



**MARLBOROUGH PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
2014-2017**

June 2014



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Membership and Chairs* - District Standards and Indicators

Leadership and Governance

- Brendan St. George (English Teacher/Union Rep.)
- Heidi Matthews (School Committee Member)
- Shirley Cox (Library Media Specialist)
- Patty Sibilio (Admin Asst.)
- Linda Perez (Asst. Principal)
- Supt. Langlois (Administration)
- *Dr. Amy Schrepfer- Tarter (World and Classical Languages Teacher/Leader)
- Kelley Daly (Math Teacher)
- Becky Kaija (Teacher)

Curriculum and Instruction

- Gabrielle Abrams (Executive Director Primary & Elem Ed)
- Amy-Jo Sibley (Special Education Teacher)
- Will Bertoni (Health/Wellness Coordinator K-12)
- Lauren Beishline (Parent)
- Lisa LeDuc-Creamer (Elementary Teacher//Union Rep)
- Danielle Martins (ELL Teacher)
- Mary Murphy (Principal)
- Rick Lacina (Asst. Principal)
- *Vicky Saldana (Math Instructional Specialist)
- Jennifer Ryan (Reading Specialist)
- Kathleen Richov (Supervisor of Science & Tech Ed)
- Patrick Kiley (History & Social Science Teacher-Leader)



Assessment

- Maureen Greulich (Executive Director of Secondary Ed)
- *Jose Reyes (Supervisor of Humanities)
- Michelle Blair (ELL Coordinator)
- Jamie Miller (Elementary Teacher)
- Jennifer Young (Math Instructional Specialist)
- Audrey McNickol (ELA Specialist)
- Hannah Tolla (Math Teacher)

Human Resources and Professional Development

- Katherine Hennessy (School Committee Member)
- Judi Eldridge (Human Resource Manager)
- *Dave Baran (Para Professional)
- John Ranieri (Para Professional)
- Tracy Wright (Para Professional)
- Susan Gordon (Parent)
- Kelly Russell (Admin. Office Support)
- Cheryl Piccirelli (Principal)

Student Support

- Heather Geary (Executive Director of SpEd)
- Bethany Pritchard (Asst Principal)
- Sharon Buckley (Guidance MHS)
- Joan Glasheen (Parent/Guidance Counselor - Whitcomb)
- Lisa Richards (Elementary Teacher)
- Lynne Medailleu (Supervisor of ELL)
- Mary Zakrzewski (Nurse Coordinator)
- Lou Turieo (School Resource Officer/Parent)
- Toby Peterson (Director/Phoenix Program)
- *Beth Wagner (Safety/Communications)

- Michelle Bodin-Hettinger (School Committee Member)

Financial and Asset Management

- Dan Riley (Director of STEM/Supervisor of Mathematics)
- *Michael Bergeron (Executive Director of Finance and Operations)
- Anita Ware (Parent)
- *Earl Geary – (School Committee Member)

Consultant

Irene Ladd

The District Improvement Plan Planning Process and Requirements

The Marlborough Public Schools has an operating budget of \$57,511,837 for a school district with approximately 4600 students and six schools covering enrollment from pre-K to grade 12. The school system is governed by a seven member School Committee which is focused on making Marlborough a 21st century school system. Marlborough offers a comprehensive education for its children that includes; a preschool program, full-day kindergarten, expanded school day, enrichment programs, advanced studies, practical learning experiences, a commitment to the languages, and a rich program of studies. Marlborough regards itself as a place of excellence where all children are able to achieve at their full potential. Everything that Marlborough does is focused on doing the best for its children so that they can compete, successfully, in the ever changing global community.

Development of the District Improvement Plan began in 2014 with the expressed purpose of establishing goals and objectives to provide guided direction that would lead to the creation of a system to ready Marlborough students for the complex, competitive world we live in, and to shape their skills, values, and ability to be successful. The District Improvement Plan focuses on a three (2014-2017) year plan to meet that challenge. As a foundation for the plan, a **Steering Committee** was organized to lead the effort. The Committee is comprised of a cross representation of community partners in education that include members of the School Committee, school administration, professional staff, parents, elected officials, and community members at large. Sub-committees were established according to district standards and indicators, and developed objectives and action plans to meet a district needs-based assessment to move the district forward over the next three years.

Under Massachusetts law, each school district is required to develop a plan in accordance with the district's Accountability and Assistance Level (Marlborough is rated Level 3) and that it consist of not less than three years. The **District Improvement Plan** is structured around the state recommended eleven (11) essential conditions for school effectiveness as developed by the ESE as effective policies and practices. These are outlined in the **District Standards and Indicators**: (1) Leadership and Governance, (2) Curriculum and Instruction, (3) Assessment, (4) Human Resources and Professional Development, (5) Student Support, and (6) Financial and Asset Management.

State law also requires a **School Improvement Plan** to be formulated annually that is consistent with the goals articulated in the District Improvement Plan. School Improvement Plans are guided by the **Conditions for School Effectiveness** as outlined by the ESE in eleven (11) elements. These are identified as characteristics of effective schools as follows: (1) effective district systems for school support and intervention, (2) effective school leadership, (3) aligned curriculum, (4) effective instruction, (5) student assessment, (6) Principal's staffing authority, (7) professional development and structures for collaboration, (8) tiered instruction and adequate learning time, (9) students' social, emotional, and health needs, (10) family-oriented engagement, and (11) strategic use of resources and adequate budget authority.

A District Improvement Plan results from a self-assessment of the conditions of effective schools as they relate to a presence in our schools. This assessment allows for the district to review each school's current practices and progress in implementing those conditions and make determinations. These determinations, along with other ESE audits and reviews of the district according to District Standards and Indicators serve as the impetus for development, or revision of the District Improvement Plan. Marlborough underwent an ESE Level 3 Review in 2013, and is currently reading programs for an ESE Coordinated Program Mid-Cycle Review and a NEASC Accreditation Review. These audits, along with the Superintendent's District Entry Plan Fall 2013, MCAS data and SGM results per annum, and mandates outlined for Race to the Top participating districts provided context for plan and action development.

There is a direct correlation between the District Standards and Indicators and the Conditions for School Effectiveness. Until the creation of this District Improvement Plan, School Improvement Plans for each school focused on only their respective school and not the direction of the district with respect to providing an education that meets the needs of all children and in accordance with the state curriculum content frameworks. This District Improvement Plan aligns our effort to formulate a system that is earmarked for a comprehensive system that meets the challenges of all students, delivers quality curriculum and instruction, and establishes the highest of expectation that all students learn at the highest level and potential. **Excellence is a Culture in Marlborough**, and this plan perpetuates that ideal.

Finally, many thanks go to the Steering Committee and those who volunteered their time to make this document a reality. The District Improvement Plan is a "living document" that was effectuated July 1, 2014, and will be annually reviewed over the course of its three-year span and revised as needed through its steering committee and/or upon request of the School Committee.

