



Hingham Together

Strategic Plan 2022 - 2025

Navigating Our Future

CONTACT INFORMATION

Hingham Public Schools
220 Central Street
Hingham, MA 02043

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To the Community of Hingham,

This document contains the Strategic Plan for the 2022 to 2025 school years. This document represents a great deal of work from committed stakeholders of the Hingham community. I want to thank the 22 people that comprised the strategic planning development team for their tireless work to help the school department shape its direction for the coming years.

This Strategic Plan represents feedback from the stakeholders of Hingham that came in the form of focus groups, a survey offered to the community, and volumes of data that the strategic planning committee scoured during its development of this plan. One of the goals that the district administration and School Committee established before the process began was to ensure that the school district did not drive the process and the facilitation of the plan. This was done to ensure that the plan was written with a completely objective perspective. This goal was met due to the consultation of the Teaching and Learning Alliance (TLA) and their facilitation of the process. We had a very compressed timeline, and TLA was able to make sense of our challenges and lead our team through an inclusive approach.

Embedded in this plan are new mission and vision statements, along with new core values and a theory of action. The committee identified five spokes and objectives that overarch 26 strategic initiatives. The Hingham Public Schools have their work cut out for them with this roadmap for the next three years, and they will align this plan with long-term plans for Budget/ Priority Needs, Capital Needs, and 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.

There are significant initiatives embedded in this plan. The Strategic Plan is the map that will serve as a guiding document highlighting priorities and setting the course for district improvement. I want to thank the Hingham Community for trusting me to lead the district through the 2021-2022 school year and the development of the Strategic Plan. I believe if half of the initiatives contained herein get accomplished, Hingham will be the beneficiary of bold district improvement for the children of Hingham.

Sincerely,

Dr. Gary E. Maestas
Interim Superintendent 2021-2022
Hingham Public Schools

**Strategic Planning Committee
Hingham Public Schools
2022**

Participants	
Gary Maestas, Ed.D.	Interim Superintendent
Margaret Adams, Ed.D.	Incoming Superintendent
Dr. James LaBillois	Assistant Superintendent
Dr. Suzanne Vinnes	Executive Director of Student Services
Kerry Ni	School Committee
Liza O'Reilly	School Committee
Nes Correnti	School Committee
Rick Swanson	Hingham High School Principal
Gregory Lamothe	Plymouth River School Principal
Melissa Smith	Plymouth River School Assistant Principal
Katie Roberts	Department Director
Danielle Wetmore	Administrator of Secondary Special Education
Joann Bellis	Department Coordinator
Nancy Bucey	Grade 1 Teacher
Christina O'Connor	Social Studies Teacher
Melissa Goldman	Specialist Teacher
June Gustafson	Hingham Education Association, President
Anne Matthews	Parent
Alyson Anderson	Parent
Douglas Beck	Community Member At-Large
Ruby Fernandes	Student
Max Moraites	Student

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 2022, members of the Hingham Public Schools and community came together to develop a strategic plan that would serve as a road map for improvement for the 2022 through 2025 school year. The following three-step strategic planning process was employed to help guide the planning process:

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 Hingham Public Schools was collected and community input and feedback was solicited. A series of forums were conducted with families, community, municipal members, school committee, staff and leadership. Ex-post facto data about the Hingham 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.

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 spokes. The Strategic Planning Committee established a strategic objective for each spoke, 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 Hingham Public Schools. A theory of action was also developed.

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 results of what we do?

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:

Together with students, staff, families and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community

Core Values

The Hingham 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:

- **Inclusivity and belonging**
- **Community well-being**
- **Lifelong learning**

- **Student centered**
- **Personal excellence**
- **Innovative learning**
- **Civic and global responsibility**

(Note: Core Values will be presented in circular fashion in the final strategic plan)

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:

All students will embark on a lifelong learning journey to flourish with empathy and confidence

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.

Hingham Public Schools’ Theory of Action:

Through effective collaboration, two-way communication to ensure an inclusive culture and a sense of belonging, aligned, high-quality PK-12+ curriculum, innovative research-based practices, data-informed instruction, and strong leadership, equitable and inclusive environments, funding to provide effective, safe, and modern facilities, and a system of resources and support to ensure consistency in leadership, and a diverse staff that reflects the student, we will cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.

Spokes, Strategic Objectives and Strategic Initiatives 2022 - 2025

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

Spoke #1: Culture of Collaboration and Community			
Strategic Objective: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging			
Strategic Initiative	Outcome	Timeline	Responsibility
SI #1: Develop a district-wide communication community engagement plan including: <ul style="list-style-type: none"> ● home / school partnerships to support teaching & learning ● protocol chain of command and model for 2-way communication ● website enhancement for communication purposes ● consistent format for school and district newsletters 	Broad reaching opportunities to engage community to inform and mobilize stakeholders, brand school initiatives, and provide easy access to information	2022-2023	Communication Specialist Supported by all District and School administration
SI #2: Align procedures for the recently updated policy manual	Clearer, more consistent understanding and implementation of procedures, processes, and policies	2022-2023	Building administration Assistant Superintendent for Curriculum and Instruction.
SI #3: Align district documents to reflect strategic initiatives &	Equity, clear & efficient communication,		District Administration Building Based

common district-wide practices	common expectations		Administration
<p>SI #4: Improve communication between home and school during critical transition years</p> <ul style="list-style-type: none"> ● Preschool to Kindergarten ● Grade 5 to Grade 6 ● Grade 8 to Grade 9 	Clearer understanding of expectations and reduced stress for families	2022-2025	<p>District and School administration</p> <p>Supported by all Communication Specialist</p>

Spoke #2: Culturally Responsive Teaching and Learning

Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction

Strategic Initiative	Outcome	Timeline	Responsibility
<p>SI #1: Develop innovative pathways to enhance student learning:</p> <ul style="list-style-type: none"> ● Develop earlier identification and intervention strategies to identify at risk students and develop innovative pathways for student academic intervention & support ● Revise middle & HS schedules ● Develop common master schedule across all elementary schools ● Provide equitable access to upper level academic courses & AP classes 	Better access to learning, increased flexibility and enhanced course offerings for students, and equitable learning across elementary schools to challenge all learners and create increased academic performance	2022-2025	<p>District Administration</p> <p>Building Based Administration</p> <p>District Academic Coordinators/Directors</p> <p>Teachers</p>
SI #2: Explore &	Increase access &	2022-2025	District Administration

<p>implement research-based innovative instructional practices:</p> <ul style="list-style-type: none"> ● Implement Universal Design for Learning, provide staff professional development, and support Universal Design for Learning practices in classroom settings ● Enhance the use of data to inform teaching & learning ● Develop and implement common elementary math assessments 	<p>achievement for all student subgroups, provide equitable learning for all students, and make data-informed decisions that enhance the teaching and learning</p>		<p>Building Based Administration</p> <p>District Academic Coordinators/Directors</p>
<p>SI #3: Engage in a district-wide process to create a Portrait of a Graduate, PK-12+</p>	<p>Clearly defined attributes of a graduate for all students</p>	<p>2024-2025</p>	<p>District Administration</p> <p>Building Based Administration</p> <p>District Academic Coordinators/Directors</p>
<p>SI #4: Identify and implement a new elementary reading program</p>	<p>Improved literacy skills for students</p>	<p>2024-2025</p>	<p>District Administration</p> <p>Building Based Administration</p> <p>District Academic Coordinators/Directors</p> <p>Teachers</p>
<p>SI #5: Fully fund and engage in a multi-year curriculum review adoption cycle process</p>	<p>Aligned, current, and culturally responsive curriculum and materials</p>	<p>2024-2025</p>	<p>District Administration</p> <p>Building Based Administration</p>

			District Academic Coordinators/Directors
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Spoke #3: Healthy, Equitable, and Inclusive Communities

Strategic Objective: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness

Strategic Initiative	Outcome	Timeline	Responsibility
SI #1: Establish a system of support to respond to social emotional needs of all <ul style="list-style-type: none"> ● Fully develop a social-emotional program at the MS / HS level ● Address post-Covid sense of trauma ● Explore restorative justice approach to discipline ● Implement an initiative to support staff well-being 	Better support for social emotional needs of all students and staff	2022-2025	District Administration Building Based Administration District Academic Coordinators/Directors Teachers
SI #2: Provide all staff, including athletic coaches, professional development training in diversity, equity, and inclusion practices	Stronger knowledge in meeting varied needs of diverse populations	2022-2025	District Administration Building Based Administration District Academic Coordinators/Directors Teachers
SI #3: Update the current Bullying Prevention Plan	Aligned and communicated plan, that strengthens processes related to bullying prevention	2022-2023	Building Based Administration
SI #4: Establish procedures to report incidents of bias	Increased safety for all and minimization of bias in the educational	2022-2025	District Administration Building Based

	setting		Administration District Academic Coordinators/Directors
SI #5: Complete an equity audit, including auditing current curriculum content	Diversity, equity and inclusion reflected in access, practices, and curriculum	2023-2024	District Administration District Academic Coordinators/Directors

Spoke #4: Capital and Finance

Strategic Objectives: Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience

Strategic Initiative	Outcome	Timeline	Responsibility
SI #1: Support implementation of the Foster School building project (MSBA)	State of the art building for Foster School Community	2022-2025	District Administration School Committee
SI #2: Identify a benchmark for appropriate per pupil expenditure	Address financial needs of district programs and personnel	2022-2025	District Administration School Committee
SI #3: Develop a technology plan to address technology infrastructure vision and needs	Technology plan that supports innovative teaching, learning, and leading	2022-2023	District Administration Building Based Administration District Academic Coordinators/Directors
SI #4: Address various needs related to facilities and space:: <ul style="list-style-type: none"> ● Complete a district-wide space needs study to address space issues to meet needs of current programming (TRACES, Sped, Electives) ● Develop a 5-year Capital Budget Plan 	Safe, equitable, sufficient spaces to support robust programming	2023-2015	District Administration Building Based Administration

