District Strategic Plan 2022-26

Initial Approval: 10/24/2022
Updated: 9/24 Draft of Year 3 Focus
Year 1: 5/2023 with end-of-year progress notes
Year 2: 5/2024 with end-of-year progress notes

Introduction

A committee of fifteen members representing students, faculty, administration, community members, school council, and an outside consultant met over the course of eight months in 2021-22 to craft the Strategic Plan outline. The committee sought input by reaching out to stakeholder groups using personal contact and survey technology. They researched the work of other school systems, identified the themes for our plan, and collaborated towards a draft. The School Committee reviewed the draft and provided endorsement of the Vision Statement and Core Value Statements. We are committed to use the plan as a guide for future decisions.

District Vision

*We commit to providing a high-quality education centered around dynamic learning and personal well-being in a community where everyone can **find belonging**.*

Core Value Statements

1. Engage in Learning with Courage
    - We strive to inspire all students toward excellence by developing robust academic and social learning habits and skills.
    - We embrace challenges and mistakes as they provide opportunities for deeper learning and build resilience.
    - We believe the educational environment should foster joy, courage, and curiosity.
2. Promote Balance and Well-Being
    - We believe in supporting each person's physical, emotional, and social well-being to help build resilient, connected individuals.
    - We practice kindness towards self and others to strengthen our compassionate school community.
    - We encourage students to ask questions and self-advocate.
3. Cultivate an Equitable, Just & Inclusive School Culture
    - We believe in fostering an inclusive and equitable school culture that affirms the dignity of all.
    - We value diversity and respect towards one's self and others.
    - We develop the confidence and ability to understand diverse perspectives, collaborate, and practice restorative justice.
4. Value Individuals and Relationships
    - We value students as individuals and respect their distinct contributions and perspectives.
    - We recognize that students learn, grow, and define success in different ways.
    - We strive to develop positive relationships through respect, trust, and active listening.
5. Partner with Community
    - We believe that students are best served when schools, families, and communities are committed to open communication, mutual respect, and collaboration.

- We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

Core Value: Engage in Learning with Courage		
Five Year Goals	**District Level Measures/Actions Year 2**	**District Level Measures/Actions Year 3**
Update academic pathways and curriculum alignment to ensure dynamic and equitable learning for all students Increase student voice and choice in advocating for their learning needs while increasing a sense of belonging for all Explicitly support social learning and executive functioning for our students' success in school and life Improve assessment, grading and homework practices that embrace students' challenges and support a growth mindset Increase inclusion opportunities for students Intentionally increase joy, courage, and curiosity in student learning	Throughout the 2023-24 school year information will be shared out to the School Committee and the parents on the implementation of the Universal Design for Learning framework for instruction By June 2024 data will be collected and analyzed on the phonics program in grades K-3 and recommendations from the Literacy Task Force will be shared with the School Committee and the parents By June 2024 data will be collected, analyzed, and shared on the new middle school math pathway, unleveled 9th grade English, co-taught classes and middle school language acquisition By June of 2024 a recommendation will be shared on the piloted MS schedule and a new pilot for the HS schedule	By June 2025 analyze student data to evaluate the on-going success of Algebra I in 8th grade, language classes in MS, and unleveled courses in 9th grade. Share the data with teachers, leaders, School Committee, and community. (I-E) By June 2025 measure student sense of Belonging with a survey. Compare results with the prior Belonging survey in 2019 and across the school year. Share out results. Set actions based on the results. (I-E) By June 2025 determine the resources needed to update the literacy instruction in the elementary school. By June 2025, determine the graduation requirement, portrait of a student rubric, updated class offerings, and senior service project. By June 2025

Core Value: Promote Balance and Well-Being		
Five Year Goals	**District Level Measures/Actions Year 2**	**District Level Measures/Actions Year 3**
Create a model for belonging that is embedded across all aspects of a student's school	By June 2025 define portraits of a graduate for the Harvard Public Schools as prepared during the	By June 2025 define portraits of a graduate for the Harvard Public Schools as prepared

experience Provide supports for all members of the school community that address social, emotional, physical well-being Increase opportunities to promote volunteerism across PK-12 within the community Promote student involvement in identifying and adopting enrichment programs for all students Explicitly promote and develop self-advocacy skills within the content instruction and assessment	NEASC process By December 2024 establish and collaborate with student advisories on pilot schedules, food service changes, travel opportunities, capital improvements, and other district/school initiatives By June 2024 incorporate the new DESE Health and Physical Education frameworks into the district By December 2023 and again by June 2024 evaluate the food service changes By March 2024 develop an action plan for sharing out and responding to the Title IX report	during the NEASC process By October 2025, develop an action plan for responding to the Title IX report By June 2025, evaluate the food service quality through surveys and student feedback. Continue to work towards improvements

Core Value: Cultivate an Equitable, Just, and Inclusive School Culture		
Five Year Goals	**District Level Measures/Actions Year 2**	**District Level Measures/Actions Year 3**
Increase consistent restorative justice opportunities for students Evaluate curriculum and resources for DEI and adjust curriculum for bias and culturally responsive teaching Increase the diversity of staff and support their success in our district Assess and address opportunity gaps identified in the equity audit Ensure respectful classroom environments that enable students to demonstrate respect for diverse perspectives and collaborate	By June 2024 refine restorative justice practices at all three levels. Share information with the School Committee and parents By March 2024 update all policies that involve curriculum, curriculum materials, and instruction to ensure support for DEIB By June 2024 plan and host six presentations to the students or parents on DEIB topics	Throughout the year, actively recruit diverse staff and support their success in our district. (II-B) By October 2024 Implement Wayfinder as a resource for teachers on topics of DEIB By June 2025, offer 5 parent/student/staff sessions on DEIB topics. By December 2024, establish meetings of the BIPOC advisory council. (III-A)

Core Value: Value Individuals and Relationships		
Five Year Goals	**District Level Measures/Actions Year 2**	**District Level Measures/Actions Year 3**
Recognition beyond academic honors, sports achievements, and performances Explore other pathways through high school, internships, travel exchanges, and travel opportunities Valuing students' stories and backgrounds Advisory program with trained mentors and mentees.	By June 2024 recognize students serving on advisories, club members, artists and writers, and other individuals By June 2024 provide new opportunities for student travel and volunteer opportunities By June 2024 plan a pilot high school schedule that provides opportunities for advisory type programs	By June 2025 analyze the impact of the new MS and HS schedule on Belonging and Learning. Recommend a schedule for the FY26 School year based on this analysis. (II-C)

Core Value: Partner with Community		
Five Year Goals	**District Level Measures/Actions Year 2**	**District Level Measures/Actions Year 3**
Establish varied pathways for members of the community to be involved and provide input to the district and ensure a range of voices are heard. Design processes and policies that align budgeting with core values and vision statements.	By December 2023 increase newsletters and communications from the district to the parent community using the new platform By April 2024 prepare and support a budget for FY25 that includes funds for materials, programs, and faculty in alignment with our vision statement and core values By June 2024 interact with the Harvard community through in-person events, surveys, and through on-line forums By June 2024 finish the curriculum tracking system that was started last year	By April 2025 prepare and support a budget for FY25 that includes funds for materials, programs, and faculty in alignment with our vision statement and core values. (II-E) By June 2025 finish the curriculum tracking system that was started two years ago