



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING
October 24, 2017
155 Apsley Street - Administration Building
7:00 p.m.

AGENDA

- I. Call the Meeting to Order**
- II. Minutes of the Following Meeting Presented for Approval:**
Regular Meeting: October 10, 2017
- III. Public Participation:**
In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:
- *Speakers should address their issues and concerns, and avoid personal attacks;*
 - *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
 - *Persons addressing the Committee should limit their statements to approximately two minutes.*
- IV. Reports:**
1. Report of the Superintendent
 2. Subcommittee Reports (if needed)
 3. Student Report (if any)
- V. Matters for Discussion:**
1. Discussion of 2017-2018 School Improvement Plans:
 - ◆ C.A. Farley Elementary School – Melissa Provost
 - ◆ Forest Avenue Elementary School – David Champigny
 - ◆ J.L. Mulready Elementary School – Kelly Sardella
 - ◆ Quinn Middle School - Jason Webster
 - ◆ Hudson High School – Brian Reagan
 2. Discussion of 2016 MetroWest Adolescent Health Survey
 3. Discussion of Whitson's Committee Update



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VI. Matters For Action:

1. Approval to Exercise the One-Year Renewal Option for the Student Transportation Contract with North Reading Transportation for July 1, 2018 to June 30, 2019
2. Reclassifications of Funds (if needed)
3. Items of Interest to the School Committee

VII. Executive Session/Adjournment

1. To conduct strategy sessions in preparation for negotiations with union personnel (Hudson Education Association) because an open session may have a detrimental effect on the legal position of the Committee

The Agenda reflects topics that the Chairperson reasonably anticipates will be discussed.

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: October 10, 2017

Location: Administration Building
155 Apsley Street

Members present: Michele Tousignant Dufour, Allyson Hay, George Luoto, Glenn Maston, Elizabeth Hallsworth, Steven Smith and Adam Tracy

Members absent: None

Others present: Dr. Marco C. Rodrigues, Superintendent
Julia M. Pisegna, Recording Secretary
Ben Carne, Student Representative

I. Call the Meeting to Order – 7:02 p.m.

The meeting was called to order by Committee Chair, Michele Tousignant Dufour.

Approval of Minutes:

Regular Meeting: September 26, 2017

A motion to approve the minutes of September 26, 2017 was made by Mr. Luoto and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

Public Participation:

None.

Reports:

Student Report

Student Representative, Ben Carne, reported to the Committee that the Hudson High School Spirit Committee has been hard at work organizing their rallies to include all activities, not just sports.

Community Council is planning a Student Activities Fair to showcase all of the clubs and activities that Hudson High has to offer and to increase student participation.

Community Council is also busy looking into water fountain improvement, hosting many successful fundraisers, including a ping pong tournament, candy canes, kiss your crush and penny labs, as well as continuing the discussion on students with an average of 90 or better not being required to take the class final and midterms.

Community Council is also working on a Student Voice initiative to incorporate school-wide discussion where students can meet and talk to School Committee advisors who can report concerns to the Assistant Principal and Principal.

Mr. Carme reported that the number one concern from students continues to be the temperature in the building, some places are too hot and some are too cold.

Report of the Superintendent

Dr. Rodrigues shared with Committee members the events of the District's Professional Development day and introduced Kathy Provost, Acting Assistant Superintendent, who presented the Professional Learning Report which highlighted the following:

- District's Standards and Indicators;
- Massachusetts standard for high quality Professional Development;
- District Improvement Plan – Strategy No. 3 – High Expectations for Teaching and Learning, areas of focus and goals;
- Professional Development Advisory Council; and
- Alignment of Professional Development opportunities.

Discussion ensued.

Dr. Rodrigues shared that it was a successful day, participation was great, and the exit survey and feedback has been very positive.

Committee Chair, Michele Tousignant Dufour, also shared that she received feedback from staff that the day was very positive.

Ms. Hay asked about the timeline and the manner to assess effectiveness.

Discussion ensued.

Mr. Luoto thanked Dr. Rodrigues for getting things off to a good start and for informing parents what the District is doing for Professional Development.

Subcommittee Reports

Mr. Smith shared that Policy Subcommittee had met and has begun the process of reviewing the current policies, beginning with all policies under 'A'. The Subcommittee plans to bring them forward to the School Committee in December.

Committee Chair, Michele Tousignant Dufour, shared that Dr. Rodrigues has sent out meeting dates for the Budget Subcommittee. The first meeting is scheduled for November 15th at 6:00 p.m.

Matters for Discussion:

1. Discussion of Aspen

Ellen Shuck, Director of Technology, shared with Committee members an update on the Aspen Student Information System/Aspen IMS and highlighted the processes that have been completed to date, some of the obstacles, cleaning up of the data, double checking of the GPA, rolling out of student accounts and parent accounts, as well as the current processes and next steps that the Technology Department is undertaking.

Discussion ensued.

2. 1:1 Technology Rollout Update

Ellen Shuck, Director of Technology, shared with Committee members an update on the 1:1 Technology Program and highlighted the processes that have been completed to date, the successful rollout of the Chromebooks, technology Professional Development, student helpdesk, FY19 budget for technology rollout, electronic testing coming up in the future, as well as the next steps that the Technology Department is undertaking.

Discussion ensued.

3. Discussion of Massachusetts Association of School Committee Annual Meeting Resolutions:

Discussion took place relative to the proposed resolutions to be voted on at the 2017 MASC/MASS Conference and recorded as follows:

Resolution 1 – Movement of the Chapter 70 Funding Enrollment Date to March 15:

Discussion ensued.

Vote by roll call:

Ms. Tousignant Dufour – yes
Ms. Hay – no
Mr. Luoto – yes
Mr. Maston – yes
Ms. Hallsworth - yes
Mr. Smith – yes
Mr. Tracy – yes

On a vote of 6-1, with Ms. Hay objecting, the vote passed.

Not Approved

Resolution 2 – Reform of Circuit Breaker Funding:

Discussion ensued.

Vote by roll call:

Ms. Tousignant Dufour – yes
Ms. Hay – no
Mr. Luoto – yes
Mr. Maston – yes
Ms. Hallsworth - yes
Mr. Smith – yes
Mr. Tracy – yes

On a vote of 6-1, with Ms. Hay objecting, the vote passed.

Resolution 3 – Litigation for Fair School Finance:

Discussion ensued.

Vote by roll call:

Ms. Tousignant Dufour – no
Ms. Hay – no
Mr. Luoto – no
Mr. Maston – no
Ms. Hallsworth - no
Mr. Smith – no
Mr. Tracy – no

On a vote of 0-7, the vote did not pass.

Resolution 4 – Privatization of Public Education and the Oversight of Public Schools, Including Small and Regional Districts:

Discussion ensued.

Vote by roll call:

Ms. Tousignant Dufour – abstain
Ms. Hay – no
Mr. Luoto – no
Mr. Maston – no
Ms. Hallsworth - abstain
Mr. Smith – no
Mr. Tracy – abstain

Not Approved

On a vote of 0-4-3, with Ms. Tousignant Dufour, Ms. Hallsworth and Mr. Tracy abstaining, the vote did not pass.

Resolution 5 –Use of Federal Funds:

Discussion ensued.

Vote by roll call:

Ms. Tousignant Dufour – abstain
Ms. Hay – no
Mr. Luoto – abstain
Mr. Maston – yes
Ms. Hallsworth - abstain
Mr. Smith – no
Mr. Tracy – abstain

On a vote of 1-2-4, with Ms. Tousignant Dufour, Mr. Luoto and Mr. Tracy abstaining, the vote did not pass.

Resolution 6 – Foundation Budget:

Discussion ensued.

Vote by roll call:

Ms. Tousignant Dufour – abstain
Ms. Hay – no
Mr. Luoto – abstain
Mr. Maston – abstain
Ms. Hallsworth - abstain
Mr. Smith – abstain
Mr. Tracy – no

On a vote of 0-2-5, with Ms. Tousignant Dufour, Mr. Luoto, Mr. Maston, Ms. Hallsworth and Mr. Smith abstaining, the vote did not pass.

Resolution 7 – Affordable Care Act and Medicaid:

Discussion ensued.

Vote by roll call:

Ms. Tousignant Dufour – no
Ms. Hay – no
Mr. Luoto – abstain
Mr. Maston – no

Not Approved

Ms. Hallsworth - no
Mr. Smith – no
Mr. Tracy – no

On a vote of 0-6-1, with Mr. Luoto abstaining, the vote did not pass.

4. Entry Plan Update

Dr. Rodrigues presented an update to his Entry Plan which highlighted the various individuals and groups he has met since beginning in Hudson in July:

- Tom Moses, Town Executive Assistant
- Chief Michael Burks, Hudson Police Department
- Chad Grogan, School Resource Officer
- Shawmus Veo, School Resource Officer
- Chief John Blood, Hudson Fire Department
- Cheryl Langill, Carey Napoleone, Jackie Connely - SEPAC
- Maggie Woodcome and Bruce Hedison – HEA Board
- Laura Walker and Linda MacGrath - HPA Board
- Bri Miele and Michelle Gebo – Secretary’s Union Board
- Steve Freitas and Arthur Redding – CHAPS
- Paul Richard - SHINE Initiative
- Interview with Dakota Antelman - Reporter - Community Advocate Newspaper
- Interview with Zach Comeau – Reporter - Metro West Daily News
- Margie Daniels - Executive Director of Middlesex Partnerships for Youth
- Nina Ryan - Hudson Family Network
- John Parent - Board of Selectmen
- Karl Baldrate - Hudson Maynard Adult Learning Center
- Dr. Lucy Kanjer-Larson – District Physician
- State Representative Hogan
- Steve LaVoie of Boy Scouts of America
- North Reading Transportation Transportation Company
- Andrew Herman - Hudson Cub Scouts

Since September, Dr. Rodrigues has held the following Listening Sessions:

High School Staff Listening Sessions – September 13, 2017
High School Parents Listening Sessions - September 18, 2017
Middle School Parents Listening Sessions – September 21, 2017
Middle School Staff Listening Sessions – September 22, 2017
Mulready Staff Listening Sessions – September 28, 2017
Mulready Parents Listening Sessions – October 2, 2017

The Superintendent’s Student Advisory Council met for the first time on October 3, 2017 at Hudson High School.

Discussion ensued.

Not Approved

Issues of *Creating Connections* continues to be published every Friday and is currently reaching over 870 subscribers.

Dr. Rodrigues has reviewed data and records for the following:

- Expenditure data to develop Zero-Based budget process protocols
- Protocols for Emergency Management Systems;
- Protocols for school cancellations and delays;
- Protocols for Educator Evaluation for teaching staff and administrators;
- Revised District Improvement Plan;
- Reviewed Special Education Improvement Plan; and
- Continued review of the curriculum development status

Matters for Action:

1. Approval of Legal Analysis and Report of Status of 62 Packard Street Property, TXO#17-215

A motion to confirm the actions and records of 1980, wherein the School Committee turned over, transferred and relinquished control of the Packard Street School building to the Town via the Board of Selectmen, in that it was no longer needed for school purposes, was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

Discussion ensued.

2. Approval of Hudson High School Overnight Field Trip to Peruvian Amazon – April 10-21, 2018

Dr. Rodrigues recommended approval of the Hudson High School overnight field trip to the Amazon, Peruvian.

Discussion ensued.

A motion to approve the Hudson High School overnight field trip to the Amazon, Peruvian – April 10-21, 2018 was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

Reclassifications:

None.

Items of Interest to the School Committee:

Mr. Tracy recently read a new study published regarding adolescent sleep times and school start times and the correlation between depression and anxiety, and would like to consider exploring the idea of changing the school start time.

Discussion ensued.

Not Approved

Committee Chair, Michele Tousignant Dufour, received comments from parents who were concerned to see that the High School had free access into the building during the school day with no buzzer system in place.

Discussion ensued.

Executive Session/Adjournment

At 8:33 p.m., Committee Chair, Michele Tousignant Dufour, noted that there was no need for Executive Session.

A motion to adjourn was made by Ms. Tousignant Dufour and seconded by Ms. Hay. On a vote of 7-0, the motion passed.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee




Report of the Superintendent

2017 Next-Generation MCAS and Accountability Results

October 24, 2017

Marco C. Rodrigues, Ed.D.

Standard I, Indicators I-C,D
Standard III, Indicators III-C
Standard IV, Indicators IV-A,C,E





2017 Accountability Reporting

- Criteria
 - Student participation rates of > 90%
 - the graduation rate criteria – no persistently low rates for any groups
- Reporting
 - No accountability level
 - No school percentile
 - No Progress & Performance Index (PPI)
 - Next-Gen MCAS achievement results with relative indicator
 - Student growth percentiles
- 2017 assessment results will serve as the new baseline for target-setting in 2018 and beyond



2017 Accountability Information

District & School	Grade Levels	Level
Hudson School District	Pre K – 12	No Level
C A Farley Elementary	Pre K – 4	No Level
Forest Avenue Elementary	K – 4	No Level
Mulready Elementary	Pre K – 4	No Level
David J Quinn Middle School	5 – 7	No Level
Hudson High School	8 – 12	No Level



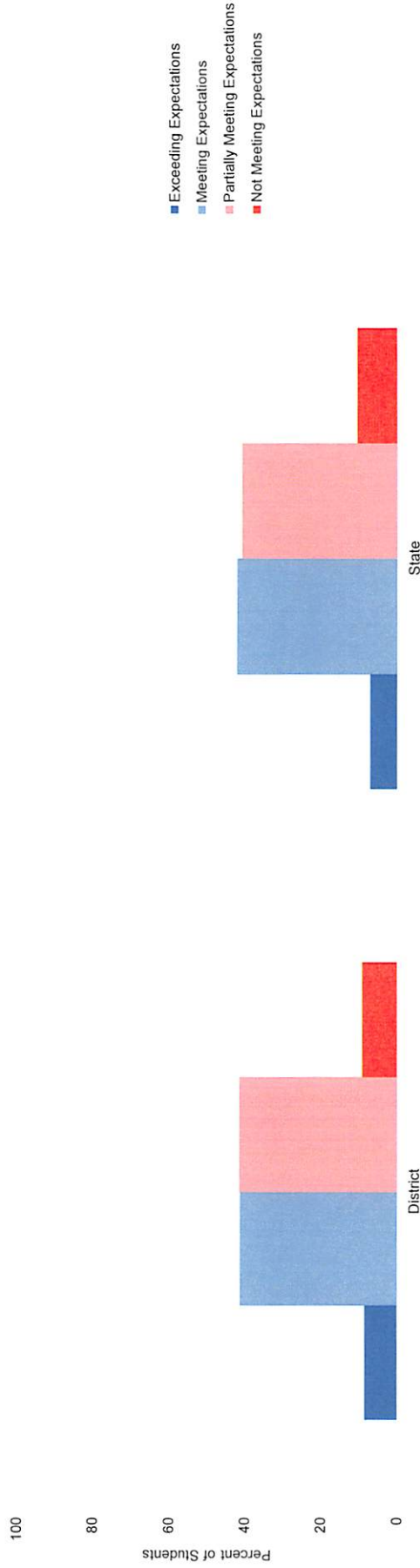
2017 Next-Generation MCAS

- Designed to focus on students' critical thinking abilities, application of knowledge, and ability to make connections between reading and writing
- Provides clearer signal of readiness for the next grade level or college and career
- Introduced new achievement levels: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations



Student Achievement

English Language Arts - Grades 3-8

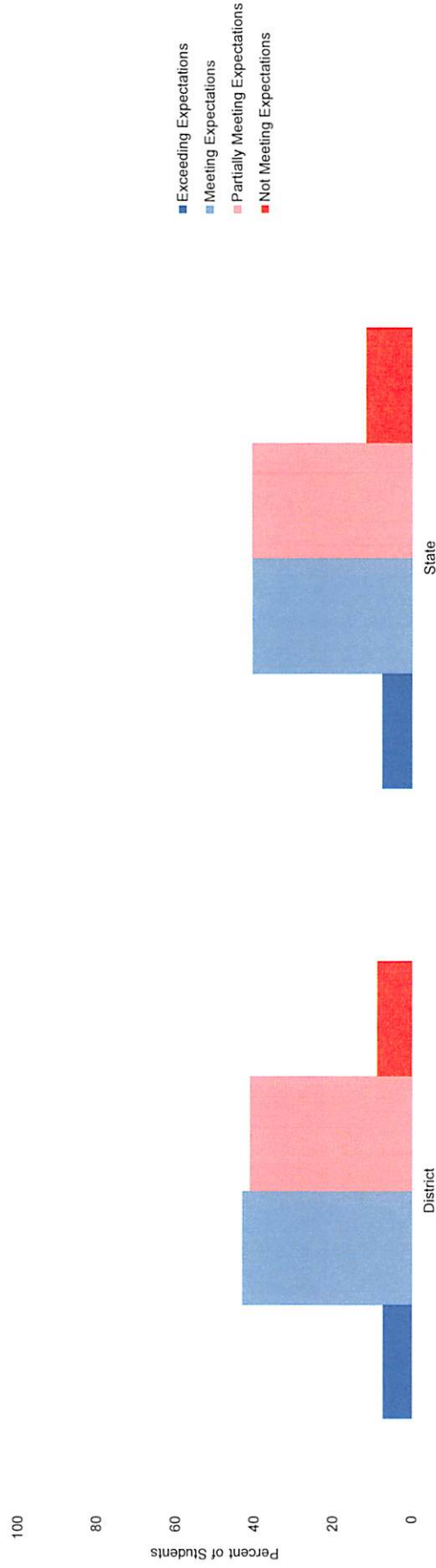


49% of students "met or exceeded expectations" on the ELA assessment
Highest proportion: Grade 6 – 58%, Grade 7 – 54%, Grade 8 – 51%



Student Achievement

Mathematics - Grades 3-8

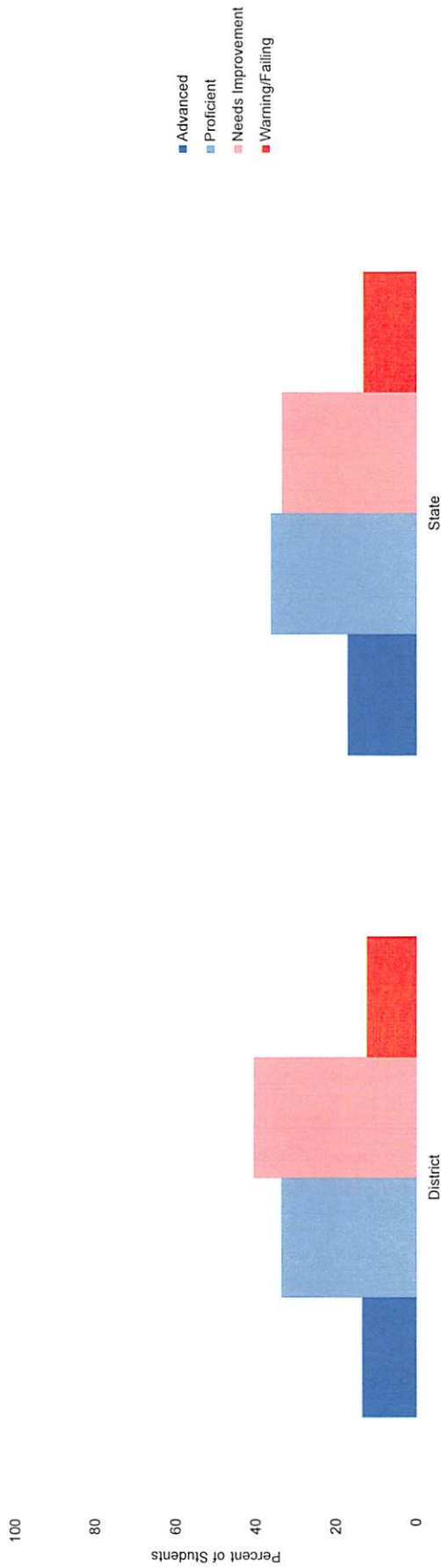


50% of students "met or exceeded expectations" on the mathematics assessment
Highest proportion: Grade 3 – 61%, Grade 6 – 53%, Grade 7 – 58%



Student Achievement

Science and Technology/Engineering - All Grades

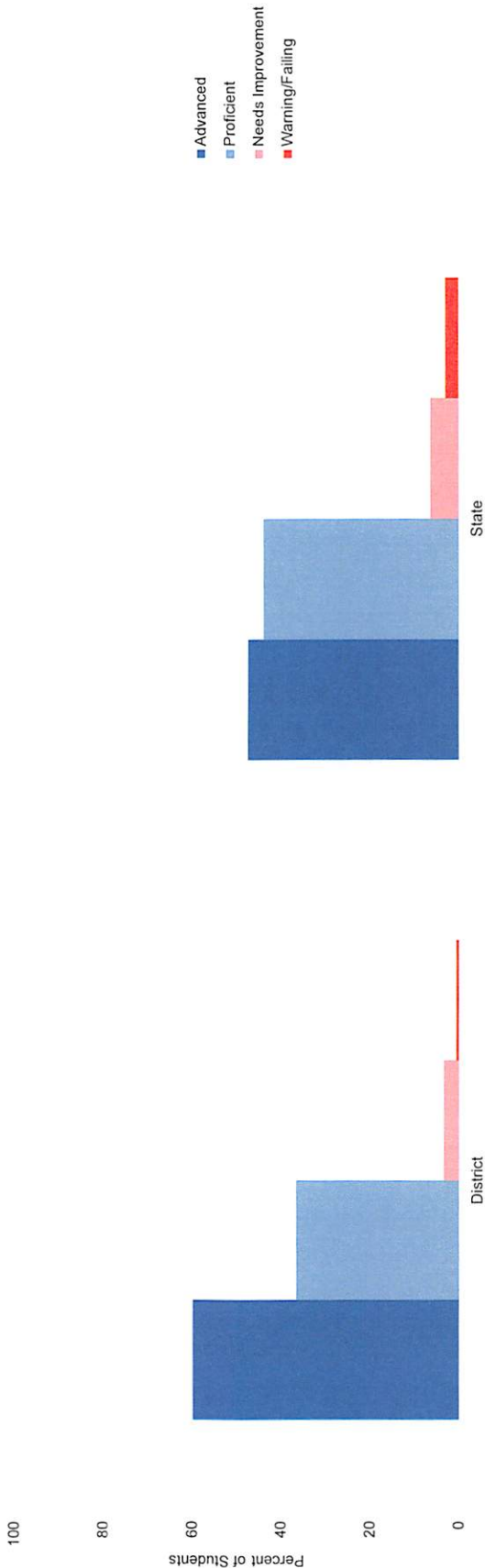


47% of students scored "Proficient or Advanced" on the STE assessment
Grade 5 – 37%, Grade 8 – 33%, Grade 10 – 77%



Student Achievement

English Language Arts - 10

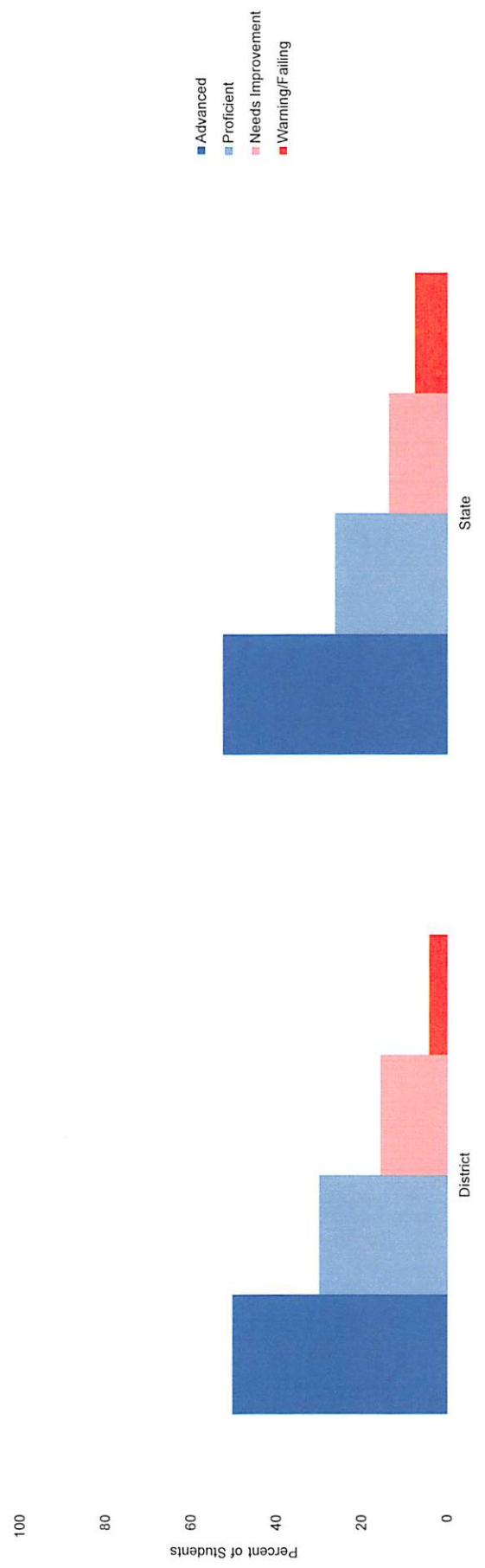


96% of students scored "Proficient or Advanced" on the ELA assessment



Student Achievement

Mathematics - 10

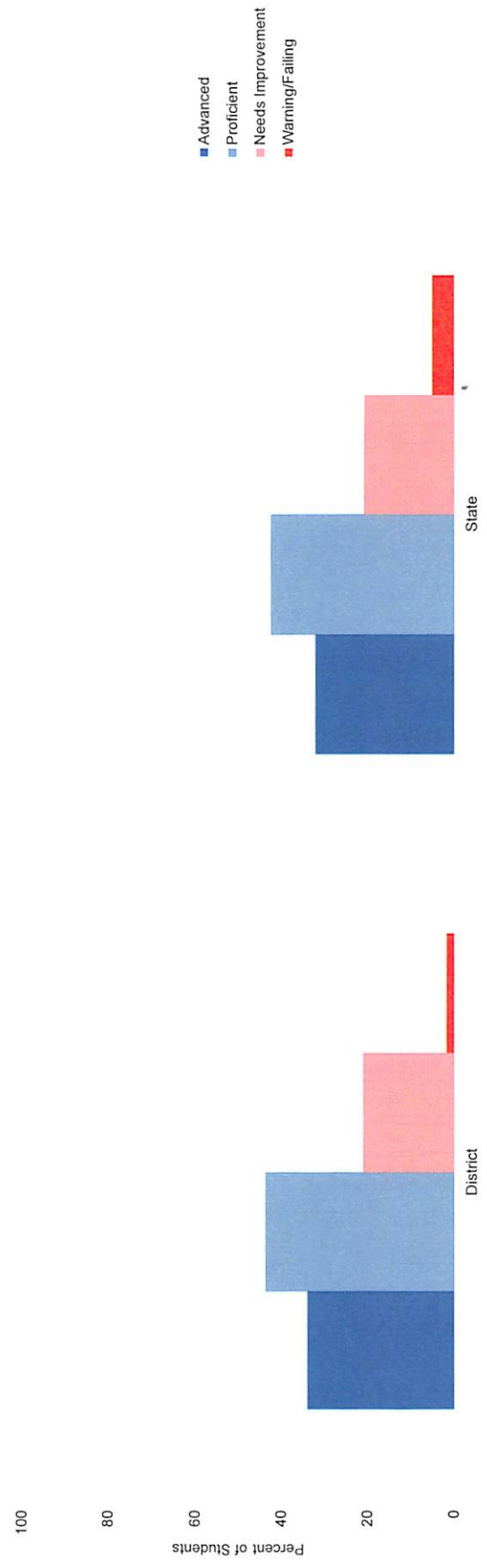


80% of students scored "Proficient or Advanced on the mathematics assessment



Student Achievement

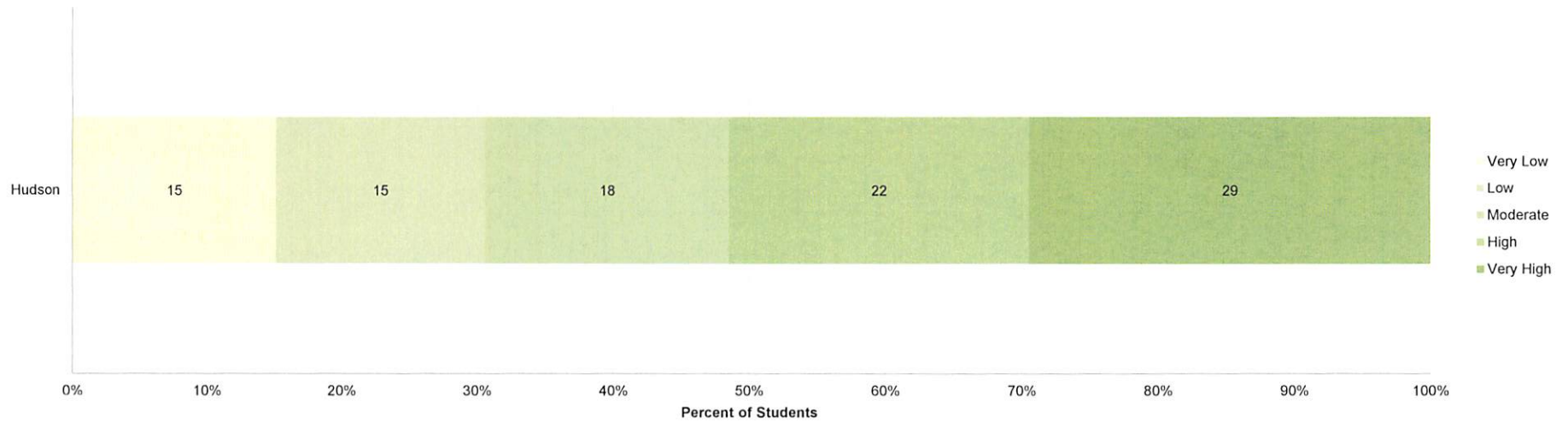
Science and Technology/Engineering - 10



77% of students scored "Proficient or Advanced" on the STE assessment

Student Growth Percentile

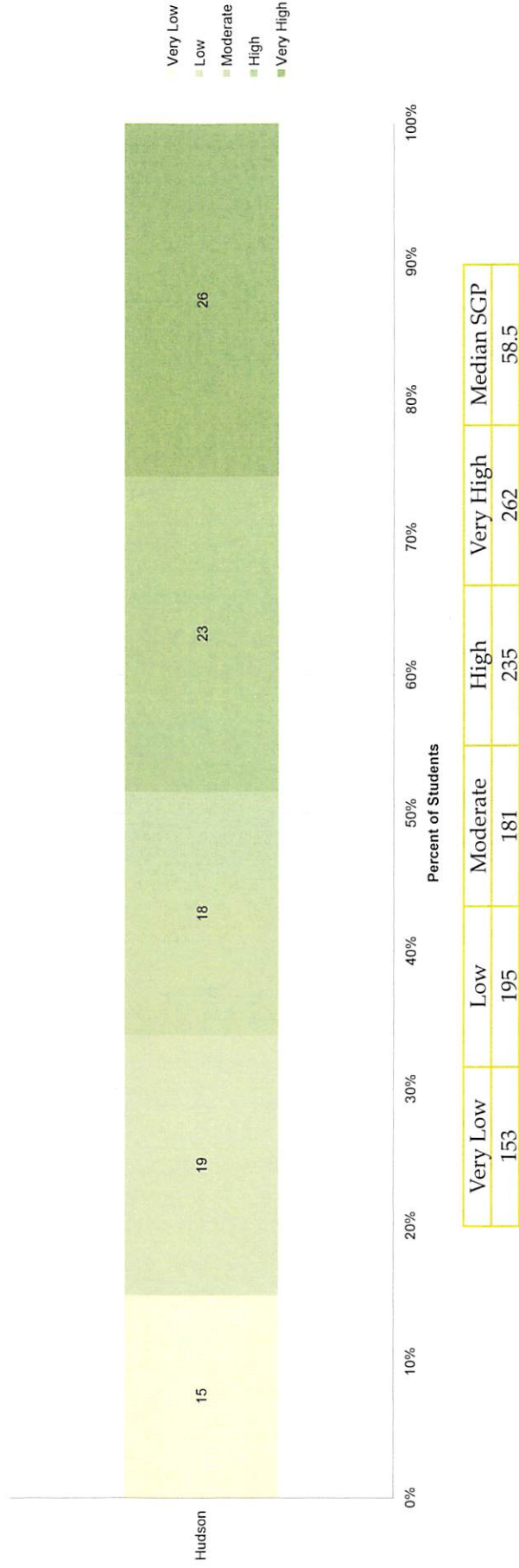
Student Growth Percentile Distribution
ELA – Grade 3 – 8



Very Low	Low	Moderate	High	Very High	Median SGP
155	158	183	225	301	61.5

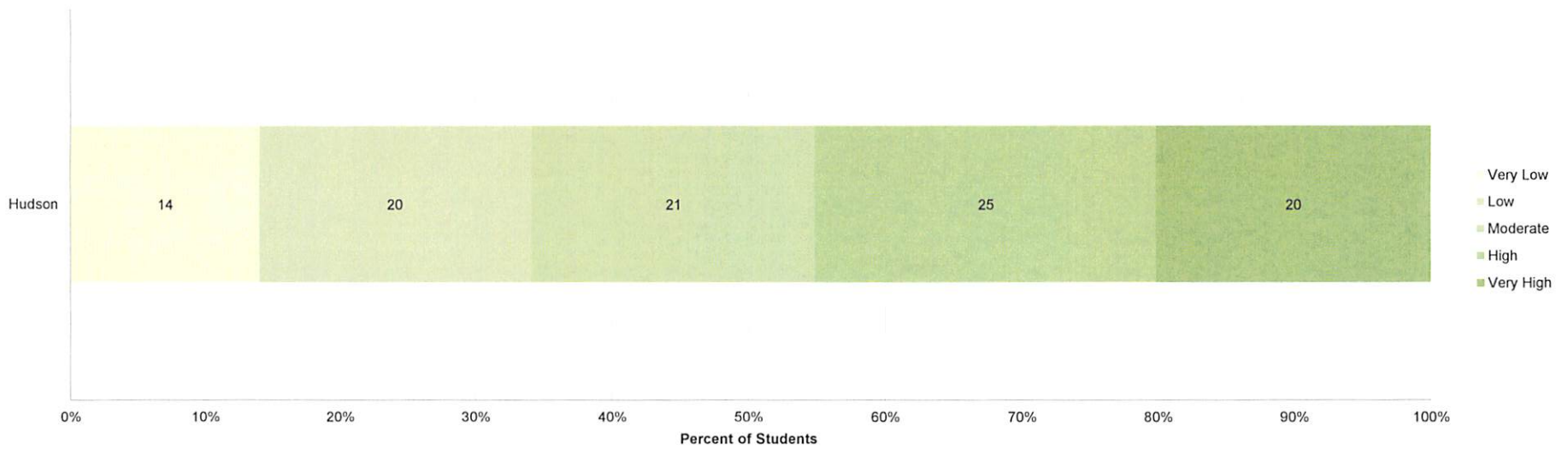
Student Growth Percentile

Student Growth Percentile Distribution
Mathematics – Grade 3 – 8



Student Growth Percentile

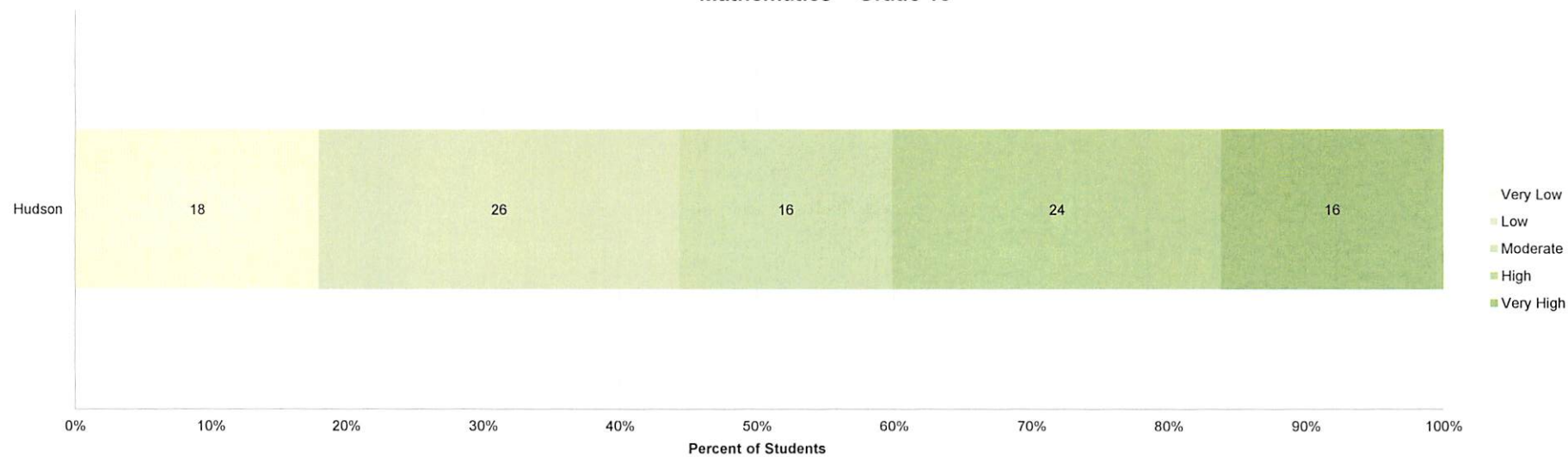
Student Growth Percentile Distribution
ELA – Grade 10



Very Low	Low	Moderate	High	Very High	Median SGP
23	33	34	41	33	55.0

Student Growth Percentile

Student Growth Percentile Distribution
Mathematics – Grade 10



Very Low	Low	Moderate	High	Very High	Median SGP
30	44	26	40	27	47.0




OCTOBER 24, 2017

Hudson Public Schools

REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC
Standard I, Indicators I C,D
Standard III, Indicators III C
Standard IV, Indicators IV A,C,E



2017 Next-Generation MCAS test and Accountability Results

2017 Next-Generation MCAS

1. What is the Next-Generation MCAS?

- Updated version of the nearly 20-year-old MCAS assessment
- Focuses on students' **critical thinking abilities, application of knowledge**, and ability to make **connections between reading and writing**
- Gives a **clearer signal of readiness** for the next grade level or college and career
- Designed to be given on a **computer** with paper version availability
- First given in **spring 2017** in grades 3-8 in English language arts and math
- Will eventually replace all older ("legacy") MCAS tests in grades 3-10

2. Computer-Based Testing

- Spring 2017
 - 60% of all grades 3-8 students took the test on computers; >93% in grades 4 and 8
- Phasing in computer-based testing by grade level
 - Spring 2017: Grades 4 and 8 English language arts (ELA) and math
 - Spring 2018: Grades 4-5 and 7-8 in ELA and math and grades 5 and 8 in science and technology/engineering
 - Spring 2019: All tests in grades 3-8, grade 10 ELA and math

3. MCAS Achievement Levels

Legacy	Next Generation
<p>Advanced Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.</p> <p>Proficient Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Needs Improvement Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Warning Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p>	<p>Exceeding Expectations A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.</p> <p>Meeting Expectations A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.</p> <p>Partially Meeting Expectations A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.</p> <p>Not Meeting Expectations A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.</p>

4. Sample of Parent Report

Name: Doe, Jonathan H.
SASID: 1234567890

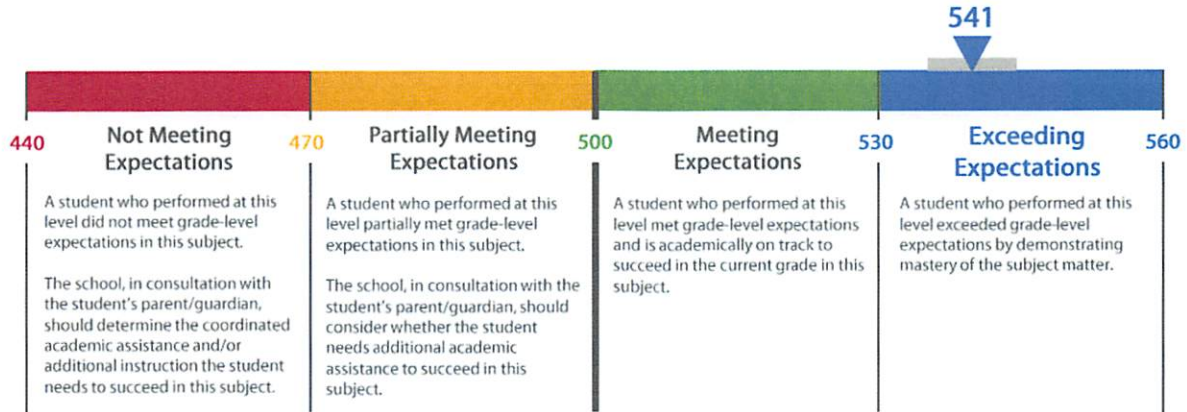
Grade 8
Spring 2017

Mathematics Results

Computer-based test

Your Child's Achievement Level: **Exceeding Expectations**

Your Child's Score: **541**



In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

How your child performed compared to the school, district, and state

Your Child's Score	Average Score		
	School	District	State
541	485	502	515

How your child performed on the test in each reporting category and on each individual test question

Reporting Category	Points earned by your child	Average number of points earned by Meeting Expectations students who scored close to 500.
Operations & Algebraic Thinking ██████████ □ □ □	7 out of 10	6.0 out of 10
Numbers & Operations in Base Ten ████████████████████	10 out of 10	6.8 out of 10
Numbers & Operations - Fractions ██████████	5 out of 5	4.0 out of 5
Measurement & Data ██████████████████ □	8 out of 9	6.1 out of 9
Geometry ██████ □	3 out of 4	2.5 out of 4

Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Points Earned	1/2	3/4	0/1	0/1	3/3	1/4	1/1	1/1	1/1	0/1	1/1	1/2	1/2	1/1	1/1	0/1	4/4	3/4	0/4	1/1	1/1	1/1	0/1	0/1	0/1	2/3	5/6	0/1	1/1	1/1

Key
x/y = x points earned out of y possible points
Blank space/y = no answer provided

Go online to see a description of every test question at www.doe.mass.edu/mcas/parents.

5. Why Did My Child Score Proficient on the Older MCAS but Only Partially Meeting Expectations This Year?

- In general, the new standards for Meeting Expectations are **more rigorous** than the standards for reaching the Proficient level on the legacy MCAS.
- **Massachusetts educators** set the new standards to help **signal students' readiness** for the next grade level.
- **Look closely at where your child's score falls** within the Partially Meeting Expectations category. If it isn't close to Meeting Expectations, talk with your child's teacher about how you can work together to help your child catch up.
- Spring 2017 is a **baseline year** for a new test in grades 3-8, and spring 2017 scores **should not be compared** to previous years' scores.

6. Interpreting the Projected Results

- **The results do NOT mean that students learned less; the next-generation MCAS measures in a different way**
- Remember: **2017 is the baseline year** — the first year of a new assessment — and we expect scores to change over time, as occurred when the legacy MCAS debuted in 1998.
- **Massachusetts educators** set these standards, and they raised them in order to make sure our students will be college- and career- ready.
- **In some grades and subjects** (grade 4 English language arts and math, grade 7 math), **the percent of students Meeting Expectations will likely be similar** to the percent that were Proficient previously. **In other grades and subjects** (grade 8 English language arts), **the percent who are in Meeting Expectations will likely be lower** than the previous percent of Proficient students.
- The roughly equivalent proportion of students in each grade and subject area reflect:
 - A standard setting process involving **panels of educators** who valued a clear progression of learning expectations from grade to grade;
 - **Panelists' consistent application of the standards** as they made expert judgments about student achievement on the new tests;
 - The fact that standards were set for all these tests **at the same time**, unlike with the legacy MCAS
- Student growth percentiles, which measure how much progress a student made in a year, can still be compared across years.

Accountability Reporting

1. Accountability Reporting Details

- Schools & districts administering Next-Generation MCAS in grades 3-8 that have participation rates below 90% will be placed into Level 3
 - Applies to any subgroup and in any subject
- Schools serving a combination of grades 3-8 & 9-12 that have persistently low graduation rates for any group will be placed into Level 3
 - *Persistently low*: 2016 4-year rate less than 67% & 2015, 2014, & 2013 5-year rates less than 70%
- Current Level 4 or 5 schools or districts that are not exiting will maintain their level designation
- 2017 exit criteria not yet determined, but will be consistent with regulatory requirements
- All other Next-Generation MCAS schools meeting participation & graduation rate requirements will not receive an accountability level, school percentile, or Progress & Performance Index (PPI)
- 2017 assessment results will serve as the new baseline for target-setting in 2018 & beyond

2. What will be reported in 2017?

- Elementary, middle, middle/high, and K-12 schools
 - Next-Generation MCAS achievement results reported with relative indicator
 - Student growth percentiles
- Accountability and assistance levels (No level, Insufficient data, Levels 4-5)
- Schools identified for very low assessment participation (Level 3)
- Schools identified for persistently low graduation rates (Level 3)

3. What will be reported in 2018 and beyond?

- 2017 results will serve as the baseline for target setting for 2018 and beyond
- 2018 determinations will reflect participation from 2017 and 2018
- Additional details are still being developed by DESE and are subject to further deliberation by the Board of Elementary and Secondary Education
- Consistent with the Board's November 2015 vote, test scores from the spring 2017 Next-Generation MCAS administration in grades 3-8 will not negatively impact accountability results in 2018, & going forward

4. How Do I Learn More?

- MCAS Parents Page <http://www.doe.mass.edu/mcas/parents/>
 - Resources coming soon include:
 - ★ Annotated Parent/Guardian Report
 - ★ Frequently Asked Questions (FAQs)
 - ★ Item Descriptions
- MCAS Parent Guide (available in several languages):
<http://www.doe.mass.edu/commissioner/Back-to-School/>

Strategy # 1 : High Quality Curriculum, Instruction and Assessment				
To continue working on phases of the curriculum review cycle to 1) integrate the use of 1:1 technology in teaching and learning, 2) prepare curriculum inventory to be transitioned into Aspen Information Management System (IMS) platform for storage and dissemination to teachers.				
School Goal # 1				
For the 2017/2018 school year there will be 100% increase in the implementation of technology for all students in grade 4.				
Rationale for Goal:				
To provide a high quality, rigorous technology curriculum and to create a system of supports for both staff and students.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes
Identify the current status of implementation and needs for professional development around technology	September through October 2017	Grade 4 teachers Technology teacher Director of Technology PD Advisory Council Administration Technology Task Force	Survey – needs assessment	Generate a plan for month to month technology use
Staff and students regularly use technology to support student learning and enhance engagement	Ongoing through June 2018	Grade 4 teachers Technology teacher Director of Technology PD Advisory Council Administration Technology Task Force	Survey – needs assessment	Teachers track plan of use and needs based on observation and evidence from needs assessment
Staff collaborates to improve implementation of the curriculum	Ongoing through June 2018	Grade 4 teachers Technology teacher Director of Technology PD Advisory Council Administration Technology Task Force	Survey – needs assessment	Ongoing CPT meetings to discuss student learning and acquisition of new technology skills

<p>Assess the implementation and steps to move forward with additional professional development for technology for 2018-2019</p>	<p>April through June 2018</p>	<p>Grade 4 teachers Technology teacher Director of Technology PD Advisory Council Administration Technology Task Force</p>	<p>Survey – needs assessment</p>	<p>Generate a plan for summer 2018 and next year’s professional development</p>
<p>Professional Development:</p>		<p>Resources:</p>		
<p>December 6th technology professional development Common Planning Times (CPT) Tuesday Department Meetings</p>		<p>District technology department PD Advisory Council Technology Task Force Time to provide PD</p>		

Strategy # 2: Continuous Improvement Using Data				
To establish a Multi-Tiered System of Supports (MTSS) Committee to evaluate the district’s assets and needs to support teaching and learning Pre K – 12.				
School Goal #2				
To identify 100% of the areas of need for tiered academic and non-academic intervention, for all levels.				
Rationale for Goal:				
To provide an effective system of academic and non-academic support.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes
Create a committee of staff members for suggestions on resources needed moving forward	December 2017	Selected staff volunteers Administration	Staff volunteers share their interest in being on the committee with administrators	Team formed with a variety of stakeholders from all groups within the school
Inventory and survey all current resources for interventions and supports	January – March 2018	All staff Administration	Collection of data on interventions currently used	Gather and analyze results to create a current profile of what we currently provide for supports
Based on the results, monitor the PBIS & RTI process to identify the number of students who remain in small group instruction vs. those who exit successfully	March – June 2018	Selected staff volunteers Administration	Collection of data on students receiving interventions	Data with % of students referred, retained, exited from current service
Provide staff with a clear understanding of the findings and the process going forward	May/June 2018	All staff Committee Members Administration	Information and data prepared for presentation for all staff	Create a needs profile and potential changes to the current model of MTSS
Professional Development:		Resources:		

Professional development for staff around entrance and exit criteria	Pupil Services department budget for PD

Strategy # 3 : High Expectations for Teaching and Learning				
To develop and provide focused professional development for all staff members to support high quality teaching and learning across content areas and work discipline.				
School Goal: Goal # 3				
By the end of the 2017/2018 school year an Instructional Leadership Team (ILT) will be developed.				
Rationale for Goal:				
To monitor and support teaching and learning practices by analyzing student learning data, identifying trends, and discussing strategies for teaching and intervention.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Receive initial training on how to conduct meeting and develop a two way communication system	December 2017	Administrators		Understand effective communication systems. Use of template to keep focus
Work with principals to continue training with meeting, planning and facilitations	February 2018	Administrators		Develop a meeting protocol for building based meetings
Prioritize the areas of need within the building and set goals/targets for implementation for 2018-2019 school year	June 2018	Administrators		Work with whole school staff to set targets for 2018-2019 school year
Form ILT at the building with a variety of members of the school community	June 2018	Administrators Staff		Recruit volunteers from grade levels and representation from all special areas to serve on the team

Hudson Public School District – School Improvement Plan - C. A. Farley Elementary School 2017-2018

Develop a plan for involving and communicating with home and community	June 2018	Administrators		Communication plan established
Professional Development:		Resources:		
Administrators receive training		Meeting times and time for professional development		

Hudson Public School District – School Improvement Plan – Forest Avenue Elementary School 2017-2018

Strategy # 1 : High Quality Curriculum, Instruction and Assessment				
To continue working on phases of the curriculum review cycle to 1) integrate the use of 1:1 technology in teaching and learning, 2) prepare curriculum inventory to be transitioned into Aspen Information Management System (IMS) platform for storage and dissemination to teachers.				
School Goal # 1				
To support the fourth grade team with the implementation and use of 1:1 technology by designing the necessary structures for students and teachers as well as targeted professional development for staff to increase the effectiveness of the technology for all students.				
Rationale for Goal:				
To provide the necessary structures and supports to ensure that the 1:1 initiative enhances the curriculum.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Identify the current status of the implementation of the 1:1 initiative in terms of needed professional development and tech support.	October & November 2017	Grade 4 Teachers Technology Teacher Director of Technology Building Principal PD Advisory Council Technology Task Force	Design and implement a survey to be given in the fall of 2017	Create a PD plan for Spring, Summer, and Fall of 2018 implementation
Provide staff with targeted professional development in support of the 1:1 initiative to ensure the technology enhances student learning	Fall of 2017 – Fall of 2018	Grade 4 Teachers Technology Teacher Director of Technology Building Principal PD Advisory Council Technology Task Force	Results of fall survey	Implement PD plan beginning in January of 2018 and provide staff with opportunities to collaborate on the use of technology during CPT
Survey staff on implementation of PD plan and projected needs moving forward	Winter of 2017 - 2018	Grade 4 Teachers Technology Teacher Director of Technology Building Principal PD Advisory Council Technology Task Force	Results of spring survey	Adjust PD plan based on feedback obtained by spring survey

Hudson Public School District – School Improvement Plan – Forest Avenue Elementary School 2017-2018

Professional Development:		Resources:		
<ul style="list-style-type: none"> • Building & district PD offerings 		<ul style="list-style-type: none"> • Technology Director • Curriculum Directors 		
Strategy # 2: Continuous Improvement Using Data				
To establish a Multi-Tiered System of Supports (MTSS) Committee to evaluate the district’s assets and needs to support teaching and learning Pre K – 12.				
School Goal #2				
To identify the existing areas of tiered interventions at all levels in order to develop a robust, effective tiered system of academic and non-academic supports here at Forest Avenue School that align with those offered throughout the district.				
Rationale for Goal:				
To ensure that we are providing an effective system of academic and nonacademic supports for teaching and learning here at Forest Avenue school and that our supports align with those offered throughout the district.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Survey Staff and create an inventory of all current resources, interventions, and supports available at Forest Avenue School	October of 2017– January of 2018	Principal All Staff	Staff survey implemented and inventory established	Survey results and inventory
Provide staff with a clear understanding of the interventions and supports currently available	January – February 2018	Principal All Staff	Sharing of survey results and inventory	All staff will have an understanding of the interventions and supports currently available

Hudson Public School District – School Improvement Plan – Forest Avenue Elementary School 2017-2018

Establish a committee to review existing supports and make suggestions for the design and implementation of additional supports	Spring & Fall of 2018	Principal All Staff	The committee will meet to explore the need to design additional supports	Design a plan to implement additional supports to meet the needs of our students
Monitor the RTI Process to identify the number of students who remain in Intervention and those who exit	September of 2017 – June of 2018	Principal Reading Specialists	Identify the students for which RTI is effective and those for who it is not	Data to determine the effectiveness of RTI services
Professional Development:		Resources:		
		<ul style="list-style-type: none"> • Principal • Reading Specialists • Curriculum Directors 		
Strategy # 3 : High Expectations for Teaching and Learning				
To develop and provide focused professional development for all staff members to support high quality teaching and learning across all content areas and work disciplines.				
School Goal:				
Goal # 3				
To research the roles and responsibilities of an Instructional Leadership Team (ILT) so as to implement an ILT here at Forest Avenue School in the fall of 2018.				
Rationale for Goal:				
To monitor and support teaching and learning practices by analyzing student learning data, identifying trends, and discussing strategies for teaching and intervention.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Receive initial training on how to conduct meeting and develop a two way communication system	December 2017	Administrators	Research the roles and responsibilities of ILT to develop an	Understand effective communication systems. Use of template to keep focus

Hudson Public School District – School Improvement Plan – Forest Avenue Elementary School 2017-2018

			understanding of best practice	
Work with principals to continue training with meeting, planning and facilitations	February 2018	Administrators		Develop a meeting protocol for building based meetings
Prioritize the areas of need within the building and set goals/targets for implementation for 2018-2019 school year	June 2018	Administrators		Work with whole school staff to set targets for 2018-2019 school year
Form ILT at the building with a variety of members of the school community	June 2018	Administrators Staff	ILT members to be selected	Recruit volunteers from grade levels and representation from all special areas to serve on the team
Professional Development:		Resources:		
<ul style="list-style-type: none"> District professional development on IST 		<ul style="list-style-type: none"> Superintendent Assistant Superintendent Curriculum Directors 		

Hudson Public School District – School Improvement Plan - Joseph L. Muready School 2017-2018

Strategy # 1 : High Quality Curriculum, Instruction and Assessment				
To continue working on phases of the curriculum review cycle to 1) integrate the use of 1:1 technology in teaching and learning, 2) prepare curriculum inventory to be transitioned into Aspen Information Management System (IMS) platform for storage and dissemination to teachers.				
School Goal # 1				
75% of all students in grade K, 1, and 2 will master their grade level standards on the Splash Math program. Parents will become more involved in student learning by increasing their knowledge of Splash Math and other technology based programs and websites.				
Rationale for Goal:				
All stakeholders must have an increased interest in technology, math programs, and use of websites and other computer media, in order to be successful with 21 st century skills and how they apply to learning.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Survey about parents uses of technology	October and March Conferences	Teachers Principal Parents Students		There will be a 50% increase in internet-based activity (websites, computer math, etc.)
Splash Math parent workshops	In early November there will be 4 Splash Math sessions for parents. They will be held at 4 different times during the day and evening in order to fit the schedules of those who we wish to attend.	Teachers Principal Parents Students	Teachers will progress monitor their Splash Math accounts.	25% of parents will attend a workshop
Implementation of Splash Math in grades K-2	All children will be on-line by October 1 st Children will use Splash Math a minimum of 2x/week	Teachers Principal Parents Students	As the year progresses, teacher will assign and monitor work and growth on the computer program.	75% of students in grades K-2 will achieve mastery in all of the Common Core standards as tested in Splash Math.

Hudson Public School District – School Improvement Plan - Joseph L. Muready School 2017-2018

<p>Technological updates that will steer parents to various learning sites that the school uses.</p>	<p>Beginning in October and continuing monthly, parents will be educated on the various learning sites available to them.</p>	<p>Teachers Principal Parents Students</p>	<p>At least monthly, parents will be made aware of the various internet, website, and social media connections we have available to them to assist the parents in helping their children to learn.</p>	<p>There will be a 50% increase in internet-based activity (websites, computer math, etc.) by parents as shown through our survey results.</p>
<p>Professional Development:</p>		<p>Resources:</p>		
<p>Splash Math with parents (day and evening sessions) Enhanced professional development with teachers on new updates</p>		<p>Splash Math Facebook Twitter Teacher websites and blogs</p>		



Joseph L. Mulready School

Internet Survey

Grade(s) of Child(ren) _____

This survey is designed to inform the J.L. Mulready staff how frequently or infrequently our various websites are visited.

So, please tell us with an "X" or check mark, in the past month, how often have you visited the following?:

	Never	Once/month	Twice /month	Weekly	Daily
School Website					
Mrs. Buscemi's Math Website					
Mrs. Colaggero's Reading Website					
Mrs. Collarullo's Technology Website					
Splash Math					
Math Fact Pro					
Facebook					
Twitter					

Circle your answer:

Do you find the school website user friendly? YES NO

Would you like to share any other information with us?

Hudson Public School District – School Improvement Plan – Joseph L. Mulready - 2017-2018

Strategy # 2:				
To establish a Multi-Tiered System of Support (MTSS) Committee to evaluate the district’s assets and needs to support teaching and learning Pre K – 12.				
School Goal # 1				
To track all Rtl (Response to Intervention) groups and identify how many students from those groups are referred to IST (Instructional Support Team) and then to IEP testing				
Rationale for Goal:				
By monitoring those students as identified as needing Rtl services				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
We will record the Rtl students and follow them through the year to record if they had to proceed to IST and possible SPED testing or if the remediation was successful and there was no need to further the process.	All year we will be monitoring the Rtl students and record activity on attached chart.	Teachers Administration	Meet with Stakeholders every 6-8 weeks to monitor Rtl students and their learning.	By the end of the year, only 20% will be referred to IST from Rtl.
Assemble information on how each grade level performs Rtl services	First week in November	Teachers Administration		Document showing similarities and differences between grade levels as to how they implement Rtl
Professional Development:			Resources:	
Discussion at CPT times with teachers PD on exit and entrance criteria Targeted intervention strategies Review Richard Allington’s work on Rtl			Progress monitoring assessments Excel Spreadsheet for tracking information	

Name	Teacher	Grade	EL	SPED	Rtl 1 (goal/date)	Rtl 2 (goal/date)

NOTES:

Strategy # 3: High Expectations for Technology and Learning				
To develop and provide focused professional development for all staff members to support high quality teaching and learning across content areas and work discipline.				
School Goal # 1				
To develop an Instructional Leadership Team at the Mulready School.				
Rationale for Goal:				
This team will monitor and support teaching and learning practices.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Receive initial training on how to conduct a meeting and develop a two-way communication system	November - December	Administrators	Develop Criteria	Understand effective communication systems. Use of template to keep focus
Work with principals to continue training and planning	February 2018	Administrators	Develop Roll-out plan	Develop a meeting protocol for building based meetings
Prioritize the areas of need within my building and set targets and goals for the 2018-19 school year.	April, May, June	Administrators	Priority list	Committee will set Norms and meet at least twice before the end of the year.
Form ILT with cross-section of school staff	June 2018	Administrators Staff	Choose committee members	Recruit volunteers across the staff so there is a cross-section of representation on the committee.

Hudson Public School District – School Improvement Plan – Joseph L. Mulready - 2017-2018

Develop a plan for communication and involving the community	June 2018	Administrators		Communication plan established
Professional Development:		Resources:		
Administration receives training		Articles on what an ILT is and does Meeting times and time for professional development		

Hudson Public School District – School Improvement Plan – Quinn Middle School – 2017-2018

Strategy # 1 : High Quality Curriculum, Instruction and Assessment				
To continue working on phases of the curriculum review cycle to 1) integrate the use of 1:1 technology in teaching and learning, 2) prepare curriculum inventory to be transitioned into Aspen Information Management System (IMS) platform for storage and dissemination to teachers.				
School Goal # 1				
To provide support for our fifth and seventh grade teams in their use of Chromebooks/ 1:1 technology through technical support efforts and professional development.				
Rationale for Goal:				
To provide the necessary supports and trainings in order to maximize the use of Chromebooks with our curriculum.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Establish a Technology Committee	October 2017	Technology Teacher Grade 5, 7 Teachers School Administrator Technology Director (or appointee)	<ul style="list-style-type: none"> Formation of Technology Committee Established norms and goals 	<ul style="list-style-type: none"> Creation of a PD plan for 2018 implementation of Chromebooks/1:1 Technology
Monitor implementation of Chromebooks, identifying areas of need for professional Development and tech support.	October – November 2017	Grade 5, 7 Teachers Technology Teacher School Administration PD Advisory Council	<ul style="list-style-type: none"> Observe & gather data from students and teachers 	<ul style="list-style-type: none"> Timely repair and maintenance of 1:1 Technology Data to fuel discussion and planning of PD
Survey faculty on: <ul style="list-style-type: none"> Implementation process PD needs 	December 2017	Grade 5, 7 Teachers Technology Teacher Support staff PD Advisory Council Technology Committee	<ul style="list-style-type: none"> Gathered data on implementation of Chromebooks Gathered data on areas of need for PD 	Professional Development Plan for Winter 2017-2018

Hudson Public School District – School Improvement Plan – Quinn Middle School – 2017-2018

Provide staff with targeted Professional Development in support of 1:1 Initiative	January – May 2018	Grade 5, 7 Teachers Technology Teacher Support staff PD Advisory Council Technology Committee	Provide knowledge and skills which will help maximize use of 1:1 technology at QMS	<ul style="list-style-type: none"> • Effective use of Chromebooks • These experiences and adjustments will lead to a successful implementation of 1:1 technology for 2018-2019 school year
Professional Development: School and District PD offerings		Resources: <ul style="list-style-type: none"> • Technology Director and staff • Curriculum Directors 		
Strategy # 2: Continuous Improvement Using Data				
To establish a Multi-Tiered System of Supports (MTSS) Committee to evaluate the district’s assets and needs to support teaching and learning Pre K – 12.				
School Goal #2				
To identify the existing areas of tiered interventions for the middle level grades, and monitor levels of effectiveness in identifying needs, establishing, and implementing a plan for each student.				
Rationale for Goal:				
In order to see that all learners have what they need to successfully access the curriculum, we need to first evaluate the effectiveness of the protocols we currently have in place to identify struggling learners.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Confirm current protocols and resources available for student support	October – November 2017	Principal Assistant Principal Guidance Counselors School Psychologist	Inventory of resources and protocols established	Organized Data on available resources to be monitored.

