



**MARLBOROUGH PUBLIC SCHOOLS  
DISTRICT IMPROVEMENT PLAN  
2017-2020**

## **Membership and Chairs\* – District Standards and Indicators**

### **Leadership and Governance**

- Heidi Matthews – School Committee\*
- Lynne Medailleu – Director of English Learner Education\*
- Brendan St. George – English Teacher
- Dr. Amy Schrepfer-Tarter – Latin Teacher
- Julie Dalbec – Parent
- Reina Rago – Communications Coordinator
- Charlie Caliri – Principal
- Brian Daniels – Principal
- Kalliope Pantazopoulos – Principal

### **Curriculum and Instruction**

- Mary Murphy – Assistant Superintendent of Teaching and Learning\*
- Jodie Reyes – Supervisor of Humanities\*
- Julie Baker – Supervisor of Visual Arts
- Rupal Patel – English Learner Coordinator
- Jessica Hey – 5<sup>th</sup> Grade Lead Teacher
- Alison Hathaway – 5<sup>th</sup> Grade Lead Teacher
- Jennifer Ryan – Reading Specialist
- Danielle Martins – English Learner Teacher
- Erin Casey – Mathematics Teacher
- Ron Sanborn – Principal

## **Assessment**

- Marc Kerble – Executive Director of Secondary Education\*
- Michelle Blair – Assistant Director of English Learner Education\*
- Audrey McNickol – ELA Specialist
- Kristin Arbeene – English Department Teacher Leader
- Sharon Mattingly – Business Department Teacher Leader
- Jocelyn Demuth – World and Classical Languages Lead Teacher
- Joshua Torchia – Assistant Principal
- Wayne Labbe – Assistant Principal

## **Human Resources and Professional Development**

- Patty Brown – Director of Human Resources\*
- Kathy Richov – Supervisor of Science and Technology/ Engineering\*
- Katherine Hennessy – School Committee
- John Ranieri – Paraeducator
- David Baran – Paraeducator
- Jonathan Rosenthal – Supervisor of Music
- Rebecca Murphy – 7<sup>th</sup> Grade Lead Teacher
- Lisa Cullington – English Learner Coordinator

## **Student Support**

- Heather Geary – Executive Director of Special Education\*
- Sharon Buckley – Supervisor of Counseling Services\*
- Toby Peterson – Director Phoenix Program
- Lisa Richards – ELA Specialist
- Michelle Bodin-Hettinger – School Committee
- Lou Turieo – School Resource Officer

- Mary Zakrzewski – Supervisor of Health Services
- Kyle Wescott – Mathematics Teacher
- John Fletcher – Assistant Director of Special Education
- Audrey Moore – EL Coordinator
- Pat Kiley – History and Social Studies Teacher Leader
- Andrew Bernabei – Director of Early Childhood Center

### **Financial and Asset Management**

- Michael Bergeron – Assistant Superintendent of Finance and Operations\*
- Dan Riley – Director of STEM and Supervisor of Mathematics\*
- Tom Plati – Director of Instructional Technology
- Linda Weintraub – System Administrator
- Dr. Robert Skaza – Principal
- Steve Bishop – Assistant Principal
- Rick Lacina – Assistant Principal

Maureen Greulich – Superintendent of Schools

**Leadership, Governance and Communication**

**Standard I.** 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 practices and high achievement for all students. Leadership decisions and actions related to the attainment of 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.

**Indicator 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: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
1.1.1 Maintain leadership governance and standards of operation based on federal, state and local laws	School Committee Superintendent	Review, update, and change current policies as necessary	Development, if necessary, and maintenance of policies in accordance with federal, state, and local laws
1.1.2 Evaluate the Superintendent based on attainment of goals and standards annually	Superintendent School Committee	Development of criteria for assessment of Superintendent performance	Annual evaluation of Superintendent by the School Committee
1.1.3 A self-evaluation by the School Committee will be completed annually	School Committee	Revise the self-evaluation tool to bring into alignment with district goals  Self-evaluation in accordance with open meeting law	School Committee Self-Evaluation
1.1.4 Develop contracts and agreements with all stakeholders in support of higher level student achievement	Superintendent Union Leaders School Committee	Contract negotiations Impact bargaining	Settled contracts and positive outcomes
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	Superintendent School Committee Administration Staff Community	Leadership Institute/Retreats Public Forums Budgetary development School and District Improvement Plans Regular meetings with Union Leadership. District Parent Council, and Administrators	Evaluations Agendas

**Indicator 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: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
1.2.1 Update and revise, as needed, the Marlborough Public Schools Mission and Belief Statements	School Committee Superintendent Assistant Superintendents Administration Staff	Current Mission and Belief Statements reviewed/revise if necessary	Updated Mission and Belief Statements approved by School Committee
1.2.2 Establish leadership governance and standards of operation based on federal, state and local laws	School Committee Superintendent	Review and maintain current policies	Development, if necessary, and maintenance of policies in accordance with federal, state, and local laws
1.2.3 Refine and expand the evaluation process system-wide for all staff	Superintendent Assistant Superintendent Administration	Training for all new administrators Review and revise, as needed, evaluation tools and timelines	Completed evaluations for all Marlborough Public School staff
1.2.4 Foster programs that promote leadership at every level	Principals Administration	Provide professional development appropriate to leadership role and level	Leadership team meetings
1.2.5 Expand the Induction and Mentoring Programs for new administrators, teachers, and paraeducators that support their individual school success	Superintendent Assistant Superintendent	DESE Mentoring Guidelines for new administrators, educators, and paraeducators	Evaluate program and effectiveness through self-assessment and performance evaluation
1.2.6 Identify student and staff data that will be used annually to identify district goals	Superintendent Assistant Superintendent Supervisors Principals	Universal Screeners State Data Data Dashboards	Meeting agendas Evidence of discussion between schools and across grade levels

**Indicator 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: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
1.3.1 Assess School Improvement Plans (SIP) developed by the schools and presented to the Superintendent and School Committee	Principals Superintendent School Committee Building Based Leadership Teams	Review and revise School Improvement Plans in accordance with the DESE Conditions of School Effectiveness on an annual basis	School Improvement Plans
1.3.2 Maintain School Councils at each school as advisories to the principal, committed to developing strategies to improve their schools	Principal	DESE Guidelines for School Councils Seek to diversify School 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	Review state and federal audits, reforms, and recommendations to the DIP and amend current DIP actions	Finalized District Improvement Plan

**Indicator 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: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
1.4.1 Assess the needs of the students by analyzing the available data	Superintendent Assistant Superintendent Principals School Councils Leadership Teams Curriculum Specialists	Student Performance Data DESE Data Audits and Reviews CPR Data Facilities Assessment Technology Assessment	District Goals established by Leadership Team
1.4.2 Formulate strategies to mitigate the areas identified as concerns based on the data	Superintendent Assistant Superintendent Principals School Councils Leadership Teams Curriculum Specialists	Objectives and Action Plans Measurable Outcomes	District, School and Program Improvement Plans created
1.4.3 Articulate the School Improvement Plan and needs to the Superintendent and School Committee	Principals School Councils Leadership Teams Curriculum Specialists	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

1.4.4 Submit a budget to School Committee that is fiscally prudent and addresses the needs identified in the School and District Improvement Plans	School Committee Superintendent Assistant Superintendent	Superintendent recommends a viable budget that meets the needs brought forth during the process	School Committee approved budget
1.4.5 Submit approved budget to the Mayor and City Council for consideration and approval	School Committee City Council Superintendent Assistant Superintendent of Finance	Mayor and Superintendent present budget to City Council	City Council appropriates an allocation for the FY budget
1.4.6 Implement the approved budget based on the outcome of the budget hearings and City Council approval	Superintendent School Committee Assistant Superintendent of Finance	Management of the budget within the appropriation	Submit monthly and end of the year reports

**Indicator 5:** The district will consistently monitor the performance of students and conditions in each school.

Action Step: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
1.5.1 Conduct district data analysis on student performance	Superintendent Assistant Superintendent Principals Building Based Leadership	Student performance data DESE data Audits and Reviews CPR Data Facilities Assessment Technology Assessment	District Goals established by Leadership Team
1.5.2 Review alignment between SIPs and needs of students	Superintendent Principals	Student Performance Data DESE Data Audits and Reviews CPR Data Facilities Assessment Technology Assessment School Improvement Plan	Yearly updated School Improvement Plans
1.5.3 Reallocate support to schools according to need based on student performance and building based SIPs	Superintendent School Committee Assistant Superintendent of Finance	A yearly budget is developed	The effectiveness of the budget is evaluated with respect to student and building needs



**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.

**Indicator 1:** Aligned, consistently delivered, and continuously improving curriculum

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
2.1.1 Determine common structure moving forward for Pre-K to 12	Assistant Superintendent Department Supervisors Content/Grade Level Leaders	Common elements have been identified A common structure has been created	By December 2017, common guidelines, format, and location would be determined
2.1.2 Review current curriculum	Assistant Superintendent Department Supervisors Content/Grade Level Leaders/Teachers	Meetings across and between grade levels Meetings across content areas Standards unpacked into knowledge and skills Standards sorted into units	By June 2018, all departments will complete a review with guidelines and identify gaps
2.1.3 Launch a district-wide Literacy Team	Subset of district-wide Data Team	Literacy Team has been formed  District has registered for researched-based literacy survey  Survey has been administered to staff  Results have been analyzed (1 month after survey launched)  Literacy Team researches other district plans  Vision and strategies have been developed based on the data	By the end of June 2018, the team will summarize research findings and propose recommendations
2.1.4 Develop a vision of an MPS graduate encompassing the whole student (social emotional and academic)	Superintendent, Assistant Superintendent Building Principals Supervisor of Counseling Services Supervisors and Teacher Leaders	Core academic, social, and emotional competencies determined Vision Statement drafted	By the end of June 2018, a Vision document will be produced

Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
2.1.5 Determine a common process to use for ongoing curriculum revision	Assistant Superintendent Department Supervisors/Coordinators Teacher Leaders Teachers	Draft checklist/flowchart completed January 2019  Selected teams pilot review process	By June 2019, selected teams would have piloted review process.  By June 2020, a process is in place for all future curriculum revisions
2.1.6 Revise curriculum units to align with standards	Department Supervisors Content/Grade Level Leaders Teachers	At least 50% of each map completed by 2019  100% of each map completed by 2020  Learning targets and success criteria are included in curriculum documents using a common format	By June 2020, all maps completed
2.1.7 Develop, communicate, and implement Literacy Plan	District Literacy Team	By January 2019, first draft of Literacy Plan completed  By June 2019, Literacy Plan is finalized  Literacy Plan has been communicated to staff and implemented by members of Literacy Team by September 2019 Literacy instruction steps in place by June 2020  Disciplinary Literacy Frameworks embedded in maps by June 2020	By the end of the 2019-2020 school year, 70% of students will be reading at or above grade level at designated benchmark years
2.1.8 Refine and expand common understanding of STEAM	Assistant Superintendent Supervisor of STEM Principals Content Supervisors	Curriculum articulation exists between and among all subject areas  Current curriculum documents in all content areas are accessible to all teachers	By the end of year 2, a common understanding of STEAM education and project-based learning will exist in grades 5-8  By the end of year 3, a common understanding of STEAM education and project-based learning will be expanded to include grades K-4

**Indicator 2:** Strong Instructional Leadership and Effective Instruction

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
<p>2.2.1 Identify and agree upon research based models appropriate for each level and content</p>	<p>Administration Content Leaders</p>	<p>Launch Administrators’ Retreat</p> <p>Review research (<i>Skillful Teacher</i>, Ribas green book, etc.) and resources like DESE’s <i>Standards of Inclusive Practice and What to Look For</i> documents</p> <p>Assess current learning environments to identify characteristics that encourage high levels of student engagement</p> <p>Identify look-fors for individual departments/grades</p> <p>Develop a rubric/scoring guide using the look-fors</p> <p>Develop walkthrough protocols</p> <p>Begin to collect internal videos illustrating best instructional practices</p>	<p>By June 2018, Instructional Leaders throughout the district will develop an understanding of and clearly articulate our expected research-based model of high-quality standards-based instruction that meets the diverse learning needs of all students</p> <p>Repository of best instructional practice videos created</p>

Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
2.2.2 Implement research-based model(s) of instruction into everyday practice	Instructional Staff	<p>Communicate to staff by September 2018</p> <p>Determine a collective baseline score using rubric from 2.2.1 by September 2018</p> <p>Determine collective targets for end of year 2 and end of year 3 by September 2018</p> <p>Continue to add to comprehensive internal video collection of best instructional practices</p>	<p>By the end of year 2, classrooms will collectively meet the year 2 target-based on formative walkthroughs</p> <p>By the end of year 3, classrooms will collectively meet the year 3 target-based on formative walkthroughs</p> <p>Completion of repository of best instructional practice videos across all grade levels</p>

**Indicator 3: Sufficient Instructional Time**

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
2.3.1 Analyze current schedules for time on learning and equity in content	Administration Teacher Leaders/ Content Committees/ Departments	<p>By the end of term 1, schedules gathered</p> <p>By January 2018, identify common expectations for sufficient instructional time in each content area at each grade level</p> <p>By March 2018, draft completed</p> <p>By June 2018, final recommendations shared</p>	By the end of 2018, findings and proposed recommendations will be forwarded to site managers

<p>2.3.2 Identify time in the schedule to implement one science unit aligned to the new Massachusetts Curriculum Frameworks in each K-4 classroom</p>	<p>Assistant Superintendent Elementary Teachers, Grade 5 Lead Teachers</p>	<p>Materials ready by September____</p> <p>Unit taught</p> <p>Connect to 2.1.8</p> <p>Reviewed using 2.3.1</p>	<p>By June 2018, all elementary teachers will teach one unit</p>
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<p><b>Action Steps: Year Two and Three</b></p>	<p><b>Accountability/ Responsibility</b></p>	<p><b>Implementation Benchmarks</b></p>	<p><b>Assessment of Progress</b></p>
<p>2.3.3 Adjust schedules to match common expectations</p>	<p>Administration School Committee</p>	<p>Any schedule modifications implemented Year Two</p> <p>Feedback</p> <p>Any subsequent modifications implemented Year Three</p>	<p>By 2018-2019, Site Managers will implement recommendations</p>
<p>2.3.4 Fully aligned and implemented Science curriculum, elementary schools</p>	<p>Assistant Superintendent, Elementary Teachers</p>	<p>Materials ready by September</p> <p>Unit taught</p> <p>Connect to 2.1.8</p> <p>Reviewed using 2.3.1</p>	<p>By the end of 2020, all Science units will be integrated into elementary classrooms, grades K-4</p>

**Assessment**

**Standard III.** Assessment: 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.

**Indicator 1:** Data Collection and Dissemination - District and school staff members have access to user-friendly, district-wide and school-based reports on student achievement and other relevant data.

