

Harvard
Public
Schools

2008-2013

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

Strategic
Planning
Mission,
Goals,
And Descriptive
Implementation
Vision

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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.

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 related to each of the following areas of current and future school system performance:

- A. Existence and alignment of foundational systems. Data in this area sought to explore how systemic thinking and processes work to support the Mission and Beliefs of the organization.*
- B. Alignment and coherence of systems, leadership, curriculum, assessment, data, and instruction. Data in this area seeks to determine how in-sync the key teaching and learning systems of the organization are with key organizational goals and priorities as well as best practices and current research.*
- C. Use of 21st Century content, skills, tools for learning, and digital literacy applications throughout the system. Data in this area sought to explore the state of the digital learning environment by identifying what phase of integration the district has achieved and how well it is positioned for the future.*
- D. Impact of demographics, economics, and legislation. Data in this area sought to understand how changes in population, funding, and the way schools are regulated will have an impact on how we plan to do business in the future.*
- E. Impact of technology, globalism, culture, and competition. Data in this area sought to gauge the changes that impact schools on a macro level; this is especially important as it relates to kinds of preparation we provide for students who we want to be successful in these environments.*

F. Special cause considerations, local context, and other factors. Data in this area sought to understand the context of factors that may influence either goal development or implementation issues related to the plan. Special or unique circumstances, issues of dysfunction, or local histories find their home here.

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 21st 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 21st 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.

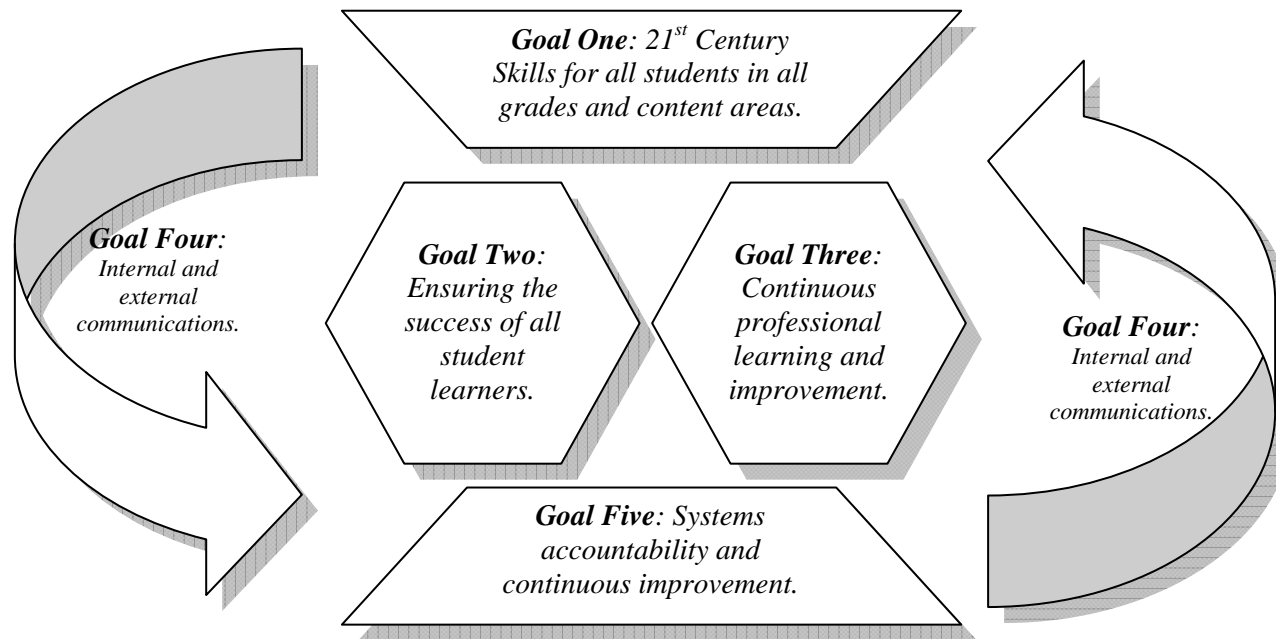
4. Harvard will establish systems to promote effective communication among and between the administration, staff and community.

- 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.




With these goals and indicators set, Planning Teams were formed around each goal area. These groups set out to map the planning environment by identifying those systems and factors that might influence the outcome in each of the goal areas, to build a cohesive vision of what the goal achieved would look like, and then to identify the first steps that need to be taken to achieve progress toward those visions.

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


Systems	Factors
<ul style="list-style-type: none"> • Curriculum development processes • Curriculum coordinators • Grade level teams and departments • Instructional leadership team • Professional development meeting times • Report card system • Standardized testing (MCAS, SAT, AP testing) • Teacher evaluation and individualized professional development plans 	<ul style="list-style-type: none"> • Subject area perceptions • Current assessment practices • Support staff and technology available • Scheduling of time • No district-wide definition of a set of critical thinking skills • Numerous external resources and studies of critical thinking skills • Elementary level—multiple curriculums are taught by single teacher • Community that values and will support an emphasis on critical thinking skills • NEASC accreditation • Small school system • A high degree of affluence within an economically diverse community.
<p>Restraining Forces</p> <ul style="list-style-type: none"> • “Already doing as much as we can” • Competing demands for instructional time during the school day • Inconsistent technology skills among staff • “We’re already doing a great job”...”if it ain’t broke...” • Complacency; inertia; content with status quo • How much PD time is available • Funding for materials, training, technology, etc. • Emphasis on MCAS • Universal resistance to change • Aggregate per capita is high, but range between highest and lowest is great as well. 	

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



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

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



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

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"> • Current levels of demand, capacity, support, and professional learning for technology are not adequately aligned for optimal use. • Limited engagement in professional development to support critical thinking instruction. 	<ul style="list-style-type: none"> • Current levels of demand, capacity, support, and professional learning for technology are purposefully beginning to be aligned for optimal use. • Partial engagement in professional development to support critical thinking instruction. 	<ul style="list-style-type: none"> • 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. • Most teachers are actively engaged in the professional development necessary to support critical thinking instruction. 	<ul style="list-style-type: none"> • Technology is effectively used to support instruction of critical thinking skills when appropriate in all classrooms throughout the district. • Teachers are actively engaged in the professional development necessary to support critical thinking instruction.

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

Goal One: Beginning Action Plans:

Objectives ① ② ③ ④ ⑤	Strategies	Timeline/Accountability	Resources
Communicate Goal 1	Roll out strategic plan at a joint faculty meeting	Spring 08/Superintendent & planning team	N/A
Identify a set of clearly defined and agreed-upon critical thinking skills.	Form a pre K-12 steering committee (5-6 people) that will be charged with collecting & synthesizing recommendations from grade levels and depts.	08-09 school year	Dedicated PD time
Develop K-12 forums for ongoing professional learning and dialogue about current best practices and trends in critical thinking skills.	Identify and collect materials for professional print, online, & multimedia libraries of resources Harvard schools, including both print and web-based resources. Propose the organization of informal professional book discussion groups. Initiate a K-12 online discussion forum (ie, blog) regarding professional recourses. Identify relevant online learning opportunities and encourage staff participation.	November 08/ Media specialist, planning committee members, other interested staff. June 08 June 08 Ongoing (goal 3?)	Recommendations from the school community; donations, PD dollars, library budgets
Begin to research best practices for reliable and practical assessment of critical thinking skills.	Collect and examine existing assessment tools used to measure critical thinking skills.	Spring 09 Grade levels and departments.	N/A
Ensure that technology resources and the use of those technologies support the integration of critical thinking skills.	Assess existing technology resources and identify needs. Assess current levels of technology use and knowledge by K-12 staff (MassONE Technology Self Assessment Tool; surveys; informal feedback) Professional development to support the integration of technology with critical thinking instruction.	Spring 08/ technology support staff, media specialists, ???) 08-09 (goal 3?)	\$\$\$
Develop a K-12 system to assess the application of critical thinking skills.	Achieve the above-stated objectives, and then identify a system to measure student performance of critical thinking (Dashboard - goal 5).	09-10	

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.

Systems	Factors
<ul style="list-style-type: none"> • All curricula planning, documents, and delivery • Three Tiered Intervention System <ul style="list-style-type: none"> ○ Learning Center ○ Small group and or supported classes (6-9) ○ Co-Taught Classes ○ English LA & Math Intervention ○ Homework Lab (Middle School) ○ Software Lab (Elementary) • Homework Lab (Middle School) • Peer Tutoring • Team Approach on student needs (6-9) • Academic/Content Support (Special Education Services) • Instructional Leadership Team • Administrative Council • HES Curriculum Coordination Meeting • Early Release Days • Full-Day Professional Development Days • Tuition Reimbursement • District hosted graduate courses (at some levels) • After-school technology workshops • Lab-site/In-class coaching • Study Groups • Mentoring 	<ul style="list-style-type: none"> • Costs • Perception of “special education” system – the notion of zero sum game. • Is raising performance for “all” also a “zero sum game.” • The difference between “fair” and “equal” treatment. • Special education legislation • Alignment of schedules with needs • Range of offerings as compared to the range of need. • Space needs and provisions • Perceptions and stigma of non-traditional programming • MCAS testing and other existing assessments • Parental expectations, participation, and acceptance. • Understanding of the need for differentiation in both offerings and delivery of instruction
<p>Restraining Forces</p> <ul style="list-style-type: none"> • Notions and perceptions of what constitutes a “program” and a district’s responsibility – this must be broader than a specific group or program. • Resources (Time and Money) • Current Daily Schedule • Public and educational perceptions of the value of this goal • Reliance on traditional assessment data to categorize and track students 	

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

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

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

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

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

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • There are high academic expectations in the Harvard Public Schools. • There are sufficient number of honor and advanced placement offerings. • The curriculum is slanted towards mandated course work and alternative course offerings are limited. 	<ul style="list-style-type: none"> • There are high academic expectations for all students in the Harvard Public Schools. • A comprehensive curriculum course review based on emerging 21st Century needs and meeting the needs of all learners is implemented. 	<ul style="list-style-type: none"> • There are high academic expectations for all students in the Harvard Public Schools. • 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. 	<ul style="list-style-type: none"> • High academic expectations continue for all students and there are extended learning opportunities beyond core academic offerings. • 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. • All students feel like they have been positively challenged through their public school experiences.

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

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


Goal Two Beginning Action Plans:

Objectives ① ② ③ ① ② ③	Strategies	Timeline/Accountability	Resources
Improve personal connections with students.	Professional staff should explore programs/processes that are adaptable and reliable that would build this aspect of school life over time. Coordinate with staff that do this currently and with the high school NEASC mentoring component.	TBD	Advisory time and other resources as needed.
Identify student learning style and interests and to pass that information from grade to grade	Professional staff should develop a process (Cognitive Inventory Assessment Checklist) and key benchmark times for updates that accomplish this goal. A user friendly and time sensitive process can then be developed for inventorying and passing this information along from one grade to another.	By spring 2009	Time and process to be determined.
Faculty value the importance of alternative methodologies for demonstration of mastery.	Learning and demonstration opportunities for staff related to formal and informal assessment methods. Tie to teacher evaluation goals and processes.		
Parental expectations and support are encouraged and engaged	Begin a meaningful dialogue with parents about opportunities and pathways to support their children as they grow and progress through the system. (21 st Century skills, learning styles, etc).	2009	Communication processes (Goal 4)
Student recognition is reviewed and redefined.	A process is put in place to systematically review the ways and methods that are used to recognize student success to ensure that they are fair and reflective of all of the values of the community	2009-2010	TBD
Coordinate actions with Goal One Results	The results of the 21 st Century Skills Goal are critical to alignment and success of this goal as the ability to demonstrate these skills will be the primary focus of this effort. There should be ongoing dialogue and communication between strategies and processes of Goal One with efforts to be successful in this goal area.	Over the life of the plan.	TBD

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


Systems	Factors
<ul style="list-style-type: none"> • Instructional Leadership Team • Administrative Council • HES Curriculum Coordination Meeting • 20 Early Release Days • 3 Full-Day Professional Development Days • Tuition Reimbursement • District hosted graduate courses (at some levels) • After-school technology workshops • Lab-site/In-class coaching • Study Groups • Mentoring 	<ul style="list-style-type: none"> • Management/Union relations • Perceptions of PD
<p>Restraining Forces</p> <ul style="list-style-type: none"> • Resources (Time and Money) • Current Daily Schedule • Public perceptions of value of early release days • Individual openness to professional development 	

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




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. Meaningful and reliable professional development offerings are clearly aligned to district goals and professionals are engaged in them in a significant manner.

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



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

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.



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


Goal Three Beginning Action Plans:

Objectives ① ② ③ ① ② ③	Strategies	Timeline/Accountability	Resources
Clarify & confirm understanding of current PD systems	Create flow charts: existing district, HES & Bromfield. Meet with faculty for flowchart feedback. IPDP to be included and reviewed. Revise flow charts as needed. Present current model to faculty	Complete by end of '08 School Year	Administrators Existing small group meeting time
Review & discuss the Strategic Plan with the Instructional Leadership Team & faculty	All faculty would have the opportunity to review the Strategic Plan in a variety of ways: faculty meeting, on line. Share the updated Strategic Plan with the ILT. Discuss the goals and their impact on instruction & PD & evaluation	Faculty meeting before March 08Town Meeting . VCR at rest of year faculty meeting	Strategic Plan Faculty Meetings Email
Inform district faculty of the process and outcomes of the Strategic Planning Committee	Hold district wide meeting at the opening convocation with Jonathan Costa as a presenter. Distribute the Strategic Plan to faculty.	08-09 school year opening meeting	Jonathan Costa

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


Systems	Factors
<ul style="list-style-type: none"> • School by school newsletters and announcements • Occasional district and School Committee announcements and communications • Parent - teacher conferences • Ad-hoc parent/teacher/administrator communications • Superintendent and Administrator Coffees and meetings • Televised School Committee meetings • Existing web page 	<ul style="list-style-type: none"> • Perceptions and expectations
<p>Restraining Forces</p> <ul style="list-style-type: none"> • Existing technology • Time and resources • Current expectations • Saturation rates – lots of noise in the market • Alignment of tools with audiences 	

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



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

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



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

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.

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

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

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

Goal Four Beginning Action Plans:


Objectives ① ② ③ ④ ⑤	Strategies	Timeline/Accountability	Resources
Leadership Team will identify one or a group of individuals who will manage the communication or information systems for the district.	<ul style="list-style-type: none"> - To establish the manager (s) of a communication and/or information system. - To develop a protocol by which information is screened and then “broadcast” through the appropriate channels. 	-No later than the beginning of August 2008/leadership team	Personnel,
The HPS website will be upgraded, made user friendly and maintained on a routine basis to make information more accessible and substantial, with organization being more user friendly (direct links to other local, state and national sites)	<ul style="list-style-type: none"> - Have in place a webmaster to build, manage and maintain the site with oversight by a committee. - Groups within the school community will be identified and then given guidance and support in order to coordinate timely dissemination of information. - Submissions will be actively solicited to inform or promote programs, achievements, and events within the school community. Links to other relevant sites will be set up and managed for easy accessibility - An advisory council will be created to provide feedback on the website. 	-No later than mid-August 2008/administrative team -No later than September 1, 2008/webmaster and “committee” -Ongoing, and with development of the new website/ submission group and webmaster TBD by Administrative Council	-Stipend? Training and time -Liaisons to webmaster, notices in newspapers, cable, through ConnectEd, email, and school announcements; structured protocol developed by “committee” Volunteers

Objectives ① ② ③ ① ② ③	Strategies	Timeline/Accountability	Resources
<p>Some study of the issue regarding current communication processes and goals – measuring effectiveness</p> <p>As the school budget is being developed, numerous avenues will allow for information to be disseminated through a timely and meaningful process.</p>	<ul style="list-style-type: none"> - Tie budget information to strategic planning and articulated goals -Begin discussion of budget earlier in the process - Provide more data driven evidence for needed increases or decreases -Develop a strategy by which the information can be more effectively communicated to those without children in the system. 	<p>Fall 2008 and ongoing/ School Committee and Superintendent</p>	<p>Meeting space, time, Town Finance Manager and any appropriate personnel/town boards</p>
<p>Transparency in decision making will be an ongoing consideration throughout the administrative and/or committee process.</p>	<ul style="list-style-type: none"> -Clearly identify goals for change - Provide updates and allow for input, when appropriate to all stakeholders - (see goal 2 for parent outreach issues) 	<p>-Ongoing/Leadership Team</p>	<p>Meetings, website, email, etc.</p>

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.


Systems	Factors
<ul style="list-style-type: none"> • Budgets and accounting • Evaluation processes, staff, curriculum and programs • District reports <ul style="list-style-type: none"> Graduate/drop out rate College entrance Management system Attendance reports SAT results • State Reports-MCAS student performance • School Report Card • DOE audit report-staff + students • DOR audit reports • Student records • Facilities reports <ul style="list-style-type: none"> maintenance report building /space projections 	<ul style="list-style-type: none"> • Current measurement practices • Parent expectations and beliefs • Community expectations, values, and beliefs • Teacher turnovers
Restraining Forces	
<ul style="list-style-type: none"> • Perceptions • Time • Privacy laws • Financial limitations • Technological restrictions and management of data • Current measurement practices and policies • Current reporting systems and policies 	

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




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • 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. • 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. • Currently there is no consensus on what the general indicators of success for each dashboard system are. 	<ul style="list-style-type: none"> • 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. • 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. • There is a dialogue regarding what the general indicators of success for each dashboard system might be. 	<ul style="list-style-type: none"> • 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. • 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. • There is a developing consensus regarding what the general indicators of success for each dashboard system might be. 	<ul style="list-style-type: none"> • 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. • There is consensus on what the general indicators of success for each dashboard system are.

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



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Systems for communication are identified. 	<ul style="list-style-type: none"> There is an integrated and performance-based measurement and reporting data-based program in each critical system area. 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. The results are periodically reported and communicated to the entire school community. 	<ul style="list-style-type: none"> There is an integrated and comprehensive performance-based measurement and reporting data-based program in each critical system area. 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. The results are frequently reported and communicated to the entire school community and are always available and accessible.

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



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

Goal Five Beginning Action Plans:

Objectives ① ② ③ ④ ⑤	Strategies	Timeline/Accountability	Resources
Establish a core Central Office team to identify major systems and key personnel responsible for each	Invite core participants to initial meeting Create a list of major systems that support or are impacted by Goals 1-4 For each of the above identified major systems, identify key personnel	Immediately identify participants, schedule initial meeting and determine ongoing meeting frequency. Accountability: superintendent	Superintendent Business Manager Finance Manager
Establish two-way communication with key individuals involved with each system (Facilities Manager, Human Resources, IT manager, School Committee, etc.) to make informed decisions that align with Goals 1-4	Begin to: Align budget development process with goals 1-4 Align technology acquisition and implementation with goals 1-4 Align facilities planning with goals 1-4 Align hiring priorities with goals 1-4 Align student performance reporting with goals 1-4 Align any other systems identified above with goals 1-4	Starting now and continuing over the next 6 months. Core Central Office team schedules meeting with each system “owner” to share and explain Strategic Plan output, establish buy-in on goals 1-4, and brainstorm on how those goals will impact that system. Accountability: Core Central Office Team (See above Objective)	Above plus key personnel identified for each major system.
Identify those systems that are least aligned with Goals 1-4 and plan for necessary adjustments	Carry out research and data gathering to understand where systems are unaligned Work with key personnel to identify steps, resources and timelines for adjustments Identify any areas where alignment is particularly difficult or resource- constrained	Starting now and continuing over the next 6 months. (concurrent with meetings with system “owners” described above). Accountability: Core Central Office Team	Core central office team plus key personnel identified for each major system.
Establish explicit process to effectively interface with group responsible for Goal 4 (Communication Systems)	Meet with members of Goal 4 Team to ensure that Goal 5 output is disseminated as appropriate throughout all communication channels Give quarterly reports to School Committee for all goals	Schedule initial meeting within next 3 months to assimilate communication priorities and develop plan for reporting to stakeholders and collecting feedback.	Superintendent Business Manager Finance Manager Group 4 “Team” List of communication channels