

Harvard  
Public  
Schools

2008-2013

A descriptive vision of the continuous improvement of the Harvard Public Schools.

Strategic  
Planning  
Executive  
Summary

## **The Harvard Public Schools Mission Statement**

The Harvard Public Schools are dedicated to giving every student the opportunity and means to acquire essential and applicable knowledge in the content areas, and command of the critical reasoning and higher order thinking skills requisite for problem-solving, research, and continuous learning. Complementary to its focus on students as learners, the schools are committed to helping students develop the interpersonal skills necessary for working effectively and cooperatively with others, and to become responsible school, community, and world citizens. In support of the realization of this mission, the schools will embody the community's standards and expectations.

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With this Mission as a guiding principle, a representative Strategic Planning Team broke into six data collection groups and spent eight weeks surveying the community, exploring data, and gathering information from a variety of sources. With this data collected, the Strategic Planning Team reconvened during a series of retreats and presented and discussed their findings. The primary purpose of this analysis phase was to uncover patterns of responses that were present in all or most of the data collection areas. It is only these consistently surfaced trends that are significant enough to demand the type of extraordinary efforts that accompany long-term systemic changes. Through this process, a series of critical areas of concern and focus emerged. Generally stated, these areas were:

- The needs to identify, teach, and assess the critical skills that students require to be successful to live and work in a 21<sup>st</sup> Century environment.
- The challenge of meeting the needs of all learners and ensuring that the promise of public school education in Harvard has equal value for all students despite their past performance or personal aspirations.
- The necessity for adult learners in the system to gain the skills and processes needed to support the challenges of public education in this new era of standards, technology, and universal achievement.
- The requirement for better measurement, tracking, and reporting of the performances of all the major systems (human, fiscal, facilities) that support the educational Mission of the district.
- The desire for all parties of good will within the system to have more information about what happens within the district and schools so that motives, strategies, and results of the process are transparent and known to all who are interested in the outcome.

With these key areas of concern identified, the Strategic Planning Team set the following goals and associated indicators of success.

**1. Harvard’s entire pre-K—12 curricula will integrate core content knowledge with the critical thinking skills needed for success in the 21<sup>st</sup> Century.**

- The Harvard school community will use best practice research to collaboratively and clearly identify a set of universal and required critical-thinking skills
- Standards and clear methods of instruction and assessment will be identified, developed, and implemented for critical thinking skills across all grade levels and subject areas
- Resources will clearly support the integration of these skills into the instruction and assessment processes
- Evidence of student performance will be gathered and analyzed to ensure continuous progress toward the application of critical thinking skills across content areas and grade levels.

**2. Harvard will identify and support the success of all its learners regardless of their learning styles, past performances, or their goals beyond graduation.**

- District will develop the capacity to identify the unique talents and preferred learning environments and experiences of all of its learners
- Student talents, interests and learning styles will be recognized and supported inside and outside the classroom
- We will provide challenging and rigorous experiences to students that support achievement in a variety of modalities
- Students will be challenged and recognized for achievement in all areas of the community experience.

**3. Harvard’s Professional Development systems will be consistently and thoughtfully aligned with the district’s achievement and instructional goals.**

- The deployment of school and system resources will reflect the belief that high-quality, on-going professional development is a core value of the school system
- Professional development will have a clear impact on classroom instruction and student learning
- The development, assessment, and revision of professional development offerings will be reflective of an on-going collaborative process involving both teachers and administrators.

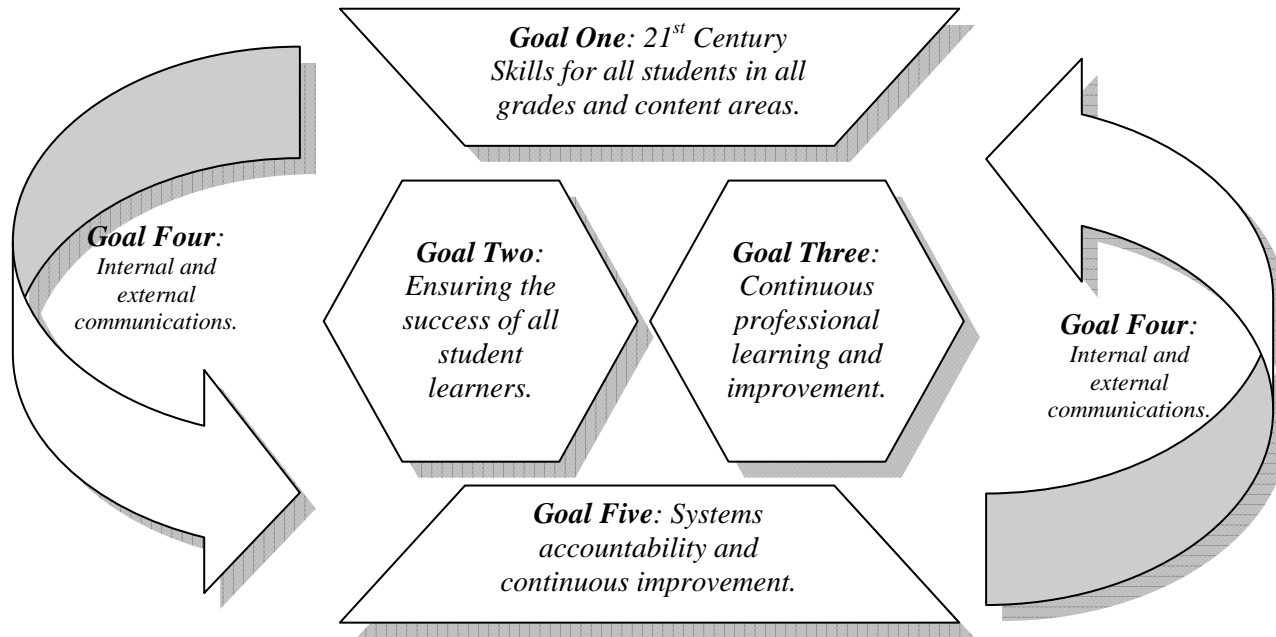
**4. Harvard will establish systems to promote effective communication among and between the administration, staff and community.**

- Important events and information will be consistently and clearly shared with and /or communicated to school staff, student, parents and constituents.
- We will promote greater understanding among stakeholders about the why's and how's of the development of the school budget.
- We will, whenever appropriate, ensure that “all stakeholders” within the school building are involved in the discussions/planning process before decisions/changes are made and that goals/expectations are clearly communicated.
- We will ensure school/school board personnel participation and/or representation in relevant town entities/projects/committees.

**5. Harvard will create and implement an accountability plan to ensure that all systems within the organization are aligned with the district's Mission and a core set of prioritized goals.**


- Major critical systems indicators (student performance, personnel, budget, and facilities) for measurement and coherent reporting will be identified and applied.
- We will identify and/or develop specific, measurable criteria of success in each system.
- We will plan for ongoing measurement and reporting of each system to provide a continuous improvement loop in these major systems.

It is important to understand that these goals are critical to the future success and health of the Harvard Public Schools when considered as a totality, meaning that there is a unique relationship and interdependence that exists between all of them. Strategic Planning success over the long-term cannot be viewed as an “a-la-carte” exercise. As the Strategic Planning Team began the process of mapping pathways to success for each of these goals, it early on recognized that for all of them success at some level in one area depended on success in others. That is why, as one reviews the plans for each goal, one will recognize the many connections that exist between these foundational goals and will also get a sense of how important it is for the district to succeed in pursuing all of these pathways over the next 3-5 years.




**Goal One: Harvard’s entire pre-K—12 curricula will integrate core content knowledge with the critical thinking skills needed for success in the 21<sup>st</sup> Century**

**Component One:** The Harvard school community will use best practice research to collaboratively and clearly identify a set of universal and required critical-thinking skills



| <b>I – Present State</b>  | <b>II – Beginning</b>  | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Limited consensus on what are critical thinking skills.</li> <li>Limited knowledge of research available on critical thinking skills.</li> </ul> | <ul style="list-style-type: none"> <li>There is a dialogue initiated across the Harvard community related to identifying and generating a consensus regarding critical thinking skills</li> <li>Research is gathered on critical thinking and informs the discussion.</li> </ul> | <ul style="list-style-type: none"> <li>An emerging consensus develops around a draft list of critical thinking skills.</li> <li>Teachers are conversant on current research about critical thinking skills and this research is being shared and disseminated.</li> </ul> | <ul style="list-style-type: none"> <li>Clearly defined and agreed upon set of critical thinking skills.</li> <li>Most in the community are conversant on current research about critical thinking skills.</li> </ul> |

**Component Two:** Standards and clear methods of instruction and assessment will be identified, developed, and implemented for critical thinking skills across all grade levels and subject areas



| <b>I – Present State</b>   | <b>II – Beginning</b>   | <b>III – Progressing</b>   | <b>IV - Accomplishing</b>  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>Minimal common understanding of and agreement on best practices for teaching critical thinking skills.</li> <li>Current curriculum does not identify specific critical thinking skills.</li> <li>A systematic focus on developing and assessing critical thinking skills is lacking.</li> </ul> | <ul style="list-style-type: none"> <li>Emerging common understanding and agreement on best practices for teaching critical thinking skills.</li> <li>Some curriculum identifies specific critical thinking skills.</li> <li>A systematic focus on developing and assessing critical thinking skills is developing.</li> </ul> | <ul style="list-style-type: none"> <li>Wide-spread alignment on the best practices for teaching critical thinking skills.</li> <li>Many curricula integrate critical thinking skills across content areas and grade levels.</li> <li>There is a system in place for ongoing development and assessment of critical thinking skills.</li> </ul> | <ul style="list-style-type: none"> <li>District-wide alignment on the best practices for teaching critical thinking skills.</li> <li>Curriculum integrates critical thinking skills across content areas and grade levels.</li> <li>There is a system in place for ongoing development and assessment of critical thinking skills and that system is driving improvements in instruction and performance.</li> </ul> |

**Component Three:** Resources will clearly support the integration of these skills into the instruction and assessment processes


| I – Present State   | II – Beginning  | III – Progressing  | IV - Accomplishing   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Current levels of demand, capacity, support, and professional learning for technology are not adequately aligned for optimal use.</li> <li>• Limited engagement in professional development to support critical thinking instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• Current levels of demand, capacity, support, and professional learning for technology are purposefully beginning to be aligned for optimal use.</li> <li>• Partial engagement in professional development to support critical thinking instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• Alignment between capacity, support and professional learning is enabling technology to be effectively used to support instruction of critical thinking skills in many classrooms throughout the district.</li> <li>• Most teachers are actively engaged in the professional development necessary to support critical thinking instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• Technology is effectively used to support instruction of critical thinking skills when appropriate in all classrooms throughout the district.</li> <li>• Teachers are actively engaged in the professional development necessary to support critical thinking instruction.</li> </ul> |

**Component Four:** Evidence of student performance will be gathered and analyzed to ensure continuous progress toward the application of critical thinking skills across content areas and grade levels.

| I – Present State   | II – Beginning   | III – Progressing  | IV - Accomplishing   |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Systems are either limited or lacking for the assessment of critical thinking skills.</li> <li>• Limited coordination among existing systems for data collection to assess and analyze the application of critical thinking skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Systems are designed for the assessment of critical thinking skills.</li> <li>• Improving coordination among existing systems for data collection to assess and analyze the application of critical thinking skills.</li> </ul> | <ul style="list-style-type: none"> <li>• A district-wide system is being implemented to specifically assess and analyze the application of critical thinking skills.</li> <li>• A “Dashboard” to measure system-wide competency of critical thinking skills is being developed.</li> <li>• There is a system being implemented to respond to trends in critical thinking skills performance (through instruction, professional development, assessment, and curriculum)</li> </ul> | <ul style="list-style-type: none"> <li>• A district-wide system is in place to specifically assess and analyze the application of critical thinking skills.</li> <li>• There is a “dashboard” to measure system-wide competency of critical thinking skills.</li> <li>• There is a system in place to respond to trends in critical thinking skills performance (through instruction, professional development, assessment, and curriculum)</li> </ul> |

**Goal Two: Harvard will identify and support the success of all its learners regardless of their learning styles, past performances, or their goals beyond graduation.**

**Component One:** District will develop the capacity to identify the unique talents and preferred learning environments and experiences of all of its learners



| <b>I – Present State</b>   | <b>II – Beginning</b>  | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• In general, staff sees the importance of regularly attempting to personally connect with students (learn student interests).</li> <li>• Faculties at both schools recognize the importance of using instructional strategies that meet the needs of all learners.</li> <li>• There is some collaboration between former and current teachers of students.</li> <li>• There is no formal K-12 system for the identification of talents or learning styles of individual students.</li> </ul> | <ul style="list-style-type: none"> <li>• A program to encourage staff in middle and upper grades to improve their personal connections with their students has been outlined.</li> <li>• Curriculum leaders define the necessary tools that staff will use to adapt their teaching styles to meet their diverse student needs</li> <li>• A reporting framework for students transitioning between grade levels is established</li> <li>• There is a formal system designed for the identification of talents or learning styles of individual students.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff from K-12 have accepted and are implementing the program in the majority of class rooms in the district</li> <li>• Faculty receives necessary training to support flexible deployment of these strategies</li> <li>• Faculty and staff are given opportunities for time to prepare, share and collaborate student related information.</li> <li>• There is a formal system being implemented for the identification of talents or learning styles of individual students.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff makes personal connections with students in all grade levels.</li> <li>• Faculties regularly use instructional strategies that meet the needs of all learners.</li> <li>• There is annual communication between grade level teachers to relay pertinent information about each student.</li> <li>• There is a formal system in place for the identification of talents or learning styles of individual students and the results of that system are driving decision making, course selection, and goal setting.</li> </ul> |

**Component Two:** Student talents, interests and learning styles will be recognized and supported inside and outside the classroom

| <b>I – Present State</b>   | <b>II – Beginning</b>  | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• There are inconsistent opportunities for students to demonstrate mastery in a variety of learning styles.</li> <li>• Faculties at both schools recognize the importance of using instructional strategies that meet the needs of all learners.</li> <li>• While some programs for parents are offered, attendance is sporadic.</li> </ul> | <ul style="list-style-type: none"> <li>• There are some opportunities for students to demonstrate mastery in a variety of learning styles.</li> <li>• Faculties at both schools recognize the importance of using instructional strategies that meet the needs of all learners and a dialogue has begun for systems and strategies to do this more consistently.</li> <li>• Programs for parents are offered and attendance is growing.</li> </ul> | <ul style="list-style-type: none"> <li>• Most students are given the opportunity to demonstrate mastery in their optimal learning style.</li> <li>• Faculties use instructional strategies that meet the needs of all learners.</li> <li>• Opportunities for parents to learn how to support their child’s learning efforts are designed and outreach to families has begun.</li> </ul> | <ul style="list-style-type: none"> <li>• Students are given the opportunity to demonstrate mastery in their optimal learning style.</li> <li>• Faculties regularly use instructional strategies that meet the needs of all learners.</li> <li>• Opportunities for parents to learn how to support their child’s learning efforts have been created and outreach to families has been increased.</li> </ul> |

**Component Three:** We will provide challenging and rigorous experiences to students that support achievement in a variety of modalities


| <b>I – Present State</b>  | <b>II – Beginning</b>  | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• There are high academic expectations in the Harvard Public Schools.</li> <li>• There are sufficient number of honor and advanced placement offerings.</li> <li>• The curriculum is slanted towards mandated course work and alternative course offerings are limited.</li> </ul> | <ul style="list-style-type: none"> <li>• There are high academic expectations for all students in the Harvard Public Schools.</li> <li>• A comprehensive curriculum course review based on emerging 21<sup>st</sup> Century needs and meeting the needs of all learners is implemented.</li> </ul> | <ul style="list-style-type: none"> <li>• There are high academic expectations for all students in the Harvard Public Schools.</li> <li>• Identified course offerings have been prioritized to align with the needs for diversified learning methodologies and have begun to be embedded within the program of studies.</li> </ul> | <ul style="list-style-type: none"> <li>• High academic expectations continue for all students and there are extended learning opportunities beyond core academic offerings.</li> <li>• Elective course offerings meet the needs of all learners, are challenging and rigorous, and are complemented by work-study programs and integrated with local vocational opportunities.</li> <li>• All students feel like they have been positively challenged through their public school experiences.</li> </ul> |

**Component Four:** Students will be challenged and recognized for achievement in all areas of the community experience.

| <b>I – Present State</b>   | <b>II – Beginning</b>   | <b>III – Progressing</b>   | <b>IV - Accomplishing</b>  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Individual students are recognized for high school sports, academics, the arts, senior projects and philanthropic achievements.</li> <li>• 8<sup>th</sup> grade year end recognition ceremony.</li> <li>• 6<sup>th</sup> grade recognizes all students at some point in the year</li> <li>• HES has a program for individual/class achievement, recognition and citizenship.</li> </ul> | <ul style="list-style-type: none"> <li>• There are discussions with students and parents regarding a variety of methods for recognizing achievements in all areas of the school community experience.</li> <li>• Faculty and staff define their expectations and ensure that all departments (both academic and non-academic) adopt principles of citizenship.</li> </ul> | <ul style="list-style-type: none"> <li>• The results of the discussions with students and parents regarding a variety of methods for recognizing achievements in all areas of the school community experience are shared throughout the community.</li> <li>• Opportunities are emerging across departments for individual and group recognition of successful demonstration of these principles.</li> </ul> | <ul style="list-style-type: none"> <li>• Citizenship is promoted through collaborative efforts within grade levels.</li> <li>• Departments throughout the district have created mechanisms which recognize individualized achievement throughout the school year.</li> <li>• Faculty and staff regularly seek opportunities to recognize and praise positive actions by students.</li> </ul> |


**Goal Three: Harvard’s Professional Development systems will be consistently and thoughtfully aligned with the district’s achievement and instructional goals.**

**Component One:** The deployment of school and system resources will reflect the belief that high-quality, on-going professional development is a core value of the school system




| <b>I – Present State</b>  | <b>II – Beginning</b>  | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• There are existing building-based and district-wide structures in support of professional development but the opportunities are not consistent across the district or year to year.</li> </ul> | <ul style="list-style-type: none"> <li>• There are existing building-based and district-wide structures in support of professional development and the opportunities are becoming consistent across the district or year to year.</li> <li>• There is a dialogue regarding the balance that is required between personal ownership of learning and the district’s and building’s needs for alignment and focus.</li> </ul> | <ul style="list-style-type: none"> <li>• There are dynamic building-based and district-wide structures that support professional development and the opportunities are consistent across the district or year to year.</li> <li>• There is a balance in the offerings regarding the balance that is required between personal ownership of learning and the district’s and building’s needs for alignment and focus.</li> </ul> | <ul style="list-style-type: none"> <li>• There are dynamic building-based and district-wide structures that support professional development and the opportunities are consistent across the district or year to year.</li> <li>• The organization of the school system (including calendar year, school day, management structures, and budget) supports professional development that is cohesive and maximizes limited resources.</li> <li>• Meaningful and reliable professional development offerings are clearly aligned to district goals and professionals are engaged in them in a significant manner.</li> </ul> |

**Component Two:** Professional development will have a clear impact on classroom instruction and student learning



| <b>I – Present State</b>   | <b>II – Beginning</b>   | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• There is no consistent district-wide mechanism for assessing the impact of professional development on classroom instruction and student learning</li> <li>• At HES curriculum coordinators provide on-going, embedded support of professional development initiatives</li> <li>• There are considerable efforts to systematically look at data as a way of informing instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a consistent district-wide mechanism under development for assessing the impact of professional development on classroom instruction and student learning.</li> <li>• Curriculum coordinators provide on-going, embedded support of professional development initiatives throughout the district.</li> <li>• Data is being collected to systematically look at data as a way of informing instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear and consistent district-wide mechanisms for assessing the impact of professional development on classroom instruction and student learning are implemented.</li> <li>• There is a clear connection between professional development and the forming of annual teacher goals.</li> <li>• A collaborative culture of embedded professional development is developing.</li> <li>• There are district-wide structures in place to collaboratively and systematically review and analyze data to inform instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear and consistent district-wide mechanisms for assessing the impact of professional development on classroom instruction and student learning are in place.</li> <li>• There is a clear connection between professional development and the forming, implementing, and evaluating of annual teacher goals.</li> <li>• A collaborative culture of embedded professional development exists, resulting in staff members openly sharing the successes and challenges of implementing best practices.</li> <li>• The district-wide structures that are in place to collaboratively and systematically review and analyze data to inform instruction are driving improvements throughout the system.</li> </ul> |


**Component Three:** The development, assessment, and revision of professional development offerings will be reflective of an on-going collaborative process involving both teachers and administrators.



| <b>I – Present State</b>   | <b>II – Beginning</b>   | <b>III – Progressing</b>   | <b>IV - Accomplishing</b>  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>Instructional Leadership team assesses needs and plans for professional development.</li> </ul> | <ul style="list-style-type: none"> <li>Instructional Leadership team broadens its assessments of needs and plans for professional development to include major goals, needed data, and best practices.</li> </ul> | <ul style="list-style-type: none"> <li>There are system-wide structures being implemented that will enable collaborative decision making around professional development offerings.</li> <li>Teachers and administrators have a developing sense of ownership and satisfaction with the professional development offerings.</li> <li>Professional development offerings reflect a growing balance in meeting the needs of individual teachers, teams, schools, and the system as a whole.</li> </ul> | <ul style="list-style-type: none"> <li>There are system-wide structures that enable collaborative decision making around professional development offerings.</li> <li>Teachers and administrators have a sense of ownership and satisfaction with the professional development offerings.</li> <li>Professional development offerings reflect a balance in meeting the needs of individual teachers, teams, schools, and the system as a whole.</li> </ul> |


**Goal Four: Harvard will establish systems to promote effective communication among and between the administration, staff and community.**

**Component One:** Important events and information will be consistently and clearly shared with and /or communicated to school staff, student, parents and constituents.




| <b>I – Present State</b>  | <b>II – Beginning</b>   | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>Schools provide info/updates via websites, emails, Connect Ed and local newspapers.</li> </ul> | <ul style="list-style-type: none"> <li>The website reformatted with easily accessible links.</li> <li>Local papers are invited to cover more events.</li> <li>Connect Ed messages are shorter and redirect to website.</li> </ul> | <ul style="list-style-type: none"> <li>Website and information are updated and current.</li> <li>More information relevant to classroom activities posted on website.</li> <li>Updates disseminated within a few days of meetings.</li> <li>Systems and information sharing are aligned.</li> </ul> | <ul style="list-style-type: none"> <li>The website is user friendly/makes the information more comprehensive, phone communication is substantive and community attendance to events high.</li> <li>Committee and dept/grade level groups disseminate updates on decisions/progress immediately.</li> <li>Student performance is transparent and accessible 24/7.</li> </ul> |