Our Superintendent often states "what is realized for our students' results not because of mandate, but because those who make it happen do so because they believe it is their moral obligation", and we truly believe that all of us work to that end to make our school system better.

Leadership, Governance, and Communication

1.0 School Committee and district and school leaders establish, implement, and continuously evaluate the effectiveness of policies and procedures that are standards-based, driven by student achievement data, and designed to promote continuous improvement of instructional practice and high achievement for all students. Leadership decisions and actions related to the attainment of district and school goals are routinely communicated to the community and promote the public confidence, community support, and financial commitment needed to achieve high performance by students and staff.

Objective 1.1 To create a culture of collaboration between the School Committee and the Superintendent that establishes effective policy and procedures which are standards based, guided by student achievement data, and designed to improve student performance.

Action Steps	Accountability /Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
1.1.1 Establishment of leadership governance and standards of operation based on federal, state and local laws	School Committee Superintendent	2014-2017	Review and maintain current policies	Policy amendment and adoption as needed.	
1.1.2 Evaluate the Superintendent based on attainment of goals and standards annually	Superintendent School Committee	2014-2017	Development of criteria for assessment of Superintendent performance	Superintendent self-assessment Annual performance evaluation	
1.1.3 Annual self-evaluation by the School Committee	School Committee	2014-2017	Revise the self-evaluation tool to bring into alignment with district goals. Self-evaluation in accordance with open meeting law	School Committee self-assessment aligned to district goals	

<p>1.1.4 Develop contracts and agreements with all stakeholders together in support of higher level student achievement</p>	<p>Superintendent Union leaders School Committee</p>	<p>2014-2017</p>	<p>Contract negotiations Impact bargaining</p>	<p>Settled contracts and positive outcomes</p>	
<p>1.1.5 Foster a culture of collaboration and support between the Superintendent and School Committee through consensus building in district-wide initiatives that improve student achievement</p>	<p>Superintendent School Committee Administration Staff Community</p>	<p>2014-2017</p>	<p>Leadership Institute/Retreats Public Forums Budgetary development School and District Improvement Plans Regular meetings with: Union leadership, District Parent Council, Administrators</p>	<p>Evaluations Agendas</p>	

Objective 1.2 Articulate clearly the district vision and school missions and goals that support teacher and staff improvement, learning, and collaboration. Support and maintain an effective staff evaluation framework and provide appropriate support based on student/school data.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
1.2.1 Provide professional development that is coherent, focused, systemic, long term, and supportive of our goals	Executive Directors Professional Development Committee Administration Staff	2014-2017	Provide support, leadership, and training for collecting and using student performance data and student growth percentile to identify areas in need of improved instructional support	Data team training and participation	3.3.2
1.2.2 Create and/or support professional learning communities and/or collaborative groups in all grade levels	Principals Administration	2014-2017	Support the existing PLC communities Facilitate the creation of true collaborative groups where PLCs are not feasible Educate staff in PLC opportunities		2.2.6
1.2.3 Foster programs that promote leadership at every level	Principals Administration	2014-2017	Provide professional development appropriate to leadership role and level	Leadership team meetings	

1.2.4 Continue the mentor/protégée program for new administrators, teachers, and para educators that support their individual school success	Superintendent Executive Directors	2014-2017	DESE Mentoring Guidelines for new administrators, educators, and MPS para educators	Evaluate program and effectiveness through self-assessment and performance evaluation.	4.1.3
1.2.5 Initiate discussion about communication of data between school and grade levels	Superintendent Executive Directors Instructional Specialists Supervisors Principals	2014-2017	Implementation of new student management system (Aspen/X2)	Meeting agendas Evidence of discussion between schools and across grade levels	1.4.1 2.2.8 3.1.4

Objective 1.3 To use school and student-level data to create school improvement plans, which align with district improvement plans. All improvement plans will contain measurable benchmarks, targets, and goals.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
1.3.1 Assess school improvement plans (SIP) developed by the schools and presented to the Superintendent and School Committee	Principals Superintendent School Committee Leadership Teams	2014-2017 Annually	Review and revise school improvement plans in accordance with the DESE Conditions of School Effectiveness on an annual basis	School Improvement Plans	6.1.1
1.3.2 Maintain School Councils at each school as advisories to the principal, committed to developing strategies to improve their schools	Principal	2014-2017 Annually	DESE Guidelines for Schools Councils	School Council meeting agendas Evidence of School Council input	
1.3.3 Continuous review of the District Improvement Plan (DIP)	Superintendent School Committee DIP Steering Committee	2014-2017 Annually	Review state and federal audits and reforms and recommendations to the DIP and amend current DIP actions	Completion of adoptions	

Objective 1.4 To contribute to the development of a budget proposal that meets student and school needs, and communicates the proposed budget to all stakeholders.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
1.4.1 Assess the needs of the students by analyzing the available data	Superintendent Principals School Councils Leadership Teams Curriculum Specialists	2014-2017 September- November Annually	Student performance data DESE data Audits and Reviews CPR Data Facilities Assessment Technology Assessment	District Goals established by Leadership Team	1.2.5 3.1.4
1.4.2 Formulate strategies to mitigate the areas identified as concerns based on the data	Superintendent Principals School Councils Leadership Teams Curriculum Specialists	2014-2017 November- January Annually	Objectives and action plans Measurable outcomes	District, School, and Program Improvement Plans created	
1.4.3 Articulate the School Improvement Plan and Program Improvement Plan needs to the Superintendent and School Committee	Principals School Councils Leadership Teams Curriculum Specialists	2015-2017 January- March Annually	School Principals and the Superintendent finalize needs for the schools and district, and present to the School Committee according to the budgetary timeline	Superintendent and School Committee review and approval	

<p>1.4.4 Superintendent submits a budget to School Committee that is fiscally prudent and addresses the needs identified in the school and district improvement plans</p>	<p>School Committee Superintendent Finance Director</p>	<p>2014-2017 February Annually</p>	<p>Superintendent recommends a proposed budget that is level serviced and includes other critical educational needs brought forth during the process.</p>	<p>School Committee approved budget</p>	<p>6.1.2</p>
<p>1.4.5 School Committee submits approved budget to the Mayor and City Council for consideration and approval</p>	<p>School Committee Superintendent Finance Director</p>	<p>2014-2017 February-May Annually</p>	<p>Mayor and Superintendent present budget to City Council</p>	<p>City Council appropriates an allocation for the FY budget</p>	<p>6.1.3</p>
<p>1.4.6 Superintendent implements the approved budget based on the outcome of the budget hearings and City Council approval</p>	<p>Superintendent School Committee Finance Director</p>	<p>July 1-June 30 Annually</p>	<p>Management of the budget within the appropriation</p>	<p>Submit monthly and end of the year reports</p>	

Curriculum and Instruction

Standard II. Curriculum and Instruction: The district provides a comprehensive, accessible, and rigorous instructional program—aligned with state frameworks and the common core—comprised of curricula and instructional practices that are implemented and monitored effectively, and that lead to high levels of achievement for all students.

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum

Key Question: Is there a written and consistent plan for student instruction aligned to the state framework throughout the district?

Action Steps	Accountability/Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.1.1 Continue to develop and align curriculum documents horizontally and vertically	Executive Directors, Supervisors, Specialists, Teachers	September 2014- June 2017	Assess each department/grade level map for completeness. Curriculum teams will continue work. Meetings across and between grade levels will need to occur.	Curriculum maps that are aligned vertically and horizontally	3.3.1
2.1.1a Unpack the new, soon to be adopted, Science Standards and break down into units of study	Executive Directors, Supervisors, Specialists, Teachers	September 2014-June 2015	Access curriculum maps for alignment and completeness to new standards. Adjust resources as needed.	Curriculum maps that are aligned vertically and horizontally	
2.1.2 Develop and implement a system for monitoring the effective acquisition and use of curriculum materials	Executive Directors, Supervisors, Teachers and Instructional Specialists	September 2014- June 2017	Develop a list by content area of curriculum materials being utilized. Create a survey about teacher use and effectiveness. Look at assessment data.	A monitoring system and data from its use	
2.1.3 Outline and use a formal process for curriculum revision based on an annual needs assessment	Executive Directors, Supervisors, Teachers and Instructional Specialists	September 2014- June 2017	Form a steering committee to outline the revision process. Disseminate information to staff. Hold department/grade level meetings to analyze data (MCAS and unit assessment) for strengths and weaknesses. Develop a plan to address weaknesses in curriculum maps.	A revision process and its ongoing use	
2.1.4 Identify a shared understanding of best practices	Executive Directors, Supervisors, Teacher Leaders, Teachers, Instructional Specialists	September 2014- June 2017	Hold meetings with administrators and teacher leaders to identify “look fors” for each department/grade level. Evaluators will frequently walkthrough utilizing guidelines to provide feedback to department leaders. Opportunities for regular communication between administrators and department leaders will occur.	Walkthrough tools will be developed and utilize	

2. Strong Instructional Leadership and Effective Instruction

Key Question: To what extent are instructional practices executed so that all students will have the opportunity to learn to the best of their ability?

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.2.1 Participate in National Institute for School Leadership (NISL)	Superintendent, and Executive Directors, Supervisors, Principals	September 2013-June 2017	Participation by our administrative and instructional leadership team members in NISL cohorts.	NISL certification	
2.2.2 Participate in Analyzing Teaching for Student Results, Research for Better Teaching (RBT) course	Superintendent, and Executive Directors, Supervisors, Principals	September 2013-June 2017	Participation by all evaluators and consistency of evaluation implementation	Completion of course requirements	
2.2.3 Participate in Unleashing the Power of Collaborative Inquiry, Research for Better Teaching (RBT) course	Superintendent, and Executive Directors, Supervisors, Principals	September 2013-June 2017	Participation by all evaluators and instructional leaders in collaborative inquiry protocol course. Data meeting agendas that include an action plan for collection, analysis an implementation as well as a follow up analysis of the action plan.	Instructional practice shifts based on data analyses; increased student achievement	
2.2.4 Develop a common understanding and strategies for Differentiated Instruction in order to increase learning for all students	Executive Directors, Supervisors, Principals Teacher Leaders, Coordinators, Instructional Specialists, Math and ELA Specialists	September 2014- June 2017	Conduct a Needs Assessment Survey. Provide Professional Development in Differentiated Instruction, implementation in the classroom, and observation.	Sample lessons/materials showing modifications/extensions. Data reflecting student outcomes.	
2.2.5 Development and implementation of a multi-tiered system of support	Superintendent and Executive Directors, Supervisors, Principals (Reps from each building) Executive Director Principals	August 2014-June 2017	Identification and implementation of academic and behavioral interventions.	Implementation of tiered systems of support	5.1.2

	Sped staff Building administrator Content specialist General education				
2.2.6 Enhance Professional Learning Communities to target improved student learning	Building administrators, Curriculum Leaders and Specialists.	August 2014-June 2015	Train teachers and curriculum leaders to guide conversations to support student learning; meeting agendas, minutes, attendance records	PLC discussions connected with student learning. Action plans.	
2.2.7 Create and use learning plans anchored in learning targets and success criteria. Incorporate appropriate materials, a range of strategies, and technologies into lessons aligned with the developmental level and learning needs of all students.	Executive Directors, Supervisors, Principals, Teacher Leaders, Coordinators, Teachers, Instructional Specialists	2014-ongoing	Training, lesson planning, and professional development in Differentiated Instruction, implementation in the classroom, and observation	Assessment of performance in classroom. Formative assessments driving instruction.	1.2.2 5.2.2
2.2.8 Use of frequent formative assessments to inform instruction	Supervisors, Teacher Leaders, Coordinators, Teachers, Instructional Specialists	September 2014- June 2016	Lesson plans, tracking of student performance data, and classroom observation	Sample assessments.	1,2,5
2.2.9. Establish clear expectations and provide support to maximize instructional learning time at all grade levels	Executive Directors, Supervisors, Principals, Teacher Leaders, Coordinators, Teachers, Instructional Specialists	September 2014- June 2016	Building Principals will communicate expectations. Provide professional development on effective professional strategies.	Teacher lesson plans, walk-throughs, schedules	

3. Tiered Systems of Support for the High Achievement of All Students

Key Question: Does the district provide its students at all levels with adequate support mechanisms—and the necessary time—to effectively access the district curriculum and attain proficiency on state standards-based assessments?

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.3.1 Provide resources and training to staff of students with disabilities	SpEd director Building based administration Superintendent	September 2014- June 2017	<p>Identify a common understanding of effective model(s) of instruction for students with special needs and ensure MPS compliance with legal requirements</p> <p>Provide adequate staffing to support the adopted models of instruction</p> <p>Provide appropriate curriculum resources</p> <p>Train teachers in effectively planning and implementing specialized instruction aligned with the effective model(s) adopted</p>		
2.3.2 Provide resources and training to staff of ELL	ELL coordinator Building based administration Superintendent	September 2014- June 2017	<p>Identify a common understanding of effective model(s) of instruction for ELL students that aligns with RETELL initiatives and legal requirements</p> <p>Provide adequate staffing to support the adopted models of instruction</p> <p>Provide appropriate curriculum resources for English Language Development</p> <p>Train teachers in effectively planning and implementing WIDA strategies aligned with the effective model(s) adopted</p>		

<p>2.3.3 Provide resources and training to staff of students with behavioral challenges</p>	<p>SpEd director Building based administration School Adjustment Counselors Superintendent</p>	<p>September 2014- June 2017</p>	<p>Identify a common understanding of effective model(s) of instruction for students with special needs and ensure MPS compliance legal requirements</p> <p>Provide appropriate curriculum resources</p> <p>Train teachers in effectively planning and implementing aligned with the effective model(s) adopted</p>		
<p>2.3.4 Utilize technology to aid with on time graduation and course completion</p>	<p>High School Principal and HS leadership team</p>	<p>September 2014- June 2017</p>	<p>June – September 2014 Identify pertinent classes and resources online (example: Grade point) September – January 2015 Provide resources and training for implementation of online learning modules. February – June: Begin implementation April- June Reflect and adapt as needed and appropriate</p>		
<p>2.3.5 Provide students with enrichment opportunities</p>	<p>Building based administrators, specialists, teachers</p>	<p>September 2014- June 2017</p>	<p>Provide appropriate curriculum resources Train teachers in effectively planning and implementing extension lessons Provide students with project based inquiry learning opportunities</p>		<p>3.3.2</p>

Assessment

3.0 District and school leadership use student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

Objective: 3.1 To provide access to user friendly, district-wide and school based reports on student achievement and other relevant data.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
3.1.1 Establish a reliable and user-friendly student data-collection system	Principals, Teachers, District Education Center Administration, System Administrator and Data Manager	July 2014-July 2015	<p>Staff is trained on inputting data in the Fall of 2014</p> <p>Critical types of data are identified by grade level/course (Student assessments MCAS Student grades SAT ACCESS AP DDMs)</p> <p>Timelines are established for collection of data</p> <p>Responsibility is established for</p>	Data is entered by data entry deadline	3.1.2

			ensuring data is entered on time and accurately		
3.1.2 Provide professional development to teachers and instructional support staff in how to use student information system to input data, access data, and generate reports	District Education Center Administration, School-based Administration, Information Technology Department	Summer/Fall 2014, Ongoing	PD Sign-in sheets	Monitor enrollment numbers	1.2.1 1.4.1
3.1.3 Identify specific data reports that are needed	Teachers, Guidance Counselors, Teacher Leaders, Coordinators, Curriculum Supervisors, School-based Administration, District Education Center Administration	Fall 2014, Ongoing	Work with Follett to develop specific data reports	List of data reports Review of interventions needed	
3.1.4 Provide tiered and timely access to data reports for all stakeholders (teachers, parents, etc.)	System Administrator and Data Manager, Information Technology Department, District Education Center Administration, School-based Administration	Ongoing	Staff, parents, and students trained on accessing and interpreting data Create a hierarchy of access points Timelines are established for dissemination of data Responsibility is established for ensuring data is distributed in a timely manner	Website link to parents Presentations Reports Report cards Parent portal	3.1.2 6.1.1

3.1.5 Establish protocols, procedures and structure for staff to analyze and discuss data in order to impact student learning	Principals, District Education Center	July 2014- July 2015	Establishment of district and school data teams at all schools Scheduling of meetings	Monitoring of frequency of meetings per building Meeting agendas Data walls, student work, stoplight-highlighting templates	
3.1.6 Review current district grading policies and establish a vision moving forward	Curriculum and Instruction Team	May 2014- August 2015	Inventory of policies/weights Research correlation data (MCAS-Term grades-AP Grades)	Recommendations	
3.1.7 Establish benchmark cumulative assessments	Principals, Executive Directors, Curriculum and Instruction Team	2014-2015 Academic Year	Schedule of assessment by content districtwide	Data teams examine results to monitor student progress	

Objective: 3.2 To ensure that the district is highly effective at analyzing and using data to drive decision making.

Action Steps	Accountability /Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
3.2.1 Train staff on use of student data to inform decision making in closing the achievement gap	District Education Center Administration, School-based Administration	Summer 2013-Fall 2015	40 members of administration and staff trained in Summer 2013 (with Fall follow-up sessions) 20 targeted staff to be trained in Summer 2014 (with Fall follow-up sessions) Identify another cohort to be trained in Summer 2015	Completion of Research for Better Teaching data course	1.4.1 2.2.2 2.2.3

<p>3.2.2 Develop and implement a robust multi-tiered system of student support with embedded use of universal screening and progress monitoring for all students</p>	<p>District Education Center Administration, School-based Administration</p> <p>Teachers and Student Instructional Support Personnel (SISP)</p>	<p>Spring 2014 - Spring 2017</p>	<p>Hiring of consultant - Urban Special Education Leadership Collaborative At Education Development Center (EDC)</p> <p>Formation of MTSS Steering Committee to meet with consultant to benchmark project</p> <p>Summer of 2014 2 day training administrators/staff Summer of 2014 mini-course training for early adopters</p> <p>Identification of universal screeners and progress monitoring tools</p>	<p>Ongoing progress tracked via meeting notes and trainings</p> <p>Acquisition and implementation of universal screenings and progress monitoring tools</p> <p>Embedding of principles of MTSS in staff meetings, PLCs, and monitoring of student academic and behavioral progress</p>	<p>3.3.6</p>
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<p>3.2.3 Establish frequent and structured data meetings at all schools to identify promising practices, determine enrichment and remediation needs, and assess needs for systems change</p>	<p>Principals, District Education Center Administration, Curriculum Supervisors, Coordinators, Teacher Leaders</p>	<p>July 2014-July 2017</p>	<p>Establishment of district and school data teams at all schools Scheduling of meetings</p>	<p>Monitoring of frequency of meetings per building Meeting agendas Data walls, student work, stoplight- highlighting templates Quarterly and interim reports</p>	<p>3.3.5</p>
<p>3.2.4 Establish and follow a schedule of end of year transition meetings for all grades (K-12) to be guided by assessment data</p>	<p>Principals, Teachers, Guidance Counselors, Student Adjustment Counselors</p>	<p>Spring 2015, 2016, 2017</p>	<p>Schedule of Meetings</p>	<p>Meeting Notes Class lists Podding sheets</p>	
<p>3.2.5 Continue the practice of data teams analyzing state testing results to drive district and school goals</p>	<p>Curriculum Supervisors, Coordinators, School-based Administration, Teachers</p>	<p>Fall 2015, 2016, 2017</p>	<p>Schedule of Meetings Review protocol</p>	<p>Completed templates for each grade level within all tested areas</p>	
<p>3.2.6 Incorporate a self-assessment tool for students to monitor their progress on meeting targeted standards</p>	<p>Curriculum Supervisors, Coordinators, School-based Administration,</p>	<p>Fall 2015 - Spring 2017</p>	<p>Fall 2014 - departments/ teams will meet to discuss standards and develop a template</p>	<p>Templates will be shared on student information system.</p>	

	Teachers, Students		to monitor student progress.	Students' portfolios will reflect the progress they have made during the school year.	
3.2.7 Examine correlation of attendance and suspension data contributing to graduation and drop out rates.	Guidance Building Principals	2014- 2015 Academic Year			

Objective: 3.3 To ensure the use of a balanced system of formative and benchmark assessments to guide instructional practice, and determine individual remedial and enrichment requirements.

Action Steps	Accountability /Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
3.3.1 Establish and revise rigorous common assessments horizontally and vertically aligned to Massachusetts Frameworks (PK-12)	Teachers, Coordinators, Curriculum Supervisors, School-based Administration	Fall 2014 - Spring 2017	Fall 2014 Current assessments uploaded to learning management system Write common assessments Revise for rigor Align horizontally and vertically	Assessments uploaded to learning management system. Revision of assessments is an ongoing process, the results of which are discussed at grade level, team, and department meetings.	2.1.1
3.3.2 Offer professional development on designing and implementing effective learning targets, success criteria, and formative assessments to drive instruction	District Education Center Administration Professional Development Committee Curriculum Supervisors	Fall 2014- Spring 2015	Create a proposed schedule of PD opportunities at the beginning of the year Revisit one month before each PD day	PD grids PD Sign-in sheets Evaluation forms	
3.3.3 Review and implement learning targets, success criteria, and common assessments	Teachers Teacher Leaders Coordinators Curriculum Supervisors	Fall 2014- Spring 2017	Teachers embed learning targets, success criteria, and formative assessment in each lesson	Lesson and unit plans Observation feedback	C & I
3.3.4 Observe and give specific feedback on learning targets and success	Evaluators	Fall 2014- Spring 2017	Make formative assessment a "focus observation area"	Observation feedback	C & I

criteria and the use of formative assessment in the classroom				Formative and summative assessment reports	
3.3.5 Work in teams to delve into the implications of data and to make changes to instructional practice	Teachers Coordinators Curriculum Supervisors School-based Administration	Fall 2014- Spring 2017	Form data teams Meet regularly to review data and inform instructional practice	Minutes from data team meetings Changes to instructional practice	3.2.3
3.3.6 Create remediation and enrichment opportunities based on the adopted principles and framework of the MTSS	Principals District Education Center Administration Specialists Curriculum Supervisors Coordinators Teacher Leaders Teachers	Fall 2014- Spring 2017	Create a schedule that allows for additional time for remediation or enrichment (outside of regular instructional time) Establish multiple data points to determine student participation in remediation or enrichment	Student participation in remediation and/or enrichment opportunities Data related to student progress	2.3.5 3.2.2

Human Resource Management and Professional Development

4.0 The district identifies, attracts, and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional staff that are successful in advancing achievement for all students.

Objective 4.1 To recruit, ensure and retain a diverse pool of well qualified staff.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
4.1.1 Initiate a formal recruitment program within budgetary constraints that includes: creation of a recruitment committee, participation in job fairs, Formal informational presentations at colleges and a professional marketing strategy. Promote an earlier budget approval process – allowing for high quality hires to happen sooner.	Superintendent / School Committee (Mayor / City Council) Human Resources Principals	Early –Mid Spring / Summer	Active & Staffed Recruitment Committee 100% staffed w/ highly qualified Staff at start of the school year Track recruitment sources Plan Budget timeline early – Discuss early 2015	EPIMS report @ 100% HQT (Aspen x 2 reports)	
4.1.2 Job Fair participation. (MERC & Metro west) Host an MPS Job Fair Develop relationships w/ higher Ed and w/ educational programs Develop an MPS recruitment brochure	Recruitment Committee	Spring 2015 Winter 2015 Ongoing 4 targeted by 10/1/14 1/1/15	2 x Annually 1 x Annually Published MPS Recruitment brochure.	College Break Evaluation of the formation of the committee	
4.1.3 Review Mentor Program for New Teachers and Administrators Post mentor positions 8/15 Select mentors by August of each year Recognize and utilize existing talent Assign mentors to all new staff by school start date Develop formalized new hire orientation (District / Building Bases & Unit Based)	Mentor coordinators Superintendent HR Mgr. Principals Mentor Coordinators	8/15/14 POST 8/25/14 SELECT Minimum 2x year (Beginning / Mid- year / End-year) August 15 for posting and	Published Mentor guidelines All new hire / transfer – assigned a mentor	Review of guidelines and assignments on an annual basis, if not bi-annually	1.2.4

<p>4.1.4 Inform new hire of selected mentor and orientation program. (District / Building and Union/Group Wide). Follow mentor guidelines or develop new guidelines based on current/ future needs.</p>		<p>September for assignments 8/25/15 Substitute Teacher Manual Ongoing</p>	<p>Substitute Teacher Manual</p>		
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Objective 4.2 To create a culture of growth-oriented supervision and evaluation methods in accordance with state requirements for both administrators and teachers, linked to evidence of effectiveness as assessed by improvement in student performance and relevant data that; provides support for struggling teachers.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
4.2.1 Training of evaluators - Develop evaluator training program district wide	Superintendent / Secondary Ed		Published Evaluator training package. All Evaluators successfully complete training	On Schedule Completion & Delivery of Evaluation	

Objective: 4.3 To create a district conducive to adult learning and professional development committed to student success.

Action Steps	Accountability /Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
<p>4.3.1 Professional Development</p> <ol style="list-style-type: none"> Ongoing formal professional development communications (Programs & Offerings) which align with district goals at key levels Improve classroom rigor based on student achievement data and best practices. District wide approved Assessments that are used (Begin/Middle/End) IE: DIBELS, FAST, AirWeb Develop for ALL levels of students Develop a survey per Unit based on DIP list of 20 potential, needs based, professional development options. Utilize a survey tool (Survey Monkey) to assess educators in needs and preferences. Publish results Plan training targeting top 5 	<p>HR Superintendent & Primary & Elem. ED Leader</p> <p>Data Teams/Teachers with Administrators on up</p>	<p>PD Communications to aligned goals: Fall 2014 and annually thereafter</p> <p>Regular scheduled Assessments & Analysis needs to be implemented District-wide by 2014-2015 School Year</p> <p>Survey completed by 10/1/14</p> <p>Publish Results by 11/1/14</p> <p>Plan PD / Training for school year 2015-16 (8/15/15)</p>	<p>Completed surveys of courses taken and needed for teachers, Para-educators (All Units)</p> <p>Sharing information and providing Intervention analysis (by October 2014, January 2015 and May 2015)</p> <p>Survey Information Distributed / Available and Data Mined</p> <p>Published survey results</p>	<p>Bi-Annual Survey, Analysis and Comparison</p>	<p>1.2.1</p> <p>3.3.2</p>
<p>4.3.2 Create an opportunity for "regular" and/or Long term substitutes to be involved in PD to make sure they are up to speed regarding the Districts' expectations of Best Practices</p>	<p>Superintendent / Executive Directors / HR & Building Administrators</p>				

Student Support

5.0 The district provides quality programs for all students that are comprehensive, accessible and rigorous. Student academic support services and district discipline and behavior practices address the needs of all students. The district is effective in maintaining high rates of attendance for students and staff and retains the participation of students through graduation.

Objective 5.1 Academic Support: To develop and implement policies, procedures and practices that promote high student achievement, support course completion, reduce grade retention and encourage on-time graduation. The District will develop and implement an effective system for identifying all students who are not performing at grade level.

Action Steps	Accountability /Responsibilities	Timeline	Implementation of Benchmarks	Evaluation of Progress	Related Standard
5.1.1 – Implement the MTSS (RTI/PBIS) foundation districtwide. See also (Under the umbrella of the Foundation of MTSS) 5.1.3 - DCAP / BCAPs 5.1.4 - Student Progress Monitoring System 5.1.5 - Character education 5.2.1 - Inclusion 5.2.2 - Professional Learning Communities 5.2.3 - RTI / DI 5.2.4a - ELL 5.2.6 - Advisory 5.3.4 - Alternative education supports/options 5.2.4a - ELL 5.4.1 - PBIS 5.4.3 - Community Support Network	District Education Center leaders Steering Committee Building Principals Building-based teams ELL and inclusion facilitators	July 2014-2017 By end of year 3, complete initial implementation. Some buildings to be fully implemented, others initially implemented.	Follow the four stages of implementation (exploration, installation, initial implementation, full implementation) Assess current programs to establish a solid Tier 1 foundation Curriculum-based measures (CBMs), identify universal screeners at all levels Create strong data teams and MTSS Support Teams (previously IST, need to rename to parallel with MTSS)	Increased student achievement of standards. Reduced rate of referral for special services. Reduction in discipline referrals.	1.2.2 2.2.5 2.3.2

			<p>Develop ideas for best practices for classroom teachers</p> <p>Develop an MTSS implementation guide for buildings</p> <p>Provide PD for building Principals and school teams (Summer 2014). Provide support to building teams to begin building-level exploration toward implementation Fall 2014</p> <p>Provide focused MTSS PD throughout 2014-15 and beyond</p> <p>Determine Tier 2 and Tier 3 interventions at each level (research based)</p>		
<p>5.1.2 – Revise/develop district procedure manuals and ensure consistency across schools (and grade levels) and that services are in place for all students</p>	<p>District Education Center leaders</p> <p>Building Principals</p> <p>Curriculum Directors and Supervisors</p>	<p>Sept 2014 - December 2015</p>	<p>Identify manuals needed by department/building. Assign responsibility & timelines</p> <p>Provide PD to ensure that all staff understand how to utilize the manuals</p>	<p>Increased understanding of student achievement expectations.</p> <p>Reduced referral rate for special services.</p>	

	User representatives (staff)		House manuals online for staff for quick access and reference. Provide opportunities for periodic staff check ins for understanding	Improved compliance Easy access and quick reference	
5.1.3 – As part of MTSS Tier 1 , Revise DCAP; evaluate role of BCAP (possibly eliminate if stronger DCAP)	District Education Center leaders Building Principals user representatives (staff)	Sept 2014	Review DCAP and BCAPS in district Determine if district should consolidate to just DCAP to ensure consistency across buildings Building- and classroom-based PD on implementation of DCAP Create a monitoring system to track student using accommodation(s) and desired benefit	Improved compliance Reduction in referrals for 504s and special education Increased use of DCAP in classrooms	
5.1.4 As part of the MTSS implementation , determine districtwide curriculum-based measures (progress monitoring tools)	DEC Steering Committee Building Principals Curriculum Directors and Supervisors	June 2015	Identify curriculum-based measures that support the needs in our district Pilot program(s). Choice should support both the general population and the ELL population needs in the district	District will have a progress monitoring tool identified, purchased and implemented.	

	User representatives (staff)		Design and implement districtwide PD		
<p>5.1.5 – As part of creating a strong MTSS Tier 1, Select and implement a developmental, evidence-based character development program PK-16</p>	<p>District Education Center leaders</p> <p>Building Principals</p> <p>Guidance & Health Ed., all staff</p>	<p>Fall 2015</p>	<p>Determine character education program district to use at each level</p> <p>Development implementation plan.</p> <p>Discipline referrals</p> <p>Embed lessons into various content area curricula to build on the current MC3 program</p> <p>Provide PD to buildings to ensure understanding and implementation in both school and classroom environments</p> <p>High School Advisory Program: Collect data (survey) on the impact of the program after first full year of implementation and make adjustments as needed. Based on the data, determine if this model would be</p>	<p>Student understanding of lessons.</p> <p>Reduced rate of discipline referrals.</p> <p>Increased focus on community respect and engagement.</p>	

			appropriate for the middle and elementary schools as part of the Character Education curriculum in the district		
5.1.7a. – Develop consistent processes/procedures for all students in transition from extended leave	District Education Center leaders Building Principals/ Assistant Principals School Adjustment Counselors Guidance Staff Health Services	Annually	Training at the building levels ~Point people assigned to each building to monitor student's transition plan HW and assessments provided to tutors by the building on a weekly basis Procedures for tutoring are understood by all Point person will collaborate for the re-entry meeting	Student success in returning to school as defined by increased attendance, achievement and decrease of absence	
5.1.7b - Develop consistent processes and procedures for student transitions to new school buildings.	Principals School Counselors Teachers	Annually	Written procedures for each building to share with families that are easy to read and provides a guide for the process Transition presentations for families, with a collaboration from general education,	Survey students and parents about transition process. Reduced anxiety related absences. Build a strong, interactive relationship between new	5.1.2 3.2.4

			<p>special education and 504s</p> <p>Implement a freshman orientation program</p> <p>Provide tours of the buildings and/or shadow days for students entering high school.</p> <p>Improved communication from schools to parents and offering of transition presentations; consider freshmen orientation program</p>	families and their new school	
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Objective 5.2 Access and Equity: To collaborate with district and staff members to close the achievement gaps by using aggregated and disaggregated data on student participation and achievement to adjust policies and practices to provide additional programs or supports. The District will implement inclusive classrooms and programs that use an integrated services model that minimizes separation of special populations from the mainstream of school activity.

Action Steps	Accountability /Responsibilities	Timeline	Implementation of Benchmarks	Evaluation of Progress	Related Standard
5.2.1 – As part of creating a strong Tier 1 with the MTSS Foundation , the district will determine the models of inclusion for all learners in the district	District Education Center leaders Building Principals Curriculum Directors and Supervisors	Summer 2014-continuous	District will determine the models of inclusion for all learners in the district including students at risk, ELL and students with disabilities. The goal would be to not focus on single sub-groups, but to ensure equitable access for all The Principals will work to create a culture of inclusion in the buildings based on the models The district will map out professional development in the district for inclusion, including the WIDA standards and the RETELL SEI strategies The district will provide PD around UDL and Differentiated Instruction to support all models of inclusion	Increased inclusion for all learners	
5.2.2 – As part of the MTSS implementation , re-evaluate Professional Learning Communities (PLCs).	District Education Center leaders Building Principals Curriculum directors	Ongoing 2014-2017	Two broad purposes of a PLC: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and	Data of student progress Data of instructional	1.2.2 2.2.6

			<p>professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching</p> <p>Based on the definition above, the district will define the purpose of the PLCs in the district and the model of the PLC</p> <p>The district will provide training in the models of the PLCs to focus on the purpose as defined</p> <p>The District will have facilitators trained to help facilitate the PLC models at the implementation stage with the goal that the role of facilitator can be shared amongst the groups</p>	<p>changes based on the PLC mode</p> <p>Increased outcomes on student learning</p> <p>Teacher survey to evaluate the implementation and the target areas that need to be addressed.</p>	
<p>5.2.5 – To create a committee to develop and implement a comprehensive PK-16 equitable, communitywide plan to enhance school to career and school to community opportunities</p>	<p>District Education Center leaders</p> <p>Building Principals</p> <p>Guidance</p>			<p>Increased vocational learning opportunities for students, and vocational internships in the community (for students who have to work to support family and drop out at 16)</p>	

				<p>Increased participation and application to STEM for at-risk students, ELL students and students with disabilities</p> <p>Decrease in the drop-out rate</p>	
5.2.6 Increase pathways for school to career opportunities	High School Principal, Directors, Team Leaders	2014-2015 School Year			

Objective 5.3 Educational Continuity and Student Participation: To implement school policies and practices that promote student attendance, which will be continuously monitored, reported and acted upon. The District will also be able to track staff attendance and participation, and appropriate provisions are made to ensure continuity for students. The District will develop a policy and practice to ensure all students make effective transitions from one school, grade level or program.

Action Steps	Accountability /Responsibilities	Timeline	Implementation of Benchmarks	Evaluation of Progress	Related Standard
5.3.1 - MTSS Implementation: Develop additional supports and interventions to decrease the high school dropout rate. Need to look at data for causes--then target interventions	Administration Guidance		Gather retention, suspension/expulsion, graduation and drop out rate data. Research, determine and pilot a Credit Recovery Program	Dropout rate will decrease	
5.3.2 – Organize districtwide committee to plan before- and after-school programs that are equitable among the three elementary schools	Building Administration Teachers	2014-2015 School Year	Monthly meetings to design and plan before/after school program offerings	Student attendance Teacher attendance and participation	
5.3.3 Develop an MPS brochure for students and their parents that highlights enrichment activities/innovative programs in order to retain students opting out of the MPS system	Communication Dept. Building Administration Superintendent	2014-2015 School Year	Gather number of students that choose to go to non MPS schools	Increased retention of students continuing their education with MPS	

Objective 5.4 Partnerships and Services to Support Learning: To ensure that each school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools frameworks.

Action Steps	Accountability /Responsibilities	Timeline	Implementation of Benchmarks	Evaluation of Progress	Related Standard
<p>5.4.1 – Develop opportunities for improving family engagement, with [programs and initiatives] best practices that build trusting relationships among staff, families and community members</p> <p>Develop a parent Outreach Team</p>	<p>District Education Center leaders</p> <p>Building Administration</p> <p>Registration Coordinator</p> <p>Communication Dept.</p>	<p>2014-2015 school year</p>	<p>Establish a committee which includes parents and community/business members and members of the ESL community and frameworks for action</p> <p>Build services through the Registration and Parent Outreach Center</p> <p>Similar to "Classroom Rules," work with administration and staff to establish set expectations for professional behavior and communication at beginning of the year. Provide opportunities for periodic evaluation of adherence to expectations.</p>	<p>Committee/Plan established.</p> <p>Improved relationship with underserved families/community</p> <p>Improved professional relationships among staff and administration.</p>	
<p>5.4.2 – As part of MTSS Implementation, partner with the city to develop a community support network to address the social, emotional and health needs of students and families</p>	<p>District Education Center leaders</p> <p>Building Administration</p> <p>School Committee</p> <p>School Counselors</p> <p>Communication dept.</p>	<p>2014-2015 school year</p>	<p>Create a team to map out the available resources in the community that would benefit our needs</p> <p>Create a plan to outreach and build partnerships with the agencies/hospitals/mental health organizations/etc.</p>	<p>Clear process for referring to wraparound services established</p>	

	<p>Chamber of Commerce</p> <p>Wellness Advisory Committee</p> <p>Registration Coordinator</p>				
5.4.3 – Communicate opportunities for family and business involvement in the schools	<p>District Education Center leaders</p> <p>Building administration</p> <p>Chamber of Commerce</p>		<p>Create multilingual promotional materials to disseminate in the community</p> <p>Have committee members present to civic, religious, business, and cultural organizations</p>	<p>More families will be engaged in the schools and business partners will be engaged in the district</p>	
5.4.4 – Develop a “Learning Kit” library for early childhood/primary learners for parent reference to better support their children (Registration & Parent Outreach Center opportunity)	<p>District Education Center leaders</p> <p>Building administration</p> <p>ELL Leaders</p> <p>ELA & Math, ECC Specialists</p> <p>Registration Coordinator</p>	<p>2014-2015 School Year</p>	<p>Catalog of available resources in English, Spanish and Portuguese</p> <p>Textbooks, web sites and reference pages for parents to help children understand homework</p>	<p>Sign-out sheets/ parent survey</p>	
5.4.5 – Leverage Registration & Parent Outreach Center to provide community-based services and resources	<p>District Education Center leaders</p> <p>Building administration</p> <p>Registration Coordinator</p>	<p>Fall 2015</p>	<p>Utilize multilingual promotional materials to engage all families and provide information and referrals through center</p> <p>Establish building based outreach representatives that coordinate with center</p>	<p>Documented parent utilization of center and engagement with schools</p> <p>Survey both families and community partners to determine effectiveness</p>	<p>5.4.3</p>

Objective 5.5 Safety -To ensure all schools maintain safe environments for students. The District will review and revise a comprehensive safety plan and will meet annually with local police and fire department to be used to create aligned school plans.

Action Steps	Accountability /Responsibilities	Timeline	Implementation of Benchmarks	Evaluation of Progress	Related Standard
5.5.1 Update STARS Program	District Education Center leaders Police	Implement for 2014-15 School Year	Staff understanding implementation of STARS Program	STARS document access by emergency responders	
5.5.2. Implement districtwide Safety & Crisis Management Plan across district and within each building, including training of crisis teams in each building	District Education Center leaders Building Administration All staff	Implement for 2014-15 School Year	Develop and implement uniform procedures for responding to crises Conduct trainings and table-top exercises per the plan's recommendation	consistent effective implementation of safety/crisis plan Audit of simulated crisis in schools	
5.5.3 Expand implementation of the Bully-Proofing and MARC curriculums into additional subject areas to include all staff and students	District Education Center leaders Building Administration All Staff	Implement for 2014-2015 school year	Incorporate select lessons into various core subjects for cross-curricula understanding of subject matter	Increased student usage of Bully-Proofing and MARC vocabulary and strategies Build capacity toward zero tolerance for incidences of actual bullying	
5.5.4 Revise school parking policies and procedures for better security	District Education Center leaders Building Administration Police & Fire Facilities	Implement 2014-2015 school year	Designate staff parking areas Protect building's glass entrances with cement pylons designed to stop vehicles More field between school and vehicles	All cars in parking lot appropriately identified Safe distance between parking areas and buildings established	

<p>5.5.5 Train front desk staff in safety and security measures as the first line of defense. Train all staff in the need to question and report unauthorized (no visible identification) individuals in hallways</p>	<p>District Education Center leaders Building Administration Police & Fire</p>	<p>Implement for 2014-15 School Year</p>	<p>Professional development by trained safety officers that answers the "why" questions</p>	<p>Build capacity toward zero tolerance for incidences of unauthorized individuals in schools.</p>	
<p>5.5.6 Evaluate school traffic patterns to determine if buildings need better pick-up/drop-off facilitation</p>	<p>District Education Center leaders Principals Police Parents</p>	<p>2014-2016</p>		<p>Safe and efficient traffic patterns established for all schools</p>	

Financial and Asset Management

6.0 The district engages in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. The district acquires and uses financial, physical, and competitive capital resources to provide for and sustain the advancement of achievement for all students enrolled in the district. The district regularly assesses the effectiveness and efficiency of its financial and capital assets and has the ability to meet reasonable changes and unanticipated events.

Objective 6.1 To provide the City and Marlborough Community with the necessary budget information to meet the goals and expectations as outlined and identified by the District Improvement Plan (DIP) and the individual School Improvement Plans (SIP).

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
6.1.1 Analyze available student performance data to identify needs. Align the School Improvement Plans (SIP's) to address those needs as well as student achievement goals	School Principal, School Council, Leadership Team, Department Heads	October to December 2014-2017 annually	Biweekly progress report to the Superintendent	Completed SIP's presented to the School Committee	1.3.1 3.1.4
6.1.2 Align budget requests for annual school budget with school improvement plans	Superintendent, Principals, Exec. Directors, School Committee	October to March 2014-2017 annually	The budget requests reflect the SIP requests	The Superintendent's Annual Budget presented to School Committee with SIP's aligned to the overall request	1.4.4
6.1.3 The School Committee will present their annual budget in a format that is easily accessible and allows the target audience to search for information, and take away the important message	Superintendent, Principals, Exec. Directors, School Committee, Communication Dept.	October to April 2014-2017 annually	Annual Budget is posted to the website and is readily accessible to the public, has an executive summary that can be separate from	Used during School Committee portion of budget talks and also utilized during City Council	1.4.5

			the document, disseminate relevant and important message to the public through all appropriate outlets. Survey constituents on communication efforts during the budget process.	presentation of proposed budget	
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Objective 6.2 District Wide Financial Tracking, Forecasting, Controls and Audits; and effective cost resource management. Monitor funds being spent, report on financial condition, and create proper controls. To assist the implementation of school improvement strategies. To ensure the district forecast mechanisms and control procedures that integrate the district level financial information of each school and program through accurate procurement, tracking, and monitoring systems that follow state law.

Action Steps	Accountability/Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
6.2.1 Develop a written agreement with the city on shared services and reporting of those expenses on the year-end financial report	City Council, School Committee, Superintendent, Executive Director of Finance	FY15	Initial draft by October 2014. City Council input by December 2014	Written agreement used to report expenditures each year after adoption	
6.2.2 Establish a district grants management system to pursue, acquire, monitor, and coordinate state, federal, and private competitive grants	School Committee, Superintendent, Directors and Principals	FY15	Grants information readily available to School Committee and public	Grants reports to School Committee	
6.2.3 Establish a district committee to pursue external partners including local businesses, community agencies, and others to leverage additional resources	School Committee, Superintendent, Directors, Principals, Professional Staff	FY15	Partnerships listed and recognized yearly by School Committee	Report to School Committee on progress	

Objective 6.3 School Based Financial Tracking, Forecasting, Controls and Audits; and effective cost resource management. Monitor funds being spent, report on financial condition, and create proper controls. To assist the implementation of school improvement strategies. To ensure the district forecast mechanisms and control procedures that integrate the district level financial information of each school and program through accurate procurement, tracking, and monitoring systems that follow state law.

Action Steps	Accountability/Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
6.3.1 Develop an audit cycle for student activity funds, grants, and participate in city auditing for operations	Executive Director of Finance and Operations, Principals, Secretaries, District Education Center	May – June 2014	Audit Cycle accepted by School Committee	Audits presented to School Committee for reviews	
6.3.2 Establish a district system to monitor student activity accounts and other revolving accounts	Executive Director of Finance and Operations, Principals, Secretaries, District Education Center	July – Dec 2014	Monthly Reconciliation of all student activity accounts	Yearly internal audit completion	
6.3.3. Establish equity in student spending across elementary schools for FY16 Budget request	Executive Director of Finance and Operations, School Committee	FY16 Budget Proposal	FY16 Budget request specifically has a section to show equity in spending across elementary levels	School Committee's review of budget documents	

Objective 6.4 Capital Planning and Facility Maintenance - To establish Capital Maintenance Protocols and Procedures that ensure educational and program facilities that are clean, safe and conducive to student learning.

Action Steps	Accountability/Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
6.4.1 Establish a long term capital plan that is aligned with the city capital plan and reflects future capital development and improvement needs that is reviewed and revised as needed with stakeholder input	School Committee, Department Heads, City Council	FY15	Presentation of long term capital plan in conjunction with FY16 budget	Acceptance of plan by School Committee and City Council	
6.4.2 Establish a Building sub-committee research and forecast future building needs of the district based on trends and housing development	School Committee	FY15	Formation of the building committee, reports, recommendations	Formal report used to enhance the district statement of interest to the MSBA.	
6.4.3 Develop an inventory database of all capital items. Database should include references to SIP and DIP priorities.	Department Heads, Executive Director of Finance and Operations, Principals	FY16	Database selected, and all new capital items entered into it at time of purchaser, existing items entered by locations	Database reports to audit firm during city and school audits	