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
<p>3.1.1 Identify and establish a reliable, sustainable, and user-friendly student data collection system that is universally and consistently used by the staff to create individual, school, and system reports</p>	<p>Assistant Superintendent System Administrator</p>	<p>By May 2018, data-collection system is identified and established</p> <p>By end of June 2018, create a two-year training plan</p>	<p>Identify system by November 2017</p> <p>Conduct pilot by February 2018</p>
<p>3.1.2 Establish a District Data Team, including Assistant Superintendent, System Administrator, Data Manager, and Principals to ensure consistency across the district regarding data input, data access, data reports, and data analysis</p>	<p>Assistant Superintendent Supervisors Principals</p>	<p>By end of October 2017, team identifies protocols, procedures, and structure for school-based teams to analyze and discuss data.</p> <p>The District Data Team meets in October, February, May, and additional dates as needed</p>	<p>District Data Team is identified as hub of the assessment program</p> <p>The team also addresses the progress of MTSS, Literacy, Math, and social-emotional needs</p>
<p>3.1.3 Designate key people per building who will:</p> <p>Monitor which staff members are trained to use the district’s data-collection system to input data, access data, and generate reports</p> <p>Support staff members to input data, access data, and generate reports</p> <p>Meet with the District Team</p> <p>Coordinate and facilitate the school-based data teams’ monthly meetings</p>	<p>Principals</p>	<p>By September 2017, key people have been selected to represent the building</p>	<p>Agendas of data meetings</p>

3.1.4 Establish school-based data teams	Principals Assistant Principals Teachers	By November 2017, building administrators identify members of the school-based teams	School-based teams also address the progress of MTSS, Literacy, Math, and social-emotional needs
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Action Steps: Year Two and Three	Accountability/Responsibility	Implementation Benchmarks	Assessment of Progress
3.1.5 Implement two-year training plan on reliable, sustainable, and user-friendly student data - collection system identified in Year One	Assistant Superintendent System Administrator	According to timeline established in two-year plan	District-wide data system
3.1.6 Continue work of District Data Team	Assistant Superintendent, Supervisors Principals	By September 2018 and 2019, adjust team members, if necessary  By end of October 2018 and 2019, team reviews protocols, procedures, and structure for school-based teams to analyze and discuss data  The District Data Team meets in, October, November, May, and additional dates, as needed	District Data Team is identified as hub of the assessment program  The team also addresses the progress of MTSS, Literacy, Math, and social-emotional needs
3.1.7 Designate additional key people per building, if needed, who will:  Monitor which staff members are trained to use the district's data-collection system to input data, access data, and generate reports  Support staff members to input data, access data, and generate reports  Meet with the District Team.  Coordinate and facilitates the school-based data teams' monthly meetings	Principals	By September 2018 and 2019, additional key people have been selected to represent the building if needed.	Expanded data teams
3.1.8 Continue work of school-based data teams	Principals Assistant Principals Key People	By September 2018 and 2019, key people and building administrators adjust members of teams, if needed	School-based teams have sub members who also address the progress of MTSS, Literacy, Math, and social-emotional needs

**Indicator 2:** Data-Based Decision-Making - The district is highly effective at analyzing and using data to drive decision-making.

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
3.2.1 Identify protocols, procedures, and structure for staff to analyze and discuss data	District Data Team	By end of October 2017, team identifies protocols, procedures, and structure for school-based teams to analyze and discuss data	<p>Principals will report during the Leadership Meeting in December that data teams have protocols, procedures, and structure in place for staff to analyze and discuss data</p> <p>School-based teams share with Assistant Superintendent their agendas that address data dives, best practices, student support, achievement, and/or PBIS</p>
3.2.2 Establish and/or refine the training of data teams to identify which data to analyze, how to analyze data, and how to use data to improve student achievement	Assistant Superintendent Supervisors Principals	By end of November 2017, school-based teams are trained to identify which data to analyze, how to analyze data, and how to use data to improve student achievement.	Principals will report during the Leadership Meeting in December 2017 that data teams know how to identify which data to analyze, how to analyze data, and how to use data to improve student achievement
3.2.3 Schedule data team meetings to monitor student progress at the district level (quarterly), school level (every 4-6 weeks), and team/department level or PLC level (every 4-6 weeks)	Assistant Superintendent Supervisors Principals Teacher Leaders Grade Level Team Leaders	By December 2017 all data team meetings (district, school, and team/grade/department) are scheduled throughout the year	Principals and the Assistant Superintendent will report during the Leadership Meetings in December 2017, February 2018, and May 2018 that student progress is being monitored, and share examples of that progress
3.2.4 Identify promising practices, determine enrichment and remediation needs, and assess needs for system change	School staff: department/grade PLC teams  Principals and supervisors provide time for departments to have department planning time	By the end of each quarterly meeting, school, department/grade, PLC teams will use data to inform instruction and share these strategies with colleagues	Principals and the Assistant Superintendent will report, during the Leadership Meetings in December 2017, February 2018, and May 2018, on the progress that staff members have made to identify promising practices, determine enrichment and remediation needs, and assess needs for system change



Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
3.2.5 Continue the training of data teams to identify which data to analyze, how to analyze data, and how to use data to improve student achievement	Assistant Superintendent Supervisors Principals	By end of November 2018 and 2019, school-based teams are re-trained to identify which data to analyze, how to analyze data, and how to use data to improve student achievement	Principals will report during the Leadership Meetings in December 2018 and 2019 that data teams know how to identify which data to analyze, how to analyze data, and how to use data to improve student achievement
3.2.6 Schedule data team meetings to monitor student progress at the district level (quarterly), school level (every 4-6 weeks), and team/department level or PLC level (every 4-6 weeks)	Assistant Superintendent, Supervisors Principals Teacher Leaders Grade Level Team Leaders	By September 2018 and 2019 all data team meetings (district, school, and team / grade / department) are scheduled throughout each year	Principals and the Assistant Superintendent will report during the Leadership Meetings each December, February, and May that student progress is being monitored, and they share examples of that progress
3.2.7 Continue identifying promising practices, determine enrichment and remediation needs, and assess needs for system change	School staff: department/grade, PLC teams  Principals and Supervisors provide time for departments to have department planning time	By the end of each quarterly meeting, school, department/grade, PLC teams will use data to inform instruction and share these strategies with colleagues	Principals and the Assistant Superintendent will report, during the Leadership Meetings each December, February, and May on the progress that staff members have made to identify promising practices, determine enrichment and remediation needs, and assess needs for system change

**Indicator 3:** Student Assessment--The district ensures that each school uses a balanced system of formative and benchmark assessments to guide instruction and determine individual remedial and enrichment requirements.

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
3.3.1 Create a structure to ensure consistent PLC meeting times at all grade levels	District School Administration	By June 30 2018, schedule/structure established	All teachers have the consistent opportunity to engage with colleagues about data, assessments, and teaching practices at least once a month, during the school day

<p>3.3.2 Choose, identify, and schedule district-mandated assessments, school-based assessments, and state assessments for each grade level</p>	<p>District Data Team</p>	<p>By end of February 2018, preliminary schedule of assessments for 2018/2019 is established</p> <p>By end of May 2018, the schedule is revised as needed for 2018/2019 school year</p>	<p>There is consistency of assessment administration and scoring across the district</p>
<p>3.3.3 Schedule PLC meetings to discuss assessments and their connection to instruction (every 4-6 weeks)</p>	<p>Supervisors Principals Teacher Leaders Grade Level Team Leaders</p>	<p>By September 2017, all assessment-related PLC meetings (district, school, and team/grade/department) are scheduled throughout the year</p>	<p>Principals and the Assistant Superintendent will report during the Leadership Meetings in December 2017, February 2018, and May 2018 that assessments are being analyzed and considered in relation to instruction</p>
<p>3.3.4 Establish, disseminate, analyze, discuss, and revise rigorous common assessments that are aligned horizontally and vertically.</p> <p>Inventory current assessments (elementary)</p>	<p>Teachers Coordinators Curriculum Supervisors School-based Administrators</p>	<p>By October 2017, current assessments are uploaded to current learning management system</p> <p>By end of January 2018, current assessments are analyzed, discussed, and revised for rigor and additional common assessments are written</p> <p>By end of June 2018, assessments are horizontally and vertically aligned and published</p>	<p>Assessments are uploaded to current learning management system</p> <p>Revision of assessments is an ongoing process, student results are discussed at grade level, team, and department meetings</p>
<p>3.3.5 Design, implement, and review formative assessments that drive instruction</p>	<p>Teachers Teacher Leaders Coordinators Curriculum Supervisors</p>	<p>Daily/weekly inclusion of formative assessments (individual) are disseminated to students</p> <p>Daily/weekly review and reflection of formative assessments are conducted by individual teachers to adjust their practices</p> <p>Quarterly review of formative assessments is conducted during PLC meetings (collaborative)</p>	<p>Formative assessments are given to students by teachers daily and/or weekly. These assessments are analyzed by the teacher. During grade level, team, and department meetings, teachers share their formative assessments and results with their colleagues. As a result, teachers are reflective about their practice and adjust their teaching to meet the needs of students</p>

Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
3.3.6 Implement structure to ensure consistent PLC meeting times at all grade levels	District and School Administration	By September 2018, MPS PLC Protocols are published	All teachers have the consistent opportunity to engage with colleagues about data, assessments, and teaching practices at least once a month, during the school day
3.3.7 Review results of assessments to ensure consistency across the district and revise schedule and/or assessments as needed	District Data Team	By May 2019 and May 2020, revisions are made as needed	Consistency of assessment administration and scoring across the district
3.3.8 Schedule PLC meetings to discuss assessments and their connection to instruction (every 4-6 weeks)	Supervisors Principals Teacher Leaders Grade Level Team Leaders	By September 2018 and 2019, all assessment-related PLC meetings (district, school, and team/grade/department) are scheduled throughout the year	Principals and the Assistant Superintendent will report during the Leadership Meetings each December, February, and May that assessments are being analyzed and considered in relation to instruction

**Standard IV.** Human Resources and Professional Development: The district identifies, attracts, and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional staff who are successful in advancing achievement for all students.

**Indicator 1:** Staff Recruitment, Selection, and Assignment

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
<p>4.1.1 Communicate the district core values for hiring to attract the best candidates for MPS, including <i>Hungry, Humble and Smart</i> among other district values as identified by the district leadership</p>	<p>Director of Human Resources Principals Supervisors Superintendent Assistant Superintendents</p>	<p>Search Committee Hiring Values Document</p> <p>Interview and reference question banks</p> <p>Communication evidence (written/media/meeting dates for verbal communication)</p>	<p>Data gathered annually about new hires and tracking of hires and success stories</p>
<p>4.1.2 Recruit in a Competitive Timeline. Participate in a budget process that allows for earlier recruitment of high-quality hires</p>	<p>Director of Human Resources Assistant Superintendent of Finance and Operations Principals</p>	<p>Timeline and plan</p> <p>Feedback on hiring quality for FY18</p> <p>Evaluations for New Hires</p>	<p>Quarterly review of Personnel and District needs with School Committee</p> <p>Job Postings Dates</p>
<p>4.1.3 Improve marketing of the district to prospective job applicants. Highlight Marlborough’s areas of strength, including diversity</p> <p>Recruit at job fairs, establish relationships with higher education partners, and increase online recruitment presence</p>	<p>Human Resources Staff, Communications Coordinator Principals Supervisors</p>	<p>Flyers Brochures Open House opportunities Videos</p> <p>Job Fair Attendance</p>	<p>Annual review of HR opportunities and solicitation of new hires</p> <p>Feedback from Building Principals/Directors</p>
<p>4.1.4 Develop and communicate clear best practice hiring process for hiring leaders and search committee leaders</p> <p>Plan and document hiring process in at-a-glance format. Provide hiring documents online</p>	<p>Director of Human Resources</p>	<p>Hiring Guidelines including resume review, search committee work, interview and questions, model lessons, etc.</p> <p>Meetings with Leadership Teams</p> <p>Training on Hiring</p> <p>Recruit and Hire Access for application review</p>	<p>Survey to hire leaders and search committee members</p>

<p>4.1.5 Provide competitive compensation to attract higher quantity and quality substitute teachers</p>	<p>Superintendent School Committee Assistant Superintendent of Finance and Operations Director of Human Resources</p>	<p>Data on Shortage  Changes in substitute pay rates</p>	<p>Reduction in substitute teacher shortage  Feedback from building level administration and teachers on substitute quality</p>
<p>4.1.6 Create an onboarding plan including an orientation to MPS Culture/Core Values, Benefits PowerPoint and Mentor Assignments</p>	<p>Director of Human Resources Assistant Superintendents Principals/Directors</p>	<p>Onboarding checklist and timeline  New-hire packet (required paperwork, school culture, orientation, assignment of mentors, and early PD)</p>	<p>Completed checklist and new-hire packet  Onboarding plan documents</p>
<p>4.1.7 Gather and analyze data on turnover rates</p>	<p>Director of Human Resources Superintendent Assistant Superintendent Principals Supervisors</p>	<p>Exit Interview questions for data to be gathered to effectively inform adjustments needed within district</p>	<p>Annual review of exit interview data prior to budget development</p>

Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
<p>4.1.8 Year 2-Train staff on values. Collect data on staff understanding of hiring values.</p> <p>Year 3-Create plan to continue and improve communication of values including video</p>	<p>District Administration &amp; Building Leaders</p>	<p>Incorporate into interview and reference check question banks. Plan for assimilating new leaders to core values</p>	<p>Surveys to check understanding of core values</p>
<p>4.1.9 Year 2- Implement earlier recruitment, assess implementation and plan further improvements</p> <p>Year 3-Implement improvements from Year 2 and re-assess</p>	<p>Superintendent School Committee Assistant Superintendent of Finance and Operations Principals/Directors</p>	<p>Year 2 -Posting dates. Hiring quality assessment FY18.</p> <p>Improvement list for FY19</p> <p>Year 3-Implement improvements from Year 2</p>	<p>Analyze posting and hiring date data</p>
<p>4.1.10 Year 2-Review materials and success from job fairs. Plan short and long-term improvements and implement short term improvements</p> <p>Year 3-Add Social Media Recruitment. Assess impact of changes in marketing materials/activities for recruitment on hiring quality. Plan and implement updates. Develop referral incentives</p>	<p>Director of Human Resources, Communications Coordinator</p>	<p>Meetings with employees involved in hiring for annual review of materials</p>	<p>Surveys to new hires</p>
<p>4.1.11 Year 2-Review process with hiring leaders and plan improvements</p> <p>Year 3-Implement Improvements</p>	<p>Director of Human Resources Superintendent Assistant. Superintendents Principals Supervisors Search Committee Leaders</p>	<p>Annual review and assessment of hiring guidelines</p>	<p>Updated hiring guidelines</p>
<p>4.1.12 Year 2 - Implement Substitute Compensation changes. Compare data post-change to Year 1 data</p> <p>Year 3 Substitute Compensation Reviewed bi-annually</p>	<p>Superintendent School Committee Assistant Superintendent for Finance and Operations Director of Human Resources</p>	<p>Data on number of substitute teachers employed and frequency of accepting assignments</p>	<p>Surveys to gather feedback from substitute teachers about working in MPS.</p>

<p>4.1.13 Year 2-Communicate and Implement Onboarding Plan</p> <p>Year 3-Review and Update Onboarding Plan</p>	<p>Director of Human Resources, Principals Supervisors</p>	<p>Plan Communication Documents Review Data</p>	<p>Review documents and data Feedback from new hires</p>
<p>4.1.14 Year 2- Assess results from exit interviews. Plan and address core issues from pilot and plan improvements and implement full district exit interviews</p> <p>Year 3-Analyze and assess exit interview results and plan and address core issues</p>	<p>Director of Human Resources Superintendent Assistant Superintendents Director of Student Services Building Leaders</p>	<p>Exit Interview reports and/or presentation of results summary</p> <p>Meeting Date to Review</p>	<p>Wrap-up discussion of exit interview progress and value assessment of process</p> <p>Improvements as result of exit data</p>

**Indicator 2: Supervision and Evaluation**

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
<p>4.2.1 Ensure a common approach to supervision/evaluation within the district. Continue training and common meeting times for all evaluators</p>	<p>Superintendent Assistant Superintendent of Teaching and Learning</p>	<p>Formal Supervisor training for new supervisors upon appointment</p> <p>Meetings with the district’s attorney, as needed to clarify contractual language</p> <p>Calibration meetings: 3 x per year- building and/or district based</p>	<p>Records of supervisor trainings</p> <p>Meeting schedules and agendas</p> <p>Survey</p>
<p>4.2.2 Form Task Force to research the role and value of a “Secondary Evaluator”</p>	<p>Superintendent School Committee Joint Evaluation Committee</p>	<p>Posting for Task Force</p> <p>Meeting schedules and agendas</p> <p>Next round of contracts points of discussion</p>	<p>List of Task Force members</p> <p>Meeting notes</p>
<p>4.2.3 Engage in career development conversations with staff to set goals for advancement</p> <p>Provide information to employees about career development</p>	<p>Supervisors Principals</p>	<p>Ongoing conversations- annually (as part of goal-setting)</p>	<p>Annual selection of district staff to be highlighted for development opportunities</p>
<p>4.2.4 Provide ongoing formal and informal feedback to paraeducators (Special Ed. and EL) to maximize effectiveness of their support in the classroom</p>	<p>Assistant Superintendent Principals Director of Student Services Educational Team Leaders</p>	<p>Clear and documented expectations for when and how paraeducators provide support to teachers and students</p>	<p>Review Paraeducator Guidelines</p>



Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
<p>4.2.5 Year 2 - Enhance Evaluation Calibration with Evaluators</p> <p>Year 3 - Reflect on feedback and impact on evaluation system</p>	<p>Superintendent Assistant Superintendent</p>	<p>Calibration meetings and activities</p>	<p>Surveys</p>
<p>4.2.6 Year 2 - Share and discuss information and data from Year 1 and decide next steps for Secondary Evaluator</p> <p>Year 3- Implement next steps and assess</p>	<p>Superintendent School Committee Joint Evaluation Committee</p>	<p>Task Force Meetings</p> <p>Meetings with Joint Evaluation Committee</p>	<p>Review plan for next steps and implementation</p> <p>Surveys to assess outcomes</p>
<p>4.2.7 Year 2 - Conduct Career Development Conversations</p> <p>Year 3 - Maintain and assess effectiveness of career planning conversations</p>	<p>Supervisors Principals</p>	<p>Conversation Dates</p>	<p>Question in Staff Feedback Form regarding career conversations</p>
<p>4.2.8 Year 2 - Assess effectiveness of feedback to paraeducators and adjust expectations</p> <p>Year 3 - Implement action steps based on administrative review/feedback</p>	<p>Principals Supervisors Director of Student Services Educational Team Leaders</p>	<p>Administrative calibration meetings and discussions of effective practice</p> <p>Implementation of Action Steps</p>	<p>Action steps identified during administrative calibration meetings</p> <p>Changes to Paraeducator Guidelines</p> <p>Assessment of practice</p>

