

School Committee and Superintendent Goals

and 24 Month District Improvement PLAN (January 1, 2010-December 31, 2011)

[0] -Not Done; [1] -Begun; [2] -In Progress; [3] -Complete; [4] -Continue into next cycle. [5] -Consider dropping this goal.

Goal Ref. No.	Components - School Committee short term and long term Goals	Specific issues to be addressed
1.1	<p>• 21st Century Skills: Ensure all students are equipped with the knowledge and skills to succeed in the 21st century. These skills include communication, information processing, critical thinking (creative problem-solving), media literacy, creativity/innovation, global awareness, cultural competency (social competencies and social interactions with diverse groups), problem-solving, teamwork/collaboration (interdisciplinary curriculum), self-directed learning (project based learning) and leadership.</p>	<p>[2] • Begin to Develop Professional Learning Communities: Provide professional development time and activities that support strategies for program improvement to be used during common planning and meeting times for staff.</p> <p>[2] • Learning Standards: Revise Learning Standards and incorporate formative assessments that focus on 21st century skills, Understanding by Design, and state standards (frameworks) and less reliance on MCAS as a measure of student learning.</p> <p>Sharon High: [0 - Funding] • Broaden elective choices to support both educational needs and interests. e.g. Grammar electives, Math electives, SAT/ACT electives preparation as part of regular or extended day to support various learning needs. [2] • Evaluate new courses ELO, revised Transition, computer science. [2] • Arts: Consider performing arts: orchestral music, a marching band and dance team. [2] • Exchange: Consider a French or Spanish exchange. [2] • Integrate school-wide rubrics into academic expectations. [2] • Exams: Evaluate mid-year exams as 20% grade with release time given long periods available for exams. [2-3] • Chinese exchange program: Ensure continuity and success of the exchange program. [2] • NEASC: Continue NEASC goals.</p> <p>Special Education: [1] • RTI: Evaluate Response to Intervention (RTI) and Special Education Programming. [2] • SPED: Review SPED transitions and continuity elementary school to Middle School to high school. [2] • SPED Programs: Continue review of SPED programs and use of space to retain outplacements.</p> <p>Elementary: [2] • Evaluate multi-age program in elementary schools. [2] • Continue to integrate art and music into K-5 foreign language. [0 - Funding] • Consider offering a choice of a second language for K-5.</p> <p>Districtwide: [2] • Evaluate Homework standards for consistency, connection to classroom learning, relevance, quality, quantity, differentiated practices and consistency across a grade or subject. [2] • Field Trips: Develop criteria for planning educationally sound field trips. [1-2] • Establish standards across departments, subjects or grade levels so that "who" the student has as a teacher does not mean different standards apply. [2] • Evaluate grading and assessments to better facilitate learning. Establish standards and timelines for improved evaluation systems. [0-1] • Evaluate Music/art and impact on daily schedule. [2] • Strengthen the music program (horns, brass, strings) [3] • Produce course content in UbD format (FL, SS [K-5]) [1] • Establish evaluative data and database to inform decision-making. [0-1] • Establish improved RTI: Establish systems of regular interventions for students who are not "getting it" including interventions in classrooms for students who are failing or doing below average work. Consider Extended Learning Time. [0 - Funding] • Foreign Language: Consider developing foreign language immersion opportunities in K-12.</p>

1.2	<p>Integrate technology into the curriculum: Increase information literacy across all grade levels.• Develop a plan to expand information/literacy across K-5.• Develop a plan to integrate technology into subject area instruction.• Develop a plan to improve the use of internet resources to communicate with parents.</p>	<p>[2] • Whiteboard Technology: Establish technology emphasis among teaching staff to increase classroom access to whiteboard technology.</p> <p>[2] • Websites: Improve website information available to parents and students. Develop a plan to enable teachers to keep up to date websites that share lesson objectives and other assignments with students. Consider student helpers, facilitators, team leaders, etc.</p> <p>[0-1] • Online Grade Reporting: Develop the use of an on-line system (PowerSchool) whereby parents can access up-to-date grades on students' projects, tests, etc. Allow parents to track the content their children are learning. "Everyone rowing together"</p> <p>[2] • Curriculum Integration: Combine library and technology to provide a more efficient use of resources. Continue bringing technology into curriculum.</p> <p>[2] • Laptop/Wireless Technology: Integrate the use of portable laptop classrooms. Laptops made available.</p>
1.3	<p>Assessments: Establish formative assessments to inform instruction in the areas of writing, reading, math and science. Establish a sequence of program assessments as part of a long-range plan for program definition and evaluation.</p>	<p>Continue to collect data using previous assessments established:</p> <p>[2-3] • Formative Assessment, Writing K-5: Utilize 2 writing benchmarks (K-1 Jan. and May; Gr. 2-5 Nov. and May).</p> <p>[2-3] • Formative Assessment, Reading K-3: Analyze individual DRA (Developmental Reading Assessments).</p> <p>[2-3] • Formative Assessment, Math K- 5: Analyze mid- year and end of year assessments</p> <p>[2-3] • Formative Assessment, Mathematics gr. 8: Analyze mid-year placement exam.</p> <p>[2-3] • Formative Assessment, Writing grades 6-8 [0] and 10: Grades 6-8 (Fall and Spring), Grade 10 Usage Test.</p> <p>[2-3] • Formative Assessment, Science grade 7.</p> <p>[1] • Grading: Develop a grading process that better reports to parents and facilitates learning.</p> <p>[1] • Begin to develop "standard" formative assessments across disciplines and major subject areas:</p> <ul style="list-style-type: none"> • Math • English/Language Arts • Science • Social Studies • Foreign Language
1.4	<p>Program/Curriculum Evaluations: Establish a sequence of program evaluations as part of a long-range plan for program definition and evaluation.</p>	<p>[3-4] Establish a template for Curriculum Review Processes.</p> <p>[1-2] Establish a digital library of complete UbD curricular templates that result from curriculum work.</p> <p>[3-4] Establish a textbook selection process that includes criteria for selection and review.</p> <p>[1-2] In-house SPED program evaluation: Evaluate program effectiveness, services and transitions.</p> <p>[1-2] In-house technology program evaluation: Identify successes and weaknesses of the technology program especially with regard to integration of technology into instructional practices, training and support needs, ethical use and student needs.</p> <p>[2-3] In-house English/Language Arts program evaluation: Consider program effectiveness and services.</p>
1.5	<p>Professional Development: Continually improve the professional development of teachers and teaching in the classroom. Improve ability of teachers to work with students of multiple abilities. Improve delivery of curriculum in regular classrooms. Improve school climate through social competency. Improve ability of staff and students to utilize internet technology.</p>	<p>[2] Professional Development: Continue to identify and promote theme-based professional development. [District wide committee established to guide process]</p> <ul style="list-style-type: none"> • Skillful Teacher (RBT) • Differentiated Instruction • Understanding by Design (UbD) • Social Competencies <ul style="list-style-type: none"> ADL World of a Difference 6-12 Responsive Classroom K-5 • Technology <p>[1-2] Professional Development effectiveness: Assess effectiveness of the professional development plan.</p>

2. Policy Development: Work with MASC to identify policies that need to be revised and make changes to enable final vote and web posting of voted School Committee Policies.		
2.1	Develop and publish policies of the Sharon Schools to better inform the community.	[3-4] School Committee Policy Manual: [3-4] • Finish reviewing some policies such as the AUG/AUP for Internet Use. [3-4] • Finish online version of the Policy Manual and post on website. [3-4] • Publicize the new Policy Manual to the community. [0] • Begin policy review in FY11
3. Financial Management: Prioritize educational goals and programming to plan cost-effective budgets.		
3.1	Budget Projections: Analyze major components and budget trends based on known population projections.	Cost Effectiveness: [3-4] • Budgets: Prioritize educational goals and programming to plan cost-effective, sustainable budgets over time. [3-4] • Study the financial implications of Special Education, Class Size, Fees. [3-4] • Town Priorities: Work with the Town to determine accurate budget projections. Fees-based components: [3] • SPORTS: Budget reports must report revenues and expenditures by sport. [1] • Kindergarten: Develop a long-range plan for charging fees or providing for full day Kindergarten. [1] • Student Activities: Develop a long-range plan for charging fees to support activities. [1] • Transportation: Develop a long-range plan for charging fees. [3-4] • Utilities: Review utility contracts and costs. Develop and implement a continuous improvement program for monitoring and reducing utility consumption system-wide, including gas, electric and water. Emphasize "GREEN" planning. [3] • Negotiations: Negotiate successful contracts with administration, secretaries, STA and other FY10 groups. [3-4] • SAF Procedures: Continue to work with the Town Hall with regard to efficient Student Activity Funds (SAF) procedures and processing. [3] • Bus and Cafeteria cost analysis: Review the costs involved in outsourcing bus and cafeteria services vs. managing inhouse program for the same over time. [2] • Evaluate in-house cafeteria services. [3] • Evaluate SPED van purchase/lease. [3-4] • District wide support staffing: Consider efficiencies in support staff positions (secretaries, instructional aides, school assistants, etc.)
4. General Management		
4.1	Establish goals for the general management that will move the schools forward.	Topics to be considered/evaluated: [3] • School Start Time: Consider Task force on School Start Time. [3-4] • Eagle Block: Evaluate Stress reduction and Eagle Block. [2] • SRO: Evaluate School Resource Officer in place (safer? # incidences? prevention? effectiveness?) [5 - Funding] • Professional Development: Full Day Release for PD to be considered. [0 - Funding] • Asst Principals: Evaluate fulltime asst. principals at elementary schools. [3-4] • Improved timelines for SC goal-setting: This will allow School Improvement Plans (SIPs) and Individual Professional Development Plans (IPDPs) to align. Encourage summarized goals with measurement criteria used to assess prior year goals and current year goals. [3] • School Council & PTO: Review roles and how they inter-relate (e.g. elections, budgets, communications, SSEPAC, Education Foundation, etc.) Determine if School Councils are following state regulations. [3-4] • "Motto development": Develop a one-liner that captures the overall goals of SPS and distribute widely. [" Teach for Tomorrow "] [0] • Strategic planning task force that involves the community and stakeholders leading to a 5-10 year plan and develops agreement on what we want SPS to be. [2] • SPED EC Program: Consider having SPED Early Childhood program present a yearly goals document (SIP?). Present NAEYC report. [3-4] • Director of Student Services: Review and clarify this role as it relates to building wide issues. Clarify responsibilities of the Director and principals with regard to district-wide special education programs, budgets and planning. [3-4] • Goal Setting: Set long-range 24 month goals that drive budget needs and SIPs. [0 & 4] • Review goals annually.

5. Facilities: Ensure that SPS has adequate facilities to conduct its educational programs.		
5.1	Attend to population trends and redistricting, school projects (Middle School, Early Childhood, Administration and High School SOI), district wide school safety and adequate capital planning.	<p>[3-4] Projects: Ensure that SPS has adequate facilities to conduct its educational programs. [3] Consider intermediary projects to keep the school operational and functioning.</p> <p>[3-4] • Middle School Building Project and/or upgrades needed [3-4] • Early Childhood space needs [3-4] • Administrative space needs</p> <p>[3-4] Population Trends: Continue to study and address current and future needs with the expectation of a significant increase in the number of incoming students from local building projects/developments.</p> <p>[3-4] High School: Continue to renew Statement of Interest (SOI) with the MSBA for the needed high school roof and internal renovations. Consider modulars, weight room and other identified needs.</p> <p>[3-4] School Safety & Security: Continue to review school safety and security policies and procedures. Ensure all buildings are secure and that they adhere to School Committee policies regarding school safety.</p> <p>[2] ReDistricting: Evaluate structure. Consider reconfiguring elementary schools K-1, 2-3, 4-5 etc. or in other ways to create efficiency, to balance classes, etc. [Classrooms: Cottage 21, East 21, Heights 26]</p> <p>[3-4] Continue to Develop Capital Plan: Identify and support needs at each building. Publicize a five year capital needs plan for the district that includes the needs of each school.</p>
6. Community and School Relations: Community and School Relations: Improve communication among all stakeholders in the SPS including administration, staff, students, parents, and the general public.		
6.1	Improve the quality of communications (i.e. ensure transparency and consistency with the public and within the committee).	<p>[1-2] • Teacher Websites: Improve the information available on the website. Encourage teachers to utilize websites.</p> <p>[2-3] • SSEPAC: Encourage parental participation and involvement in the SSEPAC organization to improve communications between SSEPAC and the school department special needs programs and activities.</p> <p>[1-2] • Information Dissemination: SC will distribute information regularly to PTO newsletters. Use email, phone calls, SC meetings, subcommittee meetings, web, newsletter to share information.</p> <p>[3-4] • Superintendent will hold monthly "coffees" with parent groups (PTO presidents, SSEPAC, Ed Foundation, and consider including Booster and FAME groups.</p> <p>[1 & 3] • Task Force(s) Needed: Redistricting [1] and School Start Time [3].</p> <p>• Organize community forums:</p> <p>[0] 1. How do stakeholders provide feedback on schools, school programs, teachers and administrators? 2. Other possible topics: [5] Assessments, [0] Fees, [0] Depression and Stress, [3] School Start Time, [5] Extended Learning Time, [1] Homework and [3-4] the Middle School Building Project.</p> <p>[1-2] • Lean Processes: Consider a workshop to bring forward/pilot ideas that incorporate lean processes/total quality management/continuous improvement.</p>
7. School Committee Relations		
7.1		<p>[] School Committee Duties: Assign/implement School Committee tasks and responsibilities equitably among members with timelines, objectives and regular reports.</p> <p>[3-4] Workshop: (1) Hold a School Committee workshop on Robert's Rules of Order. (2) Schedule and conduct annual workshops to review School Committee roles and responsibilities.</p> <p>[0] Improve Town wide Relationships: Hold a School-Town officials and department head "relationship building" workshop.</p> <p>[2 & 3-4] Communications: (1) [] Improve communications among SC members. (2) [3-4] School Committee and Superintendent will maintain communications that are within acceptable boundaries and MASC guidelines.</p> <p>[0] Annual Goal Setting: Continue to refresh goals annually.</p>