARCC assessment including supporting struggling learners in mathematics, co-teaching in mathematics, and mathematics for students with disabilities.
 - Grades 4-12 reviewed released PARCC performance tasks and prototypes to better understand how state assessment in ELA and Mathematics will shift in the near future.
 - The Curriculum Team prioritized the alignment of ELA and Mathematics to Common Core for funding of summer curriculum work including the development of common assessments.

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, Middle School Principal, had requested three foreign language teachers and funding for textbooks in the FY12 and FY13 budgets. Unfortunately, funding constraints prevented this request from being met. As a result, this initiative has suffered continued delays and progress towards meeting the goal has not been made.

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- • The FY 13 budget includes funding for a 0.4 FTE World Language Coordinator, funded through the F1 Visa program. The expectation is that the World Language Coordinator will help develop a plan for increasing World Languages and/or exposure to world cultures at the middle and elementary levels.
- The new World Language Coordinator presented to the School Committee in the spring 2014, recommendations for expanding the language program.

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:

- Changes to our graduation requirements were implemented two years ago to help the district move to meet the target goal.
- Current data show that 98% of this year's senior class who have been here for four years have taken two years of a foreign language, and 65% have taken three years.
- We are currently developing local end of course benchmarks to measure student proficiency level, with the goal of implementing them next school year.
- We are on target to meet this goal.

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:

- This goal has been met, with more than 10% of high school students completing two years of Mandarin Chinese. For the 2010-11 and 2011-12 school years, a Mandarin program has been instituted at HHS with grant funding provided through the American Counsels for International Education. This funding concludes at the end of the 2011-12 school year. The plan for FY13 is to continue funding a Mandarin teacher at the high school utilizing F1 Visa tuitions.
- A policy was also created related to F1 visa students and J1 exchange students attending the Hopkinton Public Schools.

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:

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This goal is on target for completion. We offer both fully on-line courses, and hybrid courses which blend on-line components with face-to-face instruction.

- In the 2010-11 school year, HHS had a total of 257 online or hybrid course enrollments. This included 68% of the senior class.

Additionally, 257 Freshmen took Freshmen Seminar which is a Hybrid course.

- In 2011-12, HHS had a total of 262 online or hybrid course enrollments. 247 freshmen took the Freshman Technology Seminar, which is a hybrid course. The 262 online enrollments were composed as follows:
 - Hopkinton High Online/Hybrid courses: 167 enrollments

Hopkinton High Online/Hybrid courses are courses taught by our teachers to our students. They include:

Digital Photography Hybrid - 44

Journalism - 47

Honors Physics -18

Research Methods in Science - 12

AP Environmental Science - 46

- Virtual High School Online courses: 61 Enrollments at HS and 4 at MS

Sample VHS courses include: Oceanography, AP Economics, AP French, Pre-veterinary Medicine, and Personal Finance. Middle school students are enrolled in Algebra II.

- TEC Online Academy Courses: 34 enrollments

Sample TEC course listings include AP Environmental Science, Ancient Civilization, Honors Spanish for Business, and English Literature. The FY13 budget increases the number of available slots for TEC Online classes by 19 seats.

- Project ABLE: Three teachers have participated in the Project ABLE grant-funded training, which supports them to develop high quality blended courses. The two teachers who trained last summer designed and have now taught blended courses during the 2011-12 school year. In 2011-2012, three HHS teachers are teaching TEC Online Academy classes, and two are teaching VHS courses.

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).

Progress to Date:

- To date, elementary teachers have focused assessment efforts around establishing consistency in what is assessed and how it is assessed. At the forefront of this effort is the Benchmark Assessment System which is now being used with all students in K-5. In addition, teachers have worked on aligning common unit assessments to new mathematics standards and have revised benchmark math assessments so that the data obtained can be used to inform instruction.
- In grades 6-12, staff are revising their final exams and common assessments to reflect a balanced system of assessments. Work in the Middle School has been framed by a Response to Intervention model within their Professional Learning Community time. As a result, the initial focus has been on developing and using effective formative assessments to inform instructional decisions. At the High School, staff have examined current research on effective grading practices and are in the process of working on developing summative assessments. However, at this time we do not feel that this goal can be effectively met by June 2012. We have proposed extending the timeline in the Strategic Plan Refresh in order to provide teachers the time and professional development needed to ensure that balanced, high quality assessments are developed.
- The K-12 Assessment Framework was completed in December 2011 and has been posted on our new district website. Calendars of assessments are in the process of being developed. K-5 literacy benchmarks have been established and tiered “cut points” are currently under development by the K-5 reading specialists.
- Assessment types and methods were revised last year to allow teachers to analyze the extent to which their assessments are balanced and this work will continue as staff review their instructional units in Atlas. Grade level teachers have begun to communicate how best to transition between old and new standards over the next two years. This will result in two phases of math unit assessment revisions to avoid creating gaps during the transition from the old to the new standards, to meet MCAS testing requirements as they change over the next two years, and to ensure that we continue to meet both sets of standards.

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.

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Progress to Date:

- ATI Galileo was purchased for students in grades 4-10 in December 2011. Training is scheduled for late February with our initial testing to begin in early March. Due to the limited administration this year, our baseline data will only be available for students currently in grades 4-10. However, we will have consistent math baseline data for all students in grades 4-10 as of May 2012. While our expenses in FY11 were \$8.00 per student in grades 4-10, we did request an addition to the annual subscription rate to expand Galileo into grades 2 through 12 in the FY12 budget. As a result, this goal will need to be modified since baseline data has not been established yet.
- Using the Fountas and Pinnell Benchmark Assessment System, in September 2011 teachers in grades K-5 began monitoring students' guided reading levels. These benchmark assessments are being used by teachers in both general and special education.
- As of February 2012, using Galileo ATI, the district has begun the process of developing benchmark science assessments for Middle and High School students.
- In ELA, at grades 9 and 10, in September 2012, we will begin using a benchmark assessment developed in Galileo ATI .
- Benchmark assessments for other subjects and at other grade levels are being developed, and/or will need to be developed to meet the requirements of the state's new Educator Evaluation System.
- Benchmark and Unit Assessments progress in FY 2013.
 - Galileo Math/AIMS Web progress.
 - Technology department set up computers, established user accounts, and provided training to ensure successful implementation of Galileo benchmark assessments.
 - Galileo Benchmark Assessments were administered in the winter and spring.
 - Gr. 2-9 in Math
 - Gr. 2-9 in ELA (partial implementation in grades 2-3)
 - Gr. 8 in Science
 - Teachers designed their own benchmark and/or unit assessments.
 - Benchmark: Gr. 6-10 Wellness.
 - Benchmark: Gr. 7-8 Spanish and French.
 - Benchmark: Gr. 6-8 Social Studies.
 - Unit: Gr. 8 Science and Social Studies; MS Health.
 - First two AIMSweb Math Benchmarks were administered (K-1); Faculty analyzed resulting data .
 - Additional literacy assessment continues per the K-5 Assessment Calendar with regular updates.
 - Writing prompts given twice annually for Narrative and Informational writing (1-5); Narrative only (K); Persuasive writing was assessed in grades 4-5 only this year.
 - Benchmark Assessment System three times annually (1st only); twice annually (2-5); once annually (K).

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- DIBELS three times annually (K-1)

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:

- Tuition for the FDK program makes the program self-sustaining.
- Available classroom space continues to limit the availability of slots for Full-day Kindergarten. This may continue to be true unless and until the Center School facility is replaced or renovated and expanded.
- Not all who register for Full-day Kindergarten ultimately enroll. Data from the first three years of the program are as follows:

	2010-2011 (pilot year)	2011-2012	2012-2013
Number of students entered in FDK lottery	157	115	136
Number of families registered for kindergarten but not interested in FDK	66	47	54
Average FDK class size	22	21	20
Number of FDK spaces	88	64	92
Number of FDK classrooms	4	3	5
Number of lottery participants offered FDK until all slots were filled	119	80	116 so far

- In a May 2011 survey, parents of students in the full-day kindergarten parents identified advantages of the program and suggested improvements.
- Advantages most frequently cited: an easier transition to first grade; more social and academic time; more opportunity for reinforcement of new skills; more opportunities for “specials”; more time for teachers to get to know children as learners; would have been hard to go from full-day preK to half-day K; more time for transitions within the school day; support for family work schedules; time for hands-on projects.
- Most frequently suggested program improvements: add more slots; start the program day earlier; improve the on-line

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payment system; provide more communication with families about children's progress and more opportunities for parents to meet with teachers; reduce class sizes; less rushing & more time for lunch; get a new building; provide full-day Kindergarten for free; include more time for reading and writing.

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:

Progress towards this goal remains incomplete, but much work has taken place since the Fruit Street Elementary School project was rejected by voters in March 2011.

- The Board of Selectmen and School Committee sponsored a public forum on April 27th at the Senior Center.
- The new Superintendent comprehensively reviewed all aspects of the project and process.
- The School Committee conducted a town-wide Communications Survey to assess the effectiveness of its current communication vehicles, and identify new strategies. Based on that survey data, the School Committee has created a Communications Plan, which will help to provide the framework for communicating next steps in this process.
- The School Committee appointed a School Building Assessment Subcommittee (SBAC), charged with creating a process and timeline for moving forward. The SBAC met regularly from August until November.
- Between August and November, the SBAC explored the possibility of a employing the existing MSBA grant for a reconfigured elementary school at the Fruit Street site. Ultimately, through community conversations, it became clear that the community would not support any districted solution.
- The School Committee and other town departments participated in a meeting to work on town-wide goals, including the future of the Elementary School Building Project and Center School building.
- In response to community concern regarding other large community building projects looming in the future, the Board of Selectmen and School Committee engaged GRL Architects, and Habeeb and Associates Architects, respectively, to conduct facilities assessment studies of all School- and Town-owned buildings, to cost out and then prioritize anticipated capital costs over the next five to six years. This prioritization process is scheduled to be completed and shared with the community prior to Town Meeting.
- The School Committee was invited to attend a community forum held by a local 501(c)(4) group to speak about the developments in this process.
- In the summer of 2011, the steam traps in the Center School's heating system were serviced and the electrical service was expanded.
- Superintendent Landman held a series of eight community listening sessions between July and November. At all meetings,

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discussions regarding community hopes for next steps were held, and community questions were answered.

- The School Committee, Board of Selectmen, Senator Spilka and Representative Dykema, Superintendent and community members met with MSBA representatives on November 8, 2011 to discuss how best to move forward in partnership towards a new solution for Center School.
- The School Committee hosted, and the Superintendent facilitated a series of three Community Conversations to develop a deeper understanding of the community's thinking regarding a future solution to the challenges at Center School.
- With the support of Paul Flaxman from Boston Research Group, the School Committee conducted a major survey to better understand citizens' thinking about potential future solutions. Over 1200 citizens participated in the survey.
- On Jan. 4, 2012, the Board of Selectmen and School Committee met jointly to hear survey results, voted to submit a Declaration of Removal of Statement of Interest to the MSBA, releasing Hopkinton's claim on the MSBA grant for the Fruit Street project, and voted to submit new Statements of Interest to the MSBA for both the Center School (designated the priority SOI) and the Elmwood School.
- In their recommended budget, voted January 28 2012, the School Committee included \$34,000 for extraordinary maintenance at the Center School, addressing door, cabinet, plumbing and sink hardware, and electrical upgrades
- On Feb. 16, 2012, the School Committee voted to include a warrant article for a new Feasibility Study for the Center School on the May 2012 Town Meeting warrant.
- The School Committee commissioned an update of the Gale Associates' study of the Center School windows, which was delivered in December 2012.
- Also at the Feb. 16 meeting, based upon the Gale study findings, the School Committee voted a \$300,0000 warrant article to restore the windows in the 1928 section of Center School. The Committee has explored whether CPC or Historic District Commission grant opportunities might be used to support this restoration.
- The School Committee commissioned Habeeb Associates to update their Capital Asset Assessment of the Hopkinton Public Schools' buildings. The previous study was commissioned in 2006. Parallel to the Habeeb assessment, on the Town side Gorman Richardson Lewis Architects were commissioned to assess the Town's buildings. Using these two studies, the School Committee and Board of Selectman will collaborate to identify the priority capital projects, and thus to provide a context for any future school building project.
- The School Committee has established a Criteria Working Group composed of citizens and staff, charged with vetting and then reporting to the Committee on potential criteria for the next solution to the Center School.
- The Criteria Working Group issued a report which outlined the priority criteria to be considered as the solution for the Center School is found.
- Through the collaborative work of the School Committee and the Board of Selectmen, the Elementary School Building Committee was appointed and their charge was established.
- The Elementary School Building Committee has been meeting regularly.
- Through the efforts of the School Committee, Board of Selectman and the Elementary School Building Committee a Statement of Interest was submitted to the Massachusetts School Building Authority.
- Town Meeting voted to appropriate funding for a new feasibility study through the schematic design phase.
- The connection with the MSBA has been reestablished.

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:

- The results of the March 2011 vote on the Fruit Street elementary school project, the polling exit survey conducted during the vote, the Community Conversations conducted in fall 2011, and the School Committee survey conducted in December 2011 all indicated strongly that at this time, the community opposes neighborhood elementary schools. In the December survey, 61% were opposed to a districted approach, versus only 12% in favor. This element of Goal 3C is no longer supported by the community of Hopkinton. Moving forward, the School Committee will be exploring solutions which do not require districting.
- While opposed to districting, 23% of survey respondents expressed a preference for longer grade spans. Given that the educational leadership of the district continues to believe that longer grade spans have educational advantages, the School Committee *may* continue to investigate town-wide (i.e. not districted) building solutions that allow for longer grade spans.
- The School Committee is not pursuing this as an option at this time.

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.

Progress to Date:

- The May 2011 Strategic Plan Update stated that “[t]he 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.
- During FY 2013 budget development process, the School Committee heard from parents concerned about class sizes at 4th and 5th grades, and in the budget voted by the Committee on January 28th 2012, added positions at 1st, 4th and 5th grades to reduce class sizes. After raising the tuition, the Committee also reduced class size for Full-day Kindergarten from 21 to 20 for FY 2013.

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- During the FY 2014 budget development process, the School Committee supported adding a two teacher team at the Middle School to address reducing class size in the 7th grade.

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:

- Baseline data has been established as have core literacy benchmarks. Reading Specialists and the Director of Elementary Education are developing a tiered set of benchmarks to reflect how student interventions in literacy are provided. In addition, all elementary schools have constructed assessment spreadsheets and closely monitor students who do not meet benchmarks. The literacy assessment calendar reflects this in January when students who did not meet benchmarks in the fall are re-assessed to monitor their progress. Less formal assessments are currently used to determine math intervention needs. Beginning in the fall of 2012, teachers in grades 2-5 will be able to establish baseline data in math using Galileo, and will be able to determine the percent of improvement pre- and post- measure at that time.
- Teachers in grades 2-5 report that the use of FASTT Math with their students has resulted in improved math fact fluency. We will continue to monitor progress in this area.
- Elementary teachers use the established monthly benchmarks for guided reading levels in conjunction with other literacy assessment to monitor student progress. In addition, these benchmarks are used to promptly identify students who would benefit from supplemental or intensive intervention. These benchmarks are being used by both special education and general education. Reading Support Services progress reports were revised this summer to include communication of student current independent guided reading levels to parents.
- The focus of training for the Middle School staff in the first half of the year was on developing a Response to Intervention model that would work within the Professional Learning Community (PLC) work begun last year. This initial work resulted in staff revising their PLC goals and has provided a focus for the assessment work for the second half of the year (developing assessments to monitor progress and to inform instructional decisions).
- The High School continues to use the Plato Learning System to assist students who are in need of credit recovery and/or who need an individualized learning environment to best succeed. At the Middle School, at-risk students were identified via MCAS scores and currently 56 students are assigned to Math Lab where they receive tutoring services and are also using Plato for remediation.
- The High School Academic Support Center and Tutoring Center provide intervention services to high school students.
- Focused work continued in FY 2013 to strengthen interventions in schools.

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- Assessment in an RTI Model
 - Struggling learners were identified using benchmark or universal screening tools.
 - Scholastic Math Inventory was used to further diagnose gaps in math learning (gr. 2-8).
 - Scholastic Math Inventory was also used to monitor progress on math knowledge and skills as part of math intervention in grades 6-8.
- Response to Intervention
 - Elem: Model is in place. Work on process and support structures continues.
 - MS: RTI training has been on-going since the first staff meeting in the fall. Staff have revised existing assessments to more readily identify student learning needs, modified existing units to better meet those needs, scheduled students for interventions by team, and shared experiences with colleagues.
 - HS: Staff has been meeting regularly using the Professional Learning Community model. Staff have examined assessment data (Galileo benchmarks, finals), and are in the process of developing common assessments to measure student progress towards standards mastery.
- Responsive Classroom K-5
 - The focus this year has been on implementing Morning Meeting with additional elements.
 - A cohort of teachers was trained in Responsive Classroom I with several also participating in Responsive Classroom II.
 - At least one teacher at each elementary school is in process of gaining certification in the Train the Trainer program in Responsive Classroom.

4C. Priority Initiative: 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:

- For FY13, the budget includes a \$4,000 increase for Middle School student activity stipends.
- The High School and Middle School will be compiling data regarding student participation in clubs and activities in June 2012 and will report at that time. Current student participation rates are near the goal target of 90%.
- The School Committee has instituted an annual one-time \$25 participation fee for student activities, to be implemented in FY2013.

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 (PLCs)

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:

- Averaging across all five schools, we have met the targeted goal in this area, though not all schools have met the 75% threshold. The amount of time needed to meet this goal was not documented. The percentage of teachers participating in professional learning communities varies across buildings. Based on our current availability of common assessment data, the PLC model does not necessarily lend itself to all professional educators on a regular basis in all schools. As a result, some school percentages may be lower to reflect these differences
 - Center: 70%
 - Elmwood: 83%
 - Hopkins: 70%
 - Middle School: 100%
 - High School: 95%

5B. Priority Initiative: Compensation and Work Day

Goal: By September of 2012, teachers' and administrators' salaries and workday will compare favorably with similar school districts in the region.

Progress to Date:

- Data on teacher salaries, administrative salaries, and teacher stipends have been gathered for negotiations with unit personnel for FY 13. In the 2011-2012 school year, teachers' salaries do compare favorably with comparable school districts in TEC and the region.
- A sub-committee on alternative compensation systems has completed its work and made recommendations.

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:

- Upon review by the School Committee, this Update of the current Strategic Plan will be distributed to school staff via email.
- On September 19, 2011, administrators, teachers and School Committee members held a retreat to begin a "Refresh" of the Strategic Plan approved in 2009. The Leadership Team and School Committee have been collaborating on development of a Refreshed plan since that time. When the Refresh document is deemed ready, it will be shared first with the staff at staff meetings and then with the community, via a survey and open meetings, for comment. Following the comment period, the Refreshed Plan will be revised and then brought to the School Committee for review and approval.

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:

- Upon review by the School Committee, this Update of the current Strategic Plan will be distributed to school district families.
- On September 19, 2011, administrators, teachers and School Committee members held a retreat to begin a "Refresh" of the Strategic Plan approved in 2009. The Leadership Team and School Committee have been collaborating on development of a Refreshed plan since that time. When the Refresh document is deemed ready, it will be shared first with the staff at staff meetings and then with the community, via a survey and open meetings, for comment. Following the comment period, the Refreshed Plan will be revised and then brought to the School Committee for review and approval.

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.

Progress to Date:

- In October 2011, the Superintendent & Finance Director met with members of the Hopkinton Sustainable Green Committee to discuss past achievements (energy initiatives), difficulties related to quantifying recycling materials under the Harvey contract, and future opportunities including the possibility of transportation savings by locating a bus parking lot in town.
 - The Finance Director is investigating the use of an alternative recycling contractor who would supply quarterly school recycling statements and payments.
 - In the update provided by the Administration in May 2011, it was noted that the School Department should consider new metrics for measuring progress. As part of the refreshed strategic plan, this initiative was amended to incorporate Waste Reduction with a goal of decreasing the overall level of paper usage by 20% by June of 2015 by implementing strategies to reduce the number of reproduction copies made on district copy machines. Since developing the revised goal, we have:
 - Verified that all network copiers are capable of requiring 2-sided copies.
 - Verified that all network copiers are capable of requiring user ID's. This will allow us to monitor individual copier use rates.

7B. Priority Initiative: Energy Savings

Goal: By June of 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:

The school district has made several investments that have resulted in decreased consumption of 1.5 million Kwh (16.3% less) compared to the 2008-09 school year, including:

- Installation of solar photovoltaic energy systems at the Middle & High Schools.
- New lighting and energy management controls at the Hopkins, Middle, & High Schools.
- Purchase of software to power-down computers.

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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:

- In October of 2010, a summary of cost savings and efficiencies for FY09 and FY10 totaling \$2.3 million was forwarded to the Town Manager as part of an effort to catalog the efforts of all town departments.
- As part of the FY11 budget process, the Superintendent incorporated the original \$2.3 million as part of a report of \$5.1 million in savings and efficiencies and an additional \$8.8 million of revenue enhancements over a five-year period.
- Subsequent to these efforts, the following should be added:
- Annual fee revenue from all sources \$1.160M (3-year average)
 - Savings from FY11 HTA settlement \$185K
 - Cooperative purchasing of materials & supplies with TEC \$21K per year
 - Electricity savings due to energy equipment investments \$400K since FY09
 - Heating costs reduced by \$74K due to pricing realized through competitive process
 - State & Federal entitlement & allocation grants \$1.378M (3-year average)
 - Private Grants & Gifts \$263K (3-year average)
 - Purchase of Special Education / Wheelchair van which will yield annual savings of \$34,000 in operating costs