**Indicator 3: Professional Development**

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
4.3.1 Support and continue to work with the Joint Professional Development Advisory Committee (PDAC)	Superintendent Assistant Superintendent PD Committee Principals Assistant Principals Content Supervisors	Meeting schedule and agendas	Feedback on Year 1 of the 3-5 Year Plan  Professional Development options, Published 3 Year Plan with clear action steps
4.3.2 Identify a district PD focus annually based on district goals  Create a plan to sustain the work throughout the year	Superintendent Assistant Superintendent PD Committee Principals Assistant Principals Content Supervisors	Roll-out Plan: Consistently provide an explanation to all stakeholders that PD offerings are connected and useful	Staff surveys  Principal’s messages in weekly READs
4.3.3 Develop and communicate the details of a 2-Year Teacher Mentoring Program	Superintendent Assistant Superintendent	Annual new mentor training	Published Teacher Mentoring Program document
4.3.4 Provide appropriate improvements for mentoring of instructional support (paraeducators & behavior techs)	Assistant Superintendent Building Principals Director Student Services Educational Team Leaders	Create a committee to review current mentor program for instructional support positions  Identify members of support teams to assist staff in Year 2  Offer mentor training to enlist new mentors	Mentor training schedule  Published mentor lists  Mentor/Mentee meeting calendars
4.3.5 Encourage interested veteran staff to participate in the annual Instructional Methods/ New Teacher Class offered as part of the Mentoring Program	Assistant Superintendent and/or other designees	Enthusiastic advertisement of course  PDPs offered  Prioritize content to meet the needs of staff and district Course description based on mentor text (Ribas ‘green book,’ or other)	Course syllabus and participation list  Feedback surveys on course effectiveness
4.3.6 Provide training and ongoing PD for paraeducators and co-teachers (including those specific to EL and/or	Assistant Superintendent Principals	Staff survey to identify needs  Ongoing throughout the school year	Combination of Interactive PD Workshops both online and hybrid

Special Education para-educators working with ELs with disabilities) to maximize the effectiveness of their support in the classroom	Director of Student Services Director of EL Assistant Director of EL Educational Team Leaders		PD Postings Staff attendance records
4.3.7 Continue to develop PLCs to provide opportunities for staff to work together to improve student learning and to reinforce PD focus areas	Principals Leadership Teams	Principals provide guidelines for PLCs that include checkpoints for accountability and procedures for final products	Building-based PLC expectations PLC agendas, meeting notes
4.3.8 Create a video library of exemplary lessons within the district  Create a plan and identify resources  Foster peer-to-peer learning in addition to learning from others outside the district	Supervisors Leadership Teams	Focus group is assembled to create a plan and identify resources and how they will be shared  Report out  Find model teachers  Encourage teachers to participate to an exemplary rating	Focus group meeting notes Shared videos

Action Steps: Year Two and Three	Accountability/Responsibility	Implementation Benchmarks	Assessment of Progress
4.3.1 Year 2, Continue the work of the Professional Development Advisory Committee (PDAC)	Assistant Superintendent PD Committee	Quarterly Committee Meetings	Surveys and recommendations
4.3.2 Year 2- Reflect on the effectiveness of PLCs to determine teaching and learning outcomes.	Assistant Superintendent PD Committee	Staff Surveys	Survey results and recommendations
4.3.7 Year 2 Identify teachers and instructional practices to feature in videos Year 3- Assess videos and process, identify additional staff and practices to video to add to the library	Supervisors Leadership Teams Task Force members	Recruit teachers to videotape across all grades and to feature a variety of instructional practices  Coordinate schedule for taping	Video library

## **Student Support**

**Standard V:** 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.

**Indicator 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.

<b>Action Steps: Year One</b>	<b>Accountability/ Responsibility</b>	<b>Implementation Benchmarks</b>	<b>Assessment of Progress</b>
<p>5.1.1 Each school reviews Tier 1 core instruction</p> <p>Each school reviews the four stages of implementation with staff for each grade / department / school</p> <p>Each school implements a series of actions to implement and monitor stage four</p>	<p>Administration Steering Committee Principals Building-based Support Teams EL and Inclusion Facilitators</p>	<p>July 2017 – 2018, continue to enhance the four stages of implementation (exploration, implementation, initial implementation, full implementation)</p> <p>Establish solid Tier 1, 2, and 3 interventions</p> <p>Solidify universal screeners at all levels</p>	<p>Reduced rate of Special Education referrals by 30%</p> <p>Reduction in disciplinary referