

Building Bridges Together



HOLLISTON PUBLIC SCHOOLS

2022 - 2027 Strategic Plan





Holliston Public Schools

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Facilitated and Prepared by
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A MESSAGE FROM THE Superintendent

Dear Families, Caregivers, Staff, and Community Members:

I am incredibly excited to embark on this five year journey with you, as we begin our new Holliston Public Schools 2022-2027 Strategic Plan. What a great way for us to begin to rebuild and start anew with the HPS Community, particularly after my having arrived in the district in July 2020 to forge a reopening plan and having spent the last two years managing the effects of the pandemic, effects that we are still experiencing and recovering from at the same time. Thank you for your continued support for the ongoing needs and growth of HPS students.

While it has been a long and unexpected journey these last two years, it has also led to opportunities for all of us to reflect upon what it is we want for all HPS students, as they embark and continue on their journeys, PreK-12+, personally, locally, globally; with bright futures on the horizon for each and every one of them, provided we can continue to expand upon and provide equitable opportunities at all grade levels.

This five year strategic plan is the culmination of many months' work, beginning in Spring of 2021, when we initially reviewed proposals from a number of vendors, but we ultimately chose to work with the Teaching Learning Alliance (TLA) to facilitate this important work. We then began this process in the fall with the collection of multiple data sources, followed by the selection of a Strategic Planning Committee, then a Community Feedback Survey that was completed by over 1,100 people, six focus groups identifying feedback and priorities, and six rigorous strategic planning meetings with the full committee. While this strategic plan reflects the hard work and dedication of 21 individuals working aside TLA, the real work is yet to come.

Embedded in this plan are new mission and vision statements, along with new core values and a theory of action. The committee identified four arches and objectives that overarch 21 strategic initiatives. We have our work cut out for us with this roadmap for the next five years, and we will align this plan with long term plans for Budget/ Priority Needs, Capital Needs, Professional Development. We will also embed it within our work to improve Teaching & Learning and Safe and Supportive Schools. Ultimately, this work should lead to improved academic and social-emotional learning outcomes for HPS Students, with a lens on equity. My role as superintendent will be to support our leaders and staff, in order to stay focused and move the hard work forward in all areas, and to ensure that we align this work both vertically and horizontally throughout the school district PreK-12+.

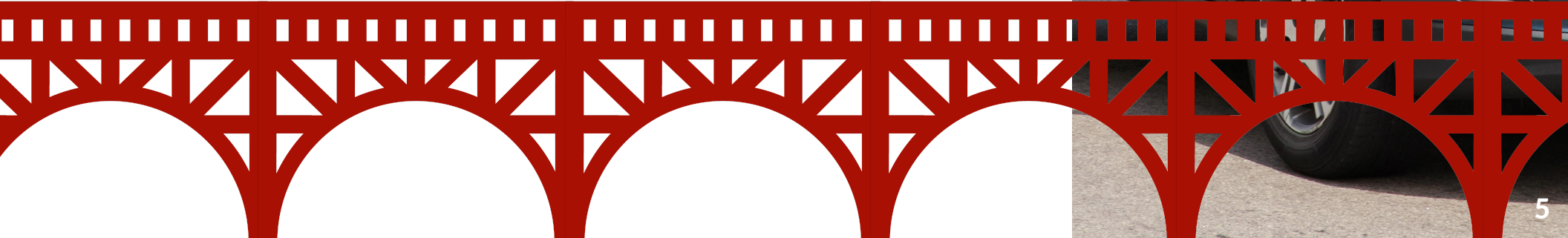
“People underestimate their capacity for change. There is never a right time to do a difficult thing.” –John Porter

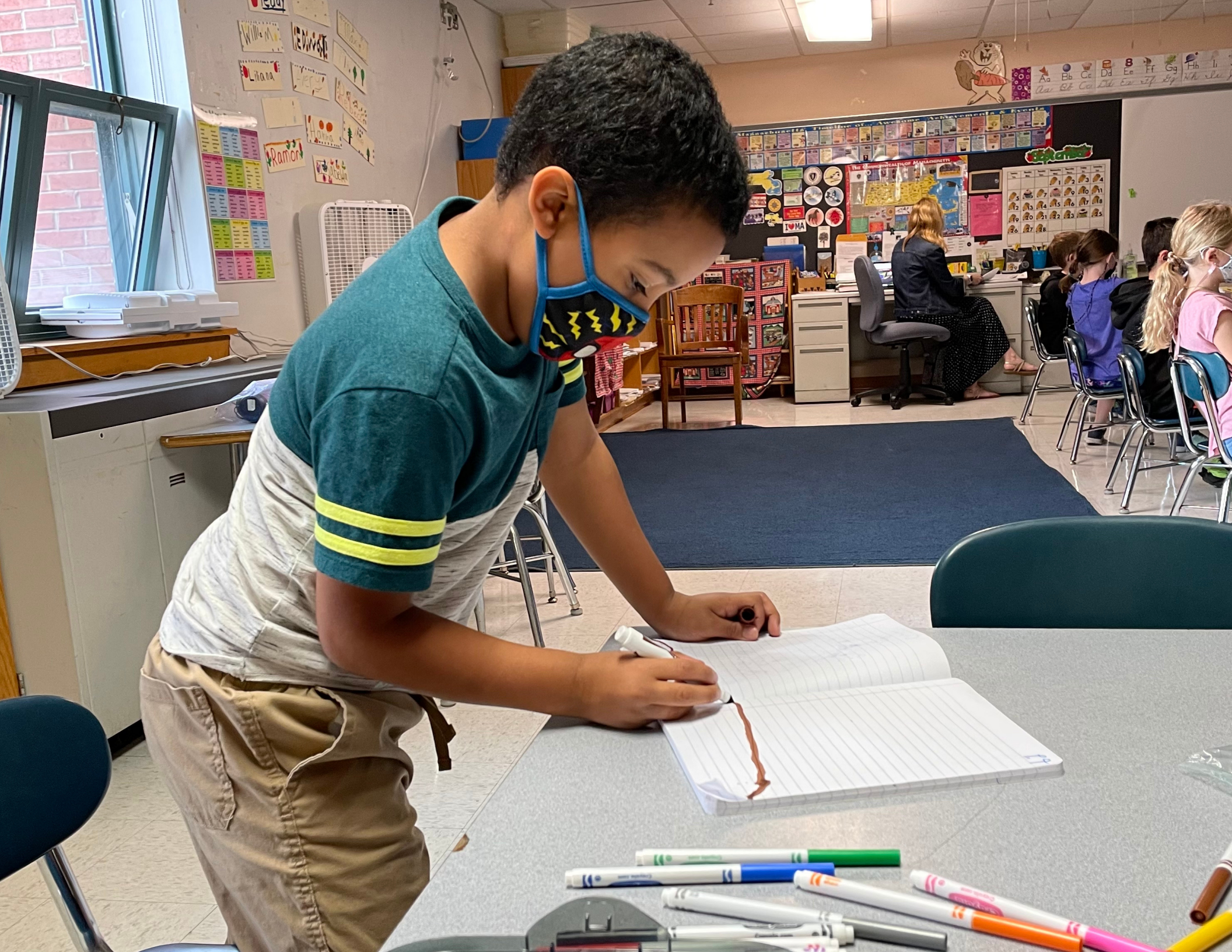
Let’s embark on our journey for positive change and begin “Building Bridges Together” @ Holliston Public Schools.

Sincerely,



Susan E. Kustka, Ed.D.
Superintendent





Strategic Planning Committee

Holliston Public Schools | 2022

Susan Kustka, Ed.D. Superintendent

Travis Ahern, Town Administrator

Amanda Bigelow, School Committee

Sylvia Bodmer, Teacher

Nicole Bottomley, Principal

Joselyn Brown, Student

Keith Buday, Assistant Superintendent for Finance & Operations

Kelly Camp, Student Services Director

Annanya Gargy, Student

Minnie Gupta, School Committee

Tina Hein, Select Board Chair

David Jordan, Principal

David Keim, Principal

Cindy Lu, Parent

Dan MacLeod, Director of Technology & Digital Learning

Jenny Mann, Literacy Specialist

Joanne Menard, Assistant Superintendent for Curriculum & Instruction

Sarah Nam, Montessori Teacher

Barbara Ryan, Parent

Jaime Slaney, Principal

Jariel Vergne, Director of SEL & Equity

Facilitated and Prepared by:



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SUMMARY OF THE **Strategic Planning Process**

The strategic plan is a powerful tool that can assist a district in staying focused on what it is, what it wants to be, and how it can achieve its goals. It represents “the set of actions an organization chooses to pursue in order to achieve its objectives. These deliberate actions are puzzle pieces that fit together to create a clear picture of how the people, activities, and resources of an organization can work effectively to accomplish a collective purpose.” (Curtis & City, 2010, p. 20). The strategic planning process affords the opportunity to seek feedback from constituents that comprise the school district: students, parents, staff, administrators, school committee, and the community, in order to best serve the educational community in the future.

In the fall of 2021, members of the Holliston Public Schools and community came together to develop a strategic plan that would serve as a road map for improvement for the 2022 through 2027 school year. The following three-step strategic planning process was employed to help guide the planning process:

HPS Strategic Plan 2022-2027

Phase 1

Building the Foundation

Phase 2

Building the Plan

Phase 3

Implementing the Plan



PHASE 1

Phase One represented an important step in beginning the building of a strong foundation in the strategic planning process. In this phase, relevant data representing the performance of the Holliston Public Schools was collected and community input and feedback was solicited. A series of forums were conducted with parents, community, school committee, staff and leadership. Ex-post facto data about the Holliston Public Schools was also collected to be used in Phase Two of the process. This data guided the work of the Strategic Planning Committee in Phase Two and Three of the process.

PHASE 2

In Phase Two, a Strategic Planning Committee was established to begin the important work of analyzing internal and external data to guide the work in establishing a mission, core values, and a vision. The current strategic plan was also assessed to inform the development of a new plan. During Phase Two work, members of the Strategic Planning Committee analyzed internal and external data collected in order to identify common themes, referred to in the plan as arches. The Strategic Planning Committee established a strategic objective for each arch, developed strategic initiatives for each objective, and identified outcomes for each strategic objective. The Strategic Committee also revisited the vision in this phase to ensure it represented the mission of the Holliston Public Schools. A theory of action was also developed.

PHASE 3

In the final phase of the strategic planning process, the Strategic Planning Committee discussed how the newly developed contents of the strategic plan could be implemented both vertically and horizontally in the organization to guide the change process over the next three years. Strategies were highlighted that would be employed to ensure that district improvement would focus on the identified compass points. The graphic below highlights the process for using the strategic plan to guide the district in shared vision and vertical alignment of goals.



The Mission Statement

The **Mission Statement** explains who we are and highlights our fundamental reason for existing. When others read the mission statement they should understand what our core role is as a district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do as a school district?
- Who does the district serve?
- What are the core values of our school community?
- What are the strengths and challenges in our district?

The Strategic Planning Committee reviewed all collected data from parents, community, and staff and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

To collaboratively create a safe, inclusive environment that empowers all learners, through innovative teaching and learning, to be lifelong, active, global citizens.





Core Values

The Holliston Public Schools' **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established: **(Note: These core values will be presented as a circular graphic to emphasize connectivity and shared importance).**

We believe in:



An emotionally and physically supportive, safe, and equitable school environment



Leveraging technology to enhance innovative learning



Effective communication between all constituents (students, staff, families and caregivers, community)



A strong sense of community enhanced by family and community partnerships



Recognizing, celebrating, and appreciating individuality in order to establish respect amongst learners as well as the community as a whole



The power of student agency (voice, action, self-promotion, advocacy)



Providing varied opportunities for collaboration so that learners can achieve excellence (academic, social, emotional)

The Vision Statement

A **Vision Statement** represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district's vision for those it serves.

The Strategic Planning Committee developed the following vision statement:

Embark on Your Journey: Personal. Local. Global.



Theory of Action

An organization's theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement. The Strategic Planning Committee used the process outlined on page 14 to develop Holliston's theory of action.

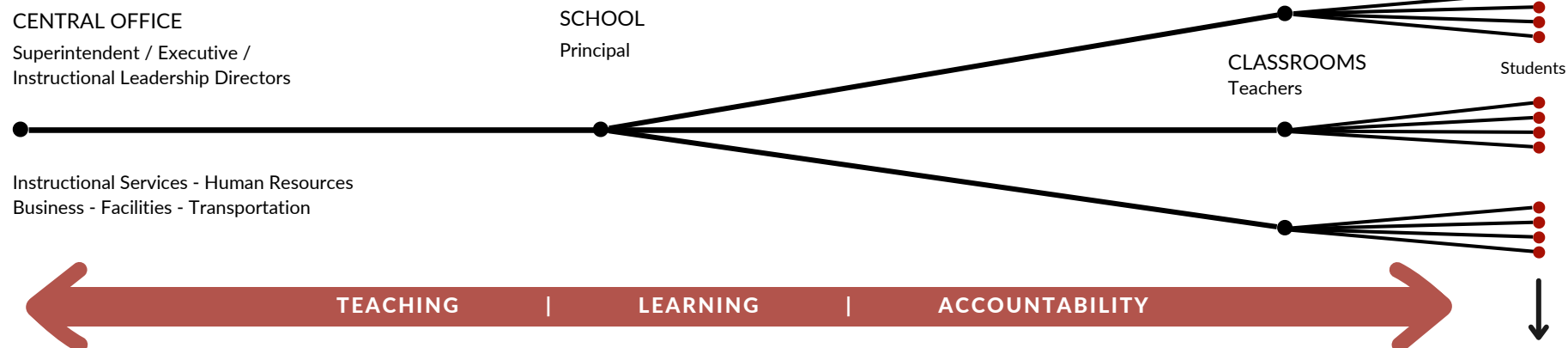
Holliston Public Schools' Theory of Action:

If we foster a safe and supportive learning environment; ensure consistent and effective communication among all constituents; provide rigorous opportunities for innovative teaching and learning; and attract and retain talent,
then we will have an inclusive environment which empowers all learners to be lifelong, active, global citizens.



Create Your Theory of Action to Improve Teaching and Learning District-wide

Creating Your Theory of Action for District-wide Teaching and Learning Improvement



What is the central office doing (or not doing) that is affecting our principals' ability to lead for instruction? How are we helping or hindering them as instructional leaders?

DESCRIPTION:
.....
EVIDENCE:
.....

WHAT NEEDS TO CHANGE?
(Problem(s) of Practice)

What aspects of central office practice, structure and systems do we need to change to better support principals as instructional leaders?

Why are we prioritizing these particular practices, structures and systems as issues?

What specifically do central office leadership/staff need to do differently?

What makes us think that changing central office practice, structures or systems in these ways will improve principal performance?

What supports will central offices need to successfully make these changes?

How is principals' practice affecting our teachers' instruction? What are principals doing (or not doing) as instructional leaders that's helping or hindering teachers' instructional performance?

DESCRIPTION:
.....
EVIDENCE:
.....

WHAT NEEDS TO CHANGE?
(Problem(s) of Practice)

What aspects of principal leadership do we need to work on to improve better teaching?

Why are we prioritizing these particular practices as issues?

What specifically do principals need to do differently?

What makes us think that principals changing practice in these ways will improve teacher performance?

What supports and/or system changes will principals need to successfully make these changes?

How is teachers' instruction affecting student learning? What are teachers doing (or not doing) in their instruction that's helping or hindering students' performance?

DESCRIPTION:
.....
EVIDENCE:
.....

WHAT NEEDS TO CHANGE?
(Problem(s) of Practice)

What aspects of teachers' instructional practice do we need to work on to improve student learning?

Why are we prioritizing these particular practices as issues?

What specifically do teachers need to do differently?

What makes us think that teachers changing practice in these ways will improve student performance?

What supports and/or system changes will teachers need to successfully make these changes?

What's going on with your students?

DESCRIPTION:
.....
EVIDENCE:
.....

WHAT NEEDS TO CHANGE?
(Problem(s) of Practice)

What aspects of student learning do we need to work on?

Why are we prioritizing these particular aspects of student learning as issues?

THEORY OF ACTION STORY
(constantly being tested, revised, and refined):

"If the central office does X



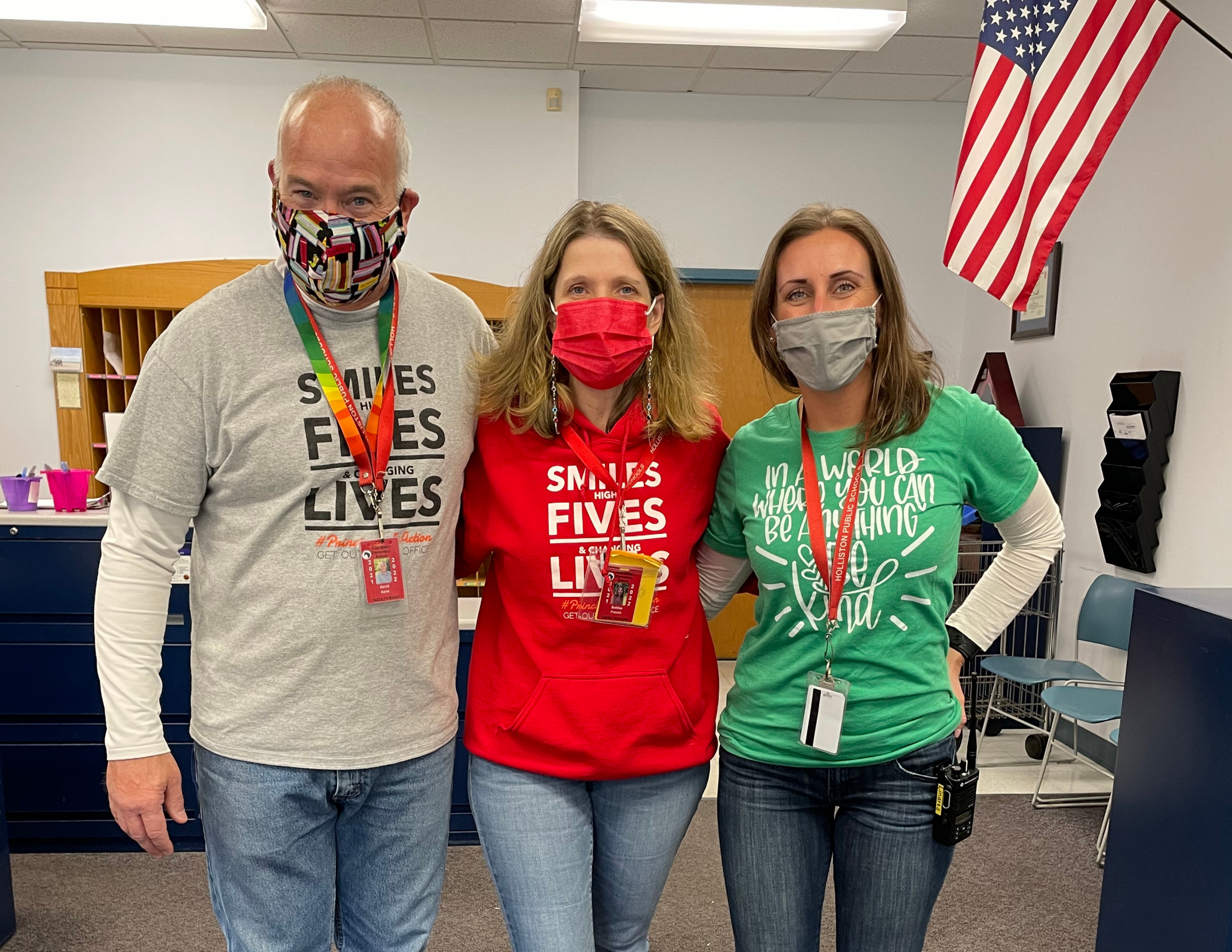
then principals will be able to do Y



which will help teachers do Z



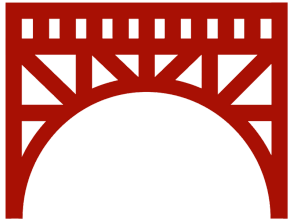
which will help all students learn at higher levels."





Arches, Strategic Objectives and Strategic Initiatives 2022-2027

After developing a mission, core values, and a vision, the Strategic Planning Committee began the work of developing the arches that will serve as the core focus of district improvement for the next five years. Each arch is highlighted in an action plan that includes a strategic objective, multiple strategic initiatives, outcomes, timeline and responsibility. The Strategic Planning Committee found many similarities between the identified arches and strategic objectives and the strategic objectives identified in the current strategic plan. The following four arches and strategic objectives emerged from the process:



Arch #1: Communication Practices

(School – Community Communication)

Strategic Objective: Ensure consistent, effective communication between/among administration, schools, staff, parents and the community to address student achievement, opportunities and areas for improvement.

Strategic Initiative	Outcome	Timeline	Responsibility
<p>SI #1: Align and support multi-faceted and multilingual district-wide communication platforms that includes the voice of all stakeholders, including students:</p> <ul style="list-style-type: none">• Continue the work of building the district website as an informational and communication tool• Expand the use of social media to positively showcase and celebrate our school community• Review communication systems used in other districts reflective of varied cultural backgrounds	<p>Improve the clarity of communication for schools to students, schools to families, and school to school to ensure all stakeholders feel valued and heard as members of the Holliston Schools Community</p> <p>Celebrate successes of the school community.</p> <p>Ensure culturally appropriate communications that make all families of varied backgrounds feel welcomed and supported</p>	<p>2022 - 2027</p>	<p>Director of Technology & Digital Learning</p> <p>Data Systems Specialist</p>



Arch #1: Communication Practices (School - Community Communication)

Strategic Initiative	Outcome	Timeline	Responsibility
<p>SI #2: Focus on improving the accessibility of content of information in the communication process</p> <ul style="list-style-type: none">include vertical alignment of common language, PK-12+	Provide clarity and commonality in communication for students, families, staff, and community, PK-12+	2022 - 2027	Assistant Superintendent for Curriculum and Instruction Curriculum Coordinators
<p>SI #3: Provide onboarding opportunities for new families.</p>	Offer families new to the community better access to district resources and information and to welcome them to our community	2022 - 2023 Review/Plan 2023 - 2024 Implement	Building Administrators Director of SEL & Equity
<p>SI #4: Expand data governance</p>	Ensure acceptable use, protection, and privacy of data	2022 - 2023 Review/Plan 2023 - 2024 Implement	Director of Technology and Digital Learning Network Support and Technology Integration Specialists



TITLE IX 50
Celebrating and Growing Opportunities

MIAA

CHAMPIONSHIP

Building the Future Through Educational Athletics

HOLLISTON

HOLLISTON

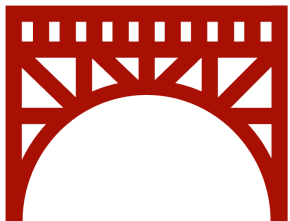
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Arch #2: Social & Emotional Well-Being

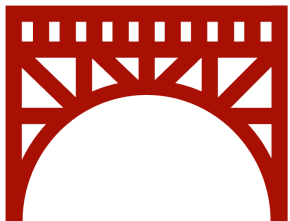
Strategic Objective: Provide a safe and supportive learning and social environment where each member of the educational community can flourish in a respectful, inclusive, and productive environment.

Strategic Initiative	Outcome	Timeline	Responsibility
SI #1: Further develop Tier 1, 2, and 3 MA Tiered System of Supports (MTSS) services (Social, emotional, instruction, and assessment) for all students	Improve student mental health as reported by the MetroWest Adolescent Health Survey and other district measures	2022 - 2023	Director of SEL & Equity Director of Student Services
SI #2: Align and enrich services, structures, systems, communication, and accessibility, PreK-12+, including materials, that support SEL and promote positive behavioral interventions and supports	Create a culturally responsive learning environment that includes positive student agency, proactive mental health support, and one that fosters self-reliance and resilience; leading to a decrease in behavioral incidents and increase of time on learning.	2022 - 2027	Director of Student Services Director of SEL & Equity



Arch #2: Social & Emotional Well-Being

Strategic Initiative	Outcome	Timeline	Responsibility
SI #3: Provide professional development for staff to best meet the social and emotional development of all students	Staff will be better equipped to support the needs of students	2022 - 2027	Director of SEL & Equity Director of Student Services
SI #4: Further develop, implement, and sustain peer leadership programs and opportunities.	Foster student engagement, shared leadership, and student voice.	2022 - 2023 Develop 2023 - 2027 Sustain	Director of SEL & Equity Building Administration
SI #5: Utilizing an equity lens, develop data driven action steps that foster and enrich student, staff, and family experiences and address inequities.	Raise awareness, and identify strengths and challenges to improve systemic equity, diversity, inclusion, culture, and climate.	2022 - 2027	Director of SEL & Equity District Administration



Arch #3: Teaching & Learning

Strategic Objective: Promote robust, professional learning communities and encourage a positive, supportive, and collaborative learning environment of instructional creativity that includes rigorous and aligned content.

Strategic Initiative

SI #1: Examine and address curricula needs PK-12+

- vertical and state alignment,
- bias, equity, inclusivity, and diversity of all curricula
- utilize equity audit data to further augment

Outcome

Creation of clear, rigorous, and consistent academic expectations for student success that align to MA State Frameworks

Timeline

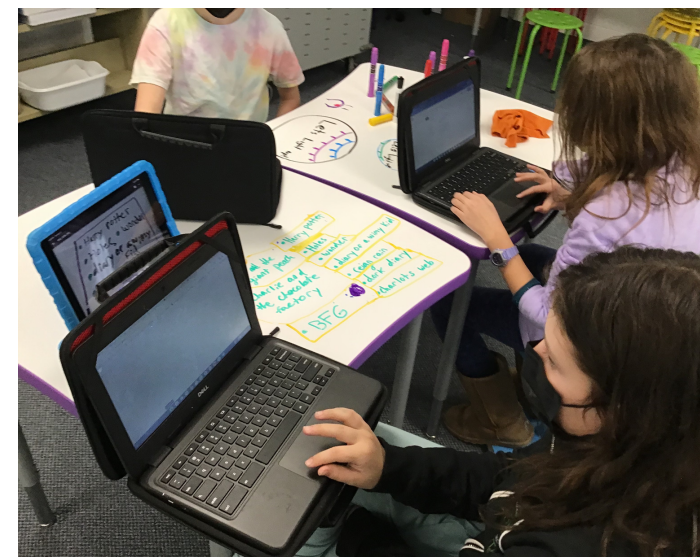
2022 - 2027

Responsibility

Assistant Superintendent for Curriculum and Instruction

Building Administration

Curriculum Coordinators





Arch #3: Teaching & Learning

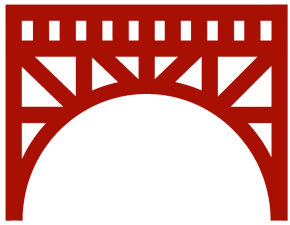
Strategic Initiative	Outcome	Timeline	Responsibility
<p>SI #2: Examine all current school and district schedules, programs and course offerings, including, but not limited to:</p> <ul style="list-style-type: none">• Traditional• French Immersion• Montessori• Special Ed. Continuums• School start times• Secondary block scheduling	Ensure and expand equitable offerings and opportunities for students and promote well-being of all students	2022 - 2027	Assistant Superintendent for Curriculum and Instruction Curriculum Coordinators
<p>SI #3: Create and implement a review and revision process for all curricula content</p>	Ensure currency, equity, and alignment of curricula	2022	Assistant Superintendent for Curriculum and Instruction Curriculum Coordinators
<p>SI #4: Develop a sustainable professional development plan that is committed to the professional growth of all staff</p>	Support staff in their professional growth to enhance teaching and learning practices	2022 - 2027	Assistant Superintendent for Curriculum and Instruction Director of Student Services



Arch #3: Teaching & Learning

Strategic Initiative	Outcome	Timeline	Responsibility
SI #5: Provide opportunities for personalized student learning through: <ul style="list-style-type: none">• Use of emerging technology• Updated pedagogical teaching methods	Mastery of the MA standards occurring through multiple individualized access points for our students.	2022 - 2027	Assistant Superintendent for Curriculum and Instruction Director of Technology & Digital Learning
SI #6: Engage district-wide to further develop the Vision of a Graduate at HHS and implement PreK-12+	Vertically aligned culturally proficient expectations for the Vision of a Graduate	2022 - 2023 HHS 2022 - 2027 PreK-12+	Assistant Superintendent for Curriculum and Instruction HHS Principal
SI #7: Study district practices in using data to inform the teaching and learning at all levels	Identify the strengths, gaps, and needs of using data to inform the teaching and learning, improve educator practice of using data, and analyzing school trends	2022 - 2027	Assistant Superintendent for Curriculum & Instruction Director of Technology and Digital Learning Curriculum Coordinators





Arch #4: Talent & Resources

Strategic Objectives:

- Attract, retain and support professional, high-caliber, diverse staff PreK-12+
- Provide students opportunities to learn in a personalized, robust learning environment.
- Increase financial support from existing sources and identify new and alternative sources of funding.

Strategic Initiative	Outcome	Timeline	Responsibility
SI #1: Research effective recruitment practices to develop innovative strategies to recruit and retain highly qualified staff, including underrepresented populations <ul style="list-style-type: none">• Update the onboarding / New Staff Orientation & Mentoring process for new staff	<p>Ensure high quality staff that reflective of the student population</p> <p>Offer staff new to the school community better access to district resources, information, and practices to inform their teaching as a member of the Holliston Public Schools</p>	<p>2022 - 2027</p> <p>2022 - 2023</p>	<p>Assistant Superintendent for Curriculum & Instruction</p> <p>Director of SEL & Equity</p> <p>HR Analyst</p>



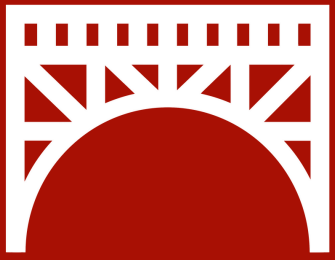
Arch #4: Talent & Resources

Strategic Initiative	Outcome	Timeline	Responsibility
<p>SI #2: Maintain and communicate a 5-year capital plan for addressing the facilities needs of all school buildings</p> <ul style="list-style-type: none">Continue working with the Massachusetts School Building Authority (MSBA) to address physical needs of buildings to support studentsDevelop and commit to a sustainable technology replenishment plan	<p>Address the building needs of schools to provide state of the art facilities to support the teaching and learning</p> <p>Dependable and predictable funding source to support the sustainability of technology</p>	<p>2022 - 2027</p>	<p>Assistant Superintendent for Finance & Operations</p> <p>Director of Technology and Digital Learning</p>
<p>SI #3: Utilize district organizational charts in the long-term planning process for personnel needs</p>	<p>Alignment of staff to support future personnel needs</p>	<p>2022 - 2027</p>	<p>District Administration</p>



Arch #4: Talent & Resources

Strategic Initiative	Outcome	Timeline	Responsibility
<p>SI #4: Utilize the MA System for Evaluation to promote student learning, growth, and achievement by providing educators and administrators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability.</p>	<p>Build capacity and supports for educators and administrators to improve student outcomes through a safe, inclusive environment that empowers all learners, through innovative teaching and learning, to be lifelong, active global citizens.</p>	<p>2022 - 2027</p>	<p>Assistant Superintendent for Curriculum & Instruction</p> <p>Building Administration</p>
<p>SI #5: Enhance school climate and culture and collaborate to cultivate high morale and a positive environment for all constituents</p>	<p>Better collegiality among all constituents to create a more positive culture</p>	<p>2022 - 2027</p>	<p>Assistant Superintendent for Curriculum & Instruction</p> <p>Director of Student Services</p> <p>Director of SEL & Equity</p>



Building Bridges Together



HOLLISTON PUBLIC SCHOOLS
2022 - 2027 Strategic Plan

Our Mission

To collaboratively create a safe, inclusive environment that empowers all learners, through innovative teaching and learning, to be lifelong, active, global citizens.

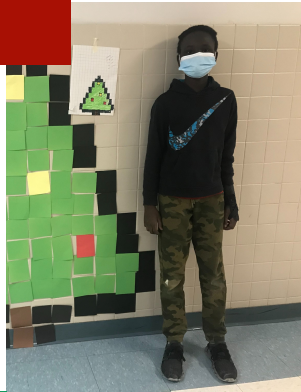
Our Vision

Embark on Your Journey: Personal. Local. Global.

Our Core Values



We believe in leveraging technology to enhance innovative learning



We believe in a strong sense of community enhanced by family and community partnerships



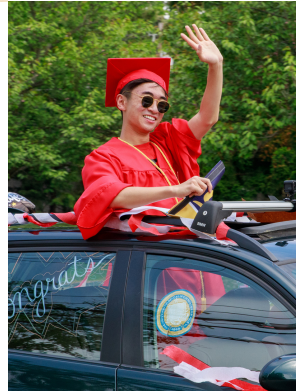
We believe in the power of student agency
(voice, action, self-promotion, advocacy)



We believe in an emotionally and physically supportive, safe, and equitable school environment



We believe in effective communication between all constituents
(students, staff, families and caregivers, community)



We believe in recognizing, celebrating, and appreciating individuality in order to establish respect amongst learners as well as the community as a whole



We believe in providing varied opportunities for collaboration so that learners can achieve excellence
(academic, social, emotional)

Strategic Objectives 2022 - 2027



Arch #1: Communication Practices
(School - Community Communication)



Arch #2: Social & Emotional Well-Being



Arch #3: Teaching & Learning



Arch #4: Talent & Resources



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