Hudson Public School District – School Improvement Plan – Quinn Middle School – 2017-2018

		Nurse Clinician Special Educators		
Provide staff with a clear understanding of the interventions and supports currently available	October - December 2017	Principal All Staff	Sharing of student support information	All staff will have an understanding of the interventions and supports currently available
Establish a committee (PAT) to monitor current efforts to identify student needs	October 2017	Principal Assistant Principal Guidance Counselors School Psychologist Nurse Clinician	The committee will meet on a weekly basis to share their observations	Collect notes from committee's discussion
Monitor the process involved with identifying student needs	September of 2017 – June of 2018	Principal Assistant Principal Guidance Counselors School Psychologist Nurse Clinician	Evaluate the level of effectiveness for our school's ability to identify the specific needs of our students as they struggle and establish a plan to address those needs.	Based on the shared observations and discussions of the committee, a plan will be developed to improve our school's ability to identify the needs of struggling learners on a more timely basis.
Professional Development:		Resources:		
		<ul style="list-style-type: none"> • Principal • Reading Specialists • Curriculum Directors 		
Strategy # 3 : High Expectations for Teaching and Learning				
To develop and provide focused professional development for all staff members which supports high quality teaching and learning across all content areas and work disciplines.				
School Goal:				

Hudson Public School District – School Improvement Plan – Quinn Middle School – 2017-2018

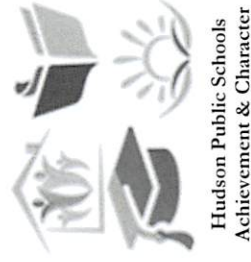
Goal # 3				
By the end of the 2017/2018 school year an Instructional Leadership Team (ILT) will be developed.				
Rationale for Goal:				
To monitor and support teaching and learning practices by analyzing student learning data, identifying trends, and discussing strategies for teaching and intervention.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Receive initial training on how to conduct meeting and develop a two way communication system	December 2017	Administrators		Understand effective communication systems. Use of template to keep focus
Work with principals to continue training with meeting, planning and facilitations	February 2018	Administrators		Develop a meeting protocol for building based meetings
Prioritize the areas of need within the building and set goals/targets for implementation for 2018-2019 school year	June 2018	Administrators		Work with whole school staff to set targets for 2018-2019 school year
Form ILT at the building with a variety of members of the school community	June 2018	Administrators Staff		Recruit volunteers from grade levels and representation from all special areas to serve on the team
Develop a plan for involving and communicating with home and community	June 2018	Administrators		Communication plan established
Professional Development:			Resources:	

Hudson Public School District – School Improvement Plan – Quinn Middle School – 2017-2018

Administrators receive training	Meeting times and time for professional development
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Hudson High School

SCHOOL IMPROVEMENT PLAN: 2017-2018



Hudson High School
69 BRIGHAM STREET
HUDSON, MASSACHUSETTS 01749

Hudson Public School District – School Improvement Plan – Hudson High School (2017-2018)

Strategy # 1 : High Quality Curriculum, Instruction and Assessment				
To continue working on phases of the curriculum review cycle to 1) integrate the use of 1:1 technology in teaching and learning, 2) prepare curriculum inventory to be transitioned into the Aspen Information Management System (IMS) platform for storage and dissemination to teachers.				
School Goal # 1				
Successfully implement the 1:1 technology program in grades 8, 9, and 10 in the core content areas.				
Rationale for Goal:				
The district has dedicated significant resources into a 1:1 technology program. It is critical that teachers receive training on technology integration so that students can seamlessly integrate this technology into their daily learning.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Develop and execute a plan to distribute Chromebooks to all students in grades 8, 9, and 10	July 2017 – September 2017	Principal Director of Technology	Plan developed	1. Chromebooks distributed
Provide professional development for teachers teaching in a 1:1 environment	September 2017 – June 2018	Principal Director of Technology Curriculum Directors	Professional development needs identified	1. Professional development delivered and strategies implemented in classrooms
Ensure high school representation on the district’s Technology Strategic Planning Committee (TSPC)	September 2017 – June 2018	Principal Director of Technology TSPC Committee Members	Volunteers identified	1. TSPC meetings attended 2. TSPC members share “best practices” with the full faculty
Develop and implement the Computer Techs in Action (CTIA) independent study course	September 2017 – June 2018	Principal Director of Technology Director of School Counseling Teacher of Record	Students enrolled Course designed	1. Help Desk open and providing services/resources to students and staff
Professional Development:			Resources:	
<ul style="list-style-type: none"> Possible use of professional learning time periodically during the year Site visits to other schools with 1:1 technology programs 			<ul style="list-style-type: none"> Potential need for funding for off-site professional development Support of district’s Director of Technology 	

Hudson Public School District – School Improvement Plan – Hudson High School (2017-2018)

Strategy # 2: Continuous Improvement Using Data				
To establish a Multi-Tiered System of Supports (MTSS) Committee to evaluate the district’s assets and needs to support teaching and learning Pre K – 12.				
School Goal #2				
Evaluate and update the Building Curriculum Accommodation Plan (BCAP) and the Instructional Support Team (IST) process to align with the district’s efforts to design and implement a Multi-Tiered System of Supports (MTSS).				
Rationale for Goal:				
The current BCAP is poorly aligned and infrequently used. The existing IST process lacks systemic elements needed to ensure effective follow-through on proposed interventions.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Establish a building-based team to evaluate the current BCAP and IST process	October 2017	Team members Teachers Counseling Staff	1. Team formed 2. Purpose defined 3. Timeline identified	1. Draft of updated BCAP 2. Draft of new IST process
Coordinate with the district-level MTSS Committee to ensure alignment and consistency	October 2017 – June 2018	Team members Teachers Counseling Staff	1. Assign HS staff members to the MTSS Committee	1. Building-based process that is aligned with the district-level process
Solicit and incorporate feedback on the BCAP and IST process from the full-faculty	January 2017 – June 2018	Team members Teachers Counseling Staff	1. Facilitate a faculty meeting focusing on the purpose of a BCAP and the current IST process 2. Solicit feedback (survey) on existing document and practices	1. Draft of updated BCAP 2. Draft of new IST process
Professional Development:		Resources:		
<ul style="list-style-type: none"> District-level training to better understand MTSS 		<ul style="list-style-type: none"> State documents related to MTSS 		

Hudson Public School District – School Improvement Plan – Hudson High School (2017-2018)

Strategy # 3: High Expectations for Teaching and Learning				
To develop and provide focused professional development for all staff members to support high quality teaching and learning across content areas and work discipline.				
School Goal # 3				
Develop and publish the school's "Vision for the Graduate" as prescribed by the New England Association of Schools and Colleges (NEASC) in conjunction with the re-accreditation process.				
Rationale for Goal:				
Schools accredited by NEASC must identify a collective vision for their graduates. This document will align with the school's vision and core beliefs statement and will help drive the decision-making process relative to curriculum, programming, policies, and practices.				
Strategies/ Initiatives:	Timeline	Stakeholders	Interim Outcomes	Final Outcomes (SMART Goals & Progress)
Identify members of the NEASC Self-Reflection Committee	September 2017	Faculty	Recruit committee members	Committee members identified
Attend NEASC Model School Showcase	October 2017	Committee members	Confirm registration for conference	Attend conference
Use strategies learned at the Model School Showcase to engage the faculty in the process to develop the Vision for the Graduate	November 2017 – February 2018	Committee members Faculty	Broad list of graduate "skills" identified	List narrowed to 5 to 7 skills
Finalize the school's Vision for the Graduate	March 2018 – June 2018	Committee Members Parents Students	Solicit feedback from parents and students	Final document developed and adopted
Professional Development:		Resources:		
<ul style="list-style-type: none"> Attend NEASC Model School Showcase Attend NEASC Regional Workshop 		<ul style="list-style-type: none"> Funding for conference attendance Various NEASC resources 		