**Component Two:** We will promote greater understanding among stakeholders about the why's and how's of the development of the school budget.




| <b>I – Present State</b>   | <b>II – Beginning</b>   | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>Forums, open meeting, warrant article publication and local paper coverage provide opportunities for information and input.</li> <li>Focus is only on increases and taxes.</li> </ul> | <ul style="list-style-type: none"> <li>Stakeholders more actively sought out to attend info meetings.</li> <li>Information is shared on mandates, goals, and cost factors.</li> </ul> | <ul style="list-style-type: none"> <li>Stakeholder involvement is growing.</li> <li>Info presented void of jargon.</li> <li>Info available on website, cable, etc. and is comprehensive.</li> </ul> | <ul style="list-style-type: none"> <li>Stakeholder involvement is high.</li> <li>Information and rationale on recurring and mandated expenses clearly articulated (with data).</li> <li>Information and rationale on key budget changes is clearly articulated to the community.</li> <li>Data is included as events unfold.</li> </ul> |

**Component Three:** We will, whenever appropriate, ensure that “all stakeholders” within the school building are involved in the discussions/planning process before decisions/changes are made and that goals/expectations are clearly communicated.



| <b>I – Present State</b>   | <b>II – Beginning</b>   | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Memos, emails, meetings provide information or articulate expectations, but sometimes “too little, too late.”</li> <li>• Decisions sometimes are made without key stakeholders involved.</li> </ul> | <ul style="list-style-type: none"> <li>• Information provided on a timely basis.</li> <li>• Protocols are established to identify individuals and/or groups who should participate.</li> <li>• Decisions are frequently made with key stakeholder involvement.</li> </ul> | <ul style="list-style-type: none"> <li>• Information is timely.</li> <li>• Time is set aside to allow for full participate of stakeholders.</li> <li>• Protocols are in place.</li> <li>• Decisions are made with key stakeholder involvement.</li> </ul> | <ul style="list-style-type: none"> <li>• Information is timely.</li> <li>• Committee and dept/grade level groups disseminate updates on decisions/progress.</li> <li>• Protocols are in place and are effective.</li> <li>• Stakeholders are identified prior to discussions/meetings are held.</li> <li>• Stakeholders’ input or opinion is considered and valued.</li> </ul> |


**Component Four:** We will ensure school/school board personnel participation and/or representation in relevant town entities/projects/committees.



| <b>I – Present State</b>  | <b>II – Beginning</b>   | <b>III – Progressing</b>   | <b>IV - Accomplishing</b>  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• There is limited, if any involvement in key town groups and activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Schools and school board will identify groups and activities that would welcome their representation.</li> </ul> | <ul style="list-style-type: none"> <li>• School personnel and board members attend relevant meetings and report back to school community.</li> </ul> | <ul style="list-style-type: none"> <li>• School personnel and board members attend and engage in relevant meetings and report back to school community.</li> <li>• School leaders are aware of the impact of their decisions on the town.</li> <li>• A representative from the school/school board is effective in promoting consistent involvement in said groups.</li> </ul> |


**Goal Five: Harvard will create and implement an accountability plan to ensure that all systems within the organization are aligned with the district’s Mission and a core set of prioritized goals.**

**Component One:** Major critical systems indicators (student performance, personnel, budget, and facilities) for measurement and coherent reporting will be identified and applied.




| <b>I – Present State</b>   | <b>II – Beginning</b>   | <b>III – Progressing</b>  | <b>IV - Accomplishing</b>  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• There are some existing assessment methods which communicate the status, growth, and future need within the Schools, but many of these are driven by national and state standards and standardized assessments.</li> <li>• These existing methods articulate the associated goals, standards, performance criteria and assessment levels and results are reported through the School Committee to the Community to determine the effectiveness, educational value and success, and financial impact.</li> <li>• Currently there is no consensus on what the general indicators of success for each dashboard system are.</li> </ul> | <ul style="list-style-type: none"> <li>• There are some existing assessment methods which communicate the status, growth, and future need within the Schools and there is an effort to move beyond national and state standards and standardized assessments to add local and reliable methods that are reflective of local needs and values.</li> <li>• Existing methods articulate the associated goals, standards, performance criteria and assessment levels and results are reported through the School Committee to the Community to determine the effectiveness, educational value and success, and financial impact.</li> <li>• There is a dialogue regarding what the general indicators of success for each dashboard system might be.</li> </ul> | <ul style="list-style-type: none"> <li>• The existing assessment methods which communicate the status, growth, and future need within the Schools and there is an effort to move beyond national and state standards and standardized assessments to add local and reliable methods that are reflective of local needs and values and these factors are being streamlined for dashboard implementation.</li> <li>• Existing methods articulate the associated goals, standards, performance criteria and assessment levels and results are reported through the School Committee to the Community to determine the effectiveness, educational value and success, and financial impact.</li> <li>• There is a developing consensus regarding what the general indicators of success for each dashboard system might be.</li> </ul> | <ul style="list-style-type: none"> <li>• For each “dashboard” system there are existing assessment methods to communicate the status, growth, and future need within the Schools. These methods articulate the associated goals, standards, performance criteria and assessment levels reported through the School Committee to the Community to determine the effectiveness, educational value and success, and financial impact.</li> <li>• There is consensus on what the general indicators of success for each dashboard system are.</li> </ul> |

**Component Two:** We will identify and/or develop specific, measurable criteria of success in each system.



| <b>I – Present State</b>  | <b>II – Beginning</b>  | <b>III – Progressing</b>   | <b>IV - Accomplishing</b>  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>For the assessment methods that are currently in place, there is a great deal of data generated that may or may not be meaningful to our core mission and is inconsistently communicated.</li> </ul> | <ul style="list-style-type: none"> <li>For the assessment methods that are currently in place, there is a specific set of measures reflective of critical values and success that are meaningful to the district’s core mission.</li> <li>Systems for communication are identified.</li> </ul> | <ul style="list-style-type: none"> <li>There is an integrated and performance-based measurement and reporting data-based program in each critical system area.</li> <li>This system will identify, track and correlate all components within a “dashboard” and results can be used as identifiers of success for each sub system and the impact the whole system.</li> <li>The results are periodically reported and communicated to the entire school community.</li> </ul> | <ul style="list-style-type: none"> <li>There is an integrated and comprehensive performance-based measurement and reporting data-based program in each critical system area.</li> <li>This system identifies, tracks and correlates all components within each “dashboard” and results can be used as identifiers of success for each sub system and the impact the whole system.</li> <li>The results are frequently reported and communicated to the entire school community and are always available and accessible.</li> </ul> |

**Component Three:** We will plan for ongoing measurement and reporting of each system to provide a continuous improvement loop in these major systems.



| <b>I – Present State</b>   | <b>II – Beginning</b>  | <b>III – Progressing</b>   | <b>IV - Accomplishing</b>  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Actions taken as a result of reporting is circumstantial and inconsistent.</li> </ul> | <ul style="list-style-type: none"> <li>Actions taken as a result of reporting are beginning to have an impact on practices in the district.</li> </ul> | <ul style="list-style-type: none"> <li>Dashboard criteria are measured consistently and results are sometimes used to guide decision-making on a systemic and consistent basis.</li> </ul> | <ul style="list-style-type: none"> <li>Dashboard criteria are measured consistently and results are regularly used to guide decision-making on a systemic and consistent basis.</li> </ul> |