SI #5: Investigate alternative programming options to meet the needs of all students (Vo-tech, etc.)	Access to appropriate programming for all student needs	2023-2025	District Administration Building Based Administration
SI #6: Develop and implement a plan to fully fund a full-day Kindergarten Program	Fully funded full-day kindergarten program to provide equitable, appropriate kindergarten programming	2022-2024	District Administration

Spoke #5: Human Resources and Leadership

Strategic Objectives: Recruit, develop and empower a diverse staff to lead courageously in teaching and learning

Strategic Initiative	Outcome	Timeline	Responsibility
SI #1 : Recruit & retain a diverse workforce	Retention of a multicultural staff /leaders	2022-2025	Director of Human Resources District Administration Building Based Administration District Academic Coordinators/Directors
SI #2: Design a mentoring program to support leaders and establish an internal leadership program for aspiring leaders	Stronger leadership retention and development of leaders	2023-2024	District Administration Building Based Administration
SI #3: Explore ways to provide collaborative preparation time for staff to support educators with common planning time and grade level co-curricular opportunities	More collaborative opportunities for staff to co-plan and design grade level / department co-curricular opportunities	2023-2025	District Administration Building Based Administration District Academic Coordinators/Directors

<p>SI #4: Expand recruitment opportunities through:</p> <ul style="list-style-type: none"> ● Revise/Update job descriptions and responsibilities for administrators ● Establishing college relationships, job fairs, and use of student teachers ● Creating a structure for online electronic application process ● Develop a standardized hiring process for open positions 	<p>Streamline, equitable, efficient application process for potential candidates and consistency across buildings regarding division of responsibilities</p>	<p>2022-2025</p>	<p>Human Resources Director</p>
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Key Terms

Aligned Curriculum:

A process aimed at ensuring coherence and consistency between the intended outcomes as specified in the formal curriculum and teaching methods, assessment tasks, and learning activities in the classroom.

Bullying Prevention Plan: The Massachusetts [anti-bullying law](#) prohibits bullying on school grounds, buses, and activities and requires that schools take steps to report and respond to bullying. Further, under the law, “[e]ach school district...shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.”

Common Master Schedule: A schedule of how students matriculate throughout the day that is consistent between each school at a specific level (Elementary, Middle , and High School)

Communication Chain of Command: Chain of command communicates to stakeholders which department/employee Job type is responsible for what decisions in their sector of the educational institution.

District Technology Plan: A plan developed by the local school district to address the unmet technology needs of the district.

Massachusetts School Building Authority (MSBA): The [MSBA](#) is a quasi-independent government authority that works with local communities to create affordable, sustainable, and energy efficient schools across the state. Foster Elementary was accepted into the MSBA process in 2018 and the Town will vote on whether or not to fund construction of a new building at a special Town Meeting in the Fall of 2022. You can learn more on the [Foster School Building Committee website](#).

Per Pupil Expenditure (PPE): Each year the Massachusetts [Department of Elementary and Secondary Education](#) (DESE) calculates the amount each school district spends educating each pupil by dividing a district's operating costs by its average pupil membership, including in-district and out-of-district spending and enrollment. While there may be some variation in the way each district calculates the financial data sent to DESE, comparison of PPE across districts can provide important relative information about how a district is funding the education of its students.

Portrait of a Graduate: A Portrait of a Graduate is a process used by a school district or school to align school operations and pedagogy around a collective vision for student success. With this vision, your community is taking a strong stance on what it means for your students to be college, career, and life ready. This work is aimed at reinforcing a school district's commitment to supporting the whole child in a way that goes beyond test scores.

Restorative Justice: A school that practices Restorative Justice is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

School Committee Policies: Under Massachusetts General Law, the School Committee of each district establishes educational goals and policies for the schools in the district, consistent with the requirements of law and the statewide goals and standards established by the Board of Education. The School Committee revised the [HPS Policy Manual](#) in 2021.

School Department Procedures: The Superintendent, who is employed by the School Committee, manages the system and works with the leadership team to develop procedures consistent with state law and School Committee policies. Additionally, building principals are the educational administrators and managers of their schools, and supervise the operation and management of their schools and school property, subject to the supervision and direction of the Superintendent. Each principal works with a school council to define educational goals for the school, identify the educational needs of the students, and formulate a school improvement plan, consistent with state and local educational goals and policies.

Student Subgroups: In education, student subgroup generally refers to any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications (e.g., special-education students)

TRACES (Teaching Regionalized Approach to Career Employment Skills): This program is designed for students to spend a portion of the school day at an off-campus site in a supervised work/training experience. During the second half of the school day, the student will fulfill the rest of his or her required credits at Hingham High School. Construction Technology will provide an opportunity to explore a wide range of construction skills in trades such as architectural design, carpentry, electricity, welding, sheet metal fabrication, machine shop, interior design, and decorating. Hands-on experiences will be offered, and students will assist in the renovation of structures and other construction projects.

Two Way Communication: Communication designed to act as a bridge to engagement and, ultimately build strong parent partnerships.

Universal Design for Learning (UDL): UDL is an approach to curriculum design that can help teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs.