

# 2016-2017 Approved Action Plans

Please note that many critically important tasks are not listed below as they occur every year.

Areas with no highlights are from action plans carried over from previous years.

**Items highlighted in yellow are proposed revisions (1/4/17).** Bold-faced text are proposed additions. Strike-outs denote proposed deletions.

Goal	Action Steps	Assessment	Status
<b>Students &amp; Instruction</b>			
<p>All of our students will be highly skilled writers. Our teachers at every grade will be confident and effective instructors of writing.</p>	<ol style="list-style-type: none"> <li>1. K-5 teachers will receive Writing Workshop materials (Fall 2016)</li> <li>2. K-5 teachers will receive an orientation to Writing Workshop (Sept. 2016)</li> <li>3. K-5 teachers will receive a one-day training on Writing Workshop (Oct. 2016)</li> <li>4. All elementary schools will receive six days of professional development training on Writing Workshop (Oct. 2016-Jun. 2018)</li> <li>5. Crocker English Language Arts teachers will receive training on Amplify materials over the course of several training days (Aug.-Oct. 2016)</li> <li>6. Crocker English Language Arts teachers will explore the Amplify materials in collaborative groups in the area of writing (Aug.-Nov. 2016)</li> <li>7. Crocker English Language Arts teachers will employ the new Amplify tools and techniques effectively (Aug.-Jun. 2016)</li> <li>8. Crocker staff will receive an orientation to the writing process using mentor texts and explicit teaching (Oct. 2016)</li> <li>9. Crocker teachers across the disciplines will receive instruction in the Jane Shaffer method of instruction on an as needed basis (Oct.-Dec. 2016)</li> <li>10. Crocker staff will collaborate on what additional steps, if any, to take (Oct. 2016-Dec. 2016)</li> <li>11. Principals will focus on writing instruction for their formal observations and evaluations (2016-2017 school year)</li> </ol>	<p><del>90% of students will meet standard in the writing claim 3<sup>rd</sup>-8<sup>th</sup> grade on the CAASPP in 2018.</del></p> <p>90% of students will meet benchmark in the local assessment of writing, spring 2018.</p> <p>In grades 3-8, at least 95% of students will meet the benchmark for either “above standard” or “near standard” in the writing claim on the CAASPP in the spring of 2018.</p> <p>In addition, at least the following amounts of students will meet the benchmark for “above</p>	<p>1, 2, 3, 5, and 8, and 9 are completed.</p> <p>4, 6, 7, and 11 work in process.</p>

		<p>standard” in the writing claim on the CAASPP in the spring of 2018:</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade= 60%,</li> <li>• 4<sup>th</sup> and 5<sup>th</sup> grade= 70%</li> <li>• 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade = 65%.</li> </ul>	
<p>Homework will be used to help students develop the traits described in the Essential Outcomes, assigned with full regard to the latest research on homework and learning, and differentiated when possible.</p>	<ol style="list-style-type: none"> <li>1. Staff will gather research, including the thoughts and advice of local experts (Oct.-Dec. 2016)</li> <li>2. Collaborative conversations will occur with staff members. These will take place at the sites during staff meeting and in District-wide opt-in meetings (Oct.-Dec. 2016)</li> <li>3. Research, including the thoughts and advice of experts, will be shared with staff members and parents digitally and through meetings (Nov. 2016-Jan. 2017)</li> <li>4. Collaborative conversations will occur with parents and staff members during (Jan.-Mar. 2017)</li> <li>5. Recommendations will be research-based and modified and adjusted based on the needs of our particular community. These will be shared with the staff members and the parents and then formally presented for review to the Board (Mar. 2017)</li> <li>6. Board Policy Committee meets to review and update BP 6154 (Feb/March 2017)</li> <li>7. Board policy amended (Apr. and May 2017)</li> <li>8. New policies and practices shared with staff and parents (Apr.-May 2017)</li> <li>9. Staff members will receive training and support on new policy and practices (Aug. 2017)</li> <li>10. New policies and practices take effect (Aug. 2017)</li> </ol>	<p>Homework policy adopted by the Board. Policy and practices communicated to staff members and parents.</p>	<p>1 in process</p> <p>2 scheduled and in the process of completion</p> <p>3: panel being convened</p>

<p>Students will demonstrate knowledge &amp; skills in world language, gr. 4-8<sup>th</sup> .</p>	<p>Define the goals and objectives of our 4<sup>th</sup>-8<sup>th</sup> grade learning program, align our program with the appropriate standards, and adopt a structure for formal assessment.</p> <ol style="list-style-type: none"> <li>1. Form a World Languages Committee that includes world language teachers, administrators, and other staff members. (Feb.)</li> <li>2. The Committee will: (completed by Dec. 2017) <ul style="list-style-type: none"> <li>○ Speak with and learn from all current world language teachers</li> <li>○ Communicate with and seek input from the Board</li> <li>○ Collect information regarding standards, instruction, assessment, materials, research, etc.</li> <li>○ Draft written plans regarding expectations by grade, standards alignment, curriculum, instruction, and assessment</li> <li>○ Discuss the “mandatory” aspect of world language to determine if this is the best course moving forward</li> <li>○ Submit all plans and proposals to the Board for review and approval</li> </ul> </li> <li>3. Share written plans with teachers and parents (Jan. 2018)</li> <li>4. Begin implementing aligned language standards from 4-8th (Jan. 2018)</li> <li>5. Revise the plan as needed (as needed)</li> </ol>	<p>Written plans approved by the Board</p> <p>Formal assessments will be used. After the selection of the assessment is made, the proficiency levels will be determined and this goal will be updated accordingly.</p>	
<p>Students will exhibit empathy.</p>	<ol style="list-style-type: none"> <li>1. District will arrive upon a common definition and understanding of empathy. This will be done by consulting the research (Oct.-Dec. 2016)</li> <li>2. The common definition and understanding of empathy will be shared with staff members and parents along with short videos, articles, and other pieces of support and information (Jan. 2017)</li> <li>3. Site and District representatives will meet to share their practices and to research and learn about practices outside our District (Feb-Mar. 2017)</li> <li>4. Based upon the exploration described above, Sites and the District will employ new techniques and practices (Apr.-Jun. 2017)</li> </ol>	<p>The Needs Assessment Survey questions pertaining to this subject will form a baseline of information. Surveys will be given again with these questions spring of 2018 to see if growth has resulted.</p>	<p>Empathy Team has been comprised. 1<sup>st</sup> meeting has been held</p>

<p>Gifted students will be identified and served.</p>	<ol style="list-style-type: none"> <li>1. Meeting to discuss the eight different focus areas for gifted students (Gifted CSTs) will be held (Fall 2016)</li> <li>2. Schools will share feedback on these meetings during staff meetings and school site council meetings (Oct.-Dec. 2016)</li> <li>3. Each principal will share this feedback with Administrative Council (Dec. 2016-Jan. 2017)</li> <li>4. Pilot will be evaluated. This will include soliciting comments from parents and students. Revisions to be put into place 2017-2018</li> <li>5. Kindergarteners, second graders, and students new to the District will be given the opportunity to take the OLSAT 8 (Feb. 2017)</li> </ol>	<p>A report will be given to the Board by June 2017.</p>	<p>1 completed 2 in process</p>
<p>In order to align assessment and instruction, our district assessments will be revised to reflect our new materials. (this supports our new writing goal as well as our previous goals regarding implementing new common core state standard curricula in the areas of math and language arts)</p>	<ol style="list-style-type: none"> <li>1. District Teams will be convened to review common district assessments, new materials, common core standards, and best practices.</li> <li>2. Teams will make decisions asynchronously. In other words, we may adopt a new writing assessment protocol very quickly, yet take longer to develop new protocols for pre-reading and reading skills.</li> <li>3. These new assessments, materials, and best practices will be employed as they are completed/arrived upon.</li> </ol>	<p>All interim assessments will be reviewed and/or revised by June 2018.</p>	<p>Numerous planning meetings have occurred, mostly concentrating on language arts in K-5</p>
<p>Students will demonstrate knowledge and skills in science aligned to the Next Generation Science Standards (NGSS).</p>	<ol style="list-style-type: none"> <li>1. Math and Science TOSA will support K-5 teachers in the 2016-2017 school year as the teachers work towards full implementation of the NGSS by the 2018-2019 school year (2016-2017 school year)</li> <li>2. Math and Science TOSA and Director of Educational Services will convene a Science Team during the 2016-2017 school year, drafting a blueprint towards full implementation which will occur over the next three years. This plan will include training and support and <i>may or may not</i> include the purchase of new materials (2016-2017 school year)</li> </ol>	<p>Science scores in 5<sup>th</sup> and 8<sup>th</sup> grade will be at least 85% proficient in state test for science when tested with the NGSS standards (expected spring of 2018).</p>	<p>1 ongoing 2 Committee has been comprised and first meeting has been held</p>

	3. Science Team at Crocker has implemented 6 <sup>th</sup> and 7 <sup>th</sup> grade NGSS instruction. Crocker will implement NGSS instruction in 8 <sup>th</sup> grade during the 2016-2017 and 2017-2018 years.		
<b>Staff</b>			
Staff members will exhibit empathy.	<ol style="list-style-type: none"> <li>1. District will arrive upon a common definition and understanding of empathy. This will be done by consulting the research (Oct.-Dec. 2016)</li> <li>2. The common definition and understanding of empathy will be shared with staff members and parents along with short videos, articles, and other pieces of support and information (Jan. 2017)</li> <li>3. Site and District representatives will meet to share their practices and to research and learn about practices outside our District (Feb.-Mar. 2017)</li> <li>4. Based upon the exploration described above, Sites and the District will employ new techniques and practices (Apr.-Jun. 2017)</li> <li>5. Norms created for meetings or other structured staff activities as needed</li> </ol>	The Needs Assessment Survey questions pertaining to this subject will form a baseline of information. Surveys will be given again with these questions spring of 2018 to see if growth has resulted.	Empathy Team has been comprised. 1 <sup>st</sup> meeting has been held.
Build and encourage a culture of creativity, nimbleness, reasoned experimentation, and real-world application to prepare learners, both students and adults, for today and the future.	<p>This goal is more of a “how” than a “what.” It describes how we want to go about approaching our shared goals and vision. Examples of this goal in practice this year include the following:</p> <ol style="list-style-type: none"> <li>1. Professional development in writing will move nimbly over the course of the next two years and will be encourage experimentation by practitioners supported by resources and professional development (2016-2017 year)</li> <li>2. Middle School TOSA will show evidence of reasoned experimentation and innovation in furtherance of instruction and curriculum (2016-2017 year)</li> <li>3. Homework changes will be made quickly, thoughtfully, in a way that takes into account the opinions of stakeholders, and in a way that is guided by the research and not weighed down by process (2016-2017 year)</li> <li>4. The parameters around school site funds will be relaxed, allowing principals to more flexibly use their funds towards experimentation (2016-2017 year)</li> <li>5. District will work with partner groups to transform the District Office “Board Room” into a more flexible community-use room that leads towards flexible grouping and creative group processes (2016-2017 year)</li> <li>6. Staff meetings will continue to evolve away from the sharing of information and towards the discussion, planning, and implementation of</li> </ol>	Board presentations throughout the year will be used to show evidence of this work.	<p>2 scheduled</p> <p>1, 3, 5, 6, 7 in process</p> <p>4 completed</p>

	<p>innovative ideas, reasoned experimentation, and real-world applications (2016-2017 year)</p> <p>7. Administrators and teachers will look deeply at time spent in classrooms, making purposeful, positive changes as necessary (2016-2017 year)</p>		
<p>HTA and HCSD will convene a Hillsborough Incentive Plan Committee.</p>	<p>The purpose of the Committee shall be to:</p> <ul style="list-style-type: none"> <li>• Review Hillsborough Incentive Plan policies/procedures;</li> <li>• Modernize and clarify the process; ensure consistency w/contract, goals</li> <li>• Explore the potential of incorporating outside programs into the process;</li> <li>• Make recommendations, consistent with the intent and purpose set forth in Appendix B, to the parties for consideration in successor contract negotiations.</li> </ul>	<p>The Committee will make written recommendations to the District and HTA in time to prepare for successor negotiations (Spring 2017).</p>	<p>Leads of each “team” have had several discussions, organizing the work</p>

### Fiscal and Business

<p>Revenues and expenditures will be balanced.</p> <p>We will continue to use our resources to pursue the Essential Outcomes, our HCSD Forward Goals, and the academic, social/emotional, and physical success of all students. We will simultaneously plan for long-term sustainability.</p>	<ol style="list-style-type: none"> <li>1. Prepare/collect documents for the Board including, but not limited to: audits the last three years, student population trends, demographic report, spending trends in selected areas, surplus/deficit spending patterns over the last ten years (Aug.-Nov. 2016)</li> <li>2. Convene Special Board Meeting (Nov. 21, 2016) <ol style="list-style-type: none"> <li>a. Board decides upon specific target(s)</li> <li>b. Board gives staff direction as to action plan (described below)</li> </ol> <ul style="list-style-type: none"> <li>• Create an intentional reserve strategy. To be determined and approved in conjunction with the 2018-2019 budget.</li> <li>• Take a multi-pronged approach to reducing expenses. This will include arriving at the best utilization of personnel. To be determined and approved in conjunction with the 2018-2019 budget.</li> <li>• Adjust modestly downward personnel costs and other expenses. This is possible in part because of reduced student populations. To be determined and approved in conjunction with the 2017-2018 budget.</li> <li>• Explore a systematic and/or formulaic approach to personnel costs. Timeline is not yet defined.</li> <li>• Study special education costs deeply and present recommendations to the Board on what steps, if any, to take in the future. Timeline is not yet defined, but this work will take, at the least, months.</li> </ul> </li> </ol>	<p>Specific metric of success to be determined by the Board</p>	<p>1 and 2 completed</p>
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	<ol style="list-style-type: none"> <li>3. Stakeholders involved as appropriate</li> <li>4. Board approves plan (see above for timelines)</li> </ol>		
Bonds will be refunded in order to secure savings for Hillsborough taxpayers.	<ol style="list-style-type: none"> <li>1. Proposals will be received (Aug. 2016)</li> <li>2. Bond Committee will make recommendation (Oct. 2016)</li> <li>3. Board will approve (Oct. 2016)</li> <li>4. Bonds will be refunded (Nov. 2016)</li> <li>5. District will communicate results to the town effectively (Dec. 2016)</li> </ol>	Taxpayers in Hillsborough will save significant money in debt service.	1-4 completed
<b>Facilities and Maintenance</b>			
Effectively plan for the facilities and maintenance needs of the District	Implement the adopted Multi-year facilities maintenance plan, unless directed otherwise during each year's budget adoption process.	Defined work completed on-time and on-schedule.	Work is ongoing and on schedule
<b>Miscellaneous</b>			
We will successfully pass our credential audit.	Work with staff and county counterparts to organize our credentials and maintain compliance.	Clean credential audit certification. (2016-2017).	Work is ongoing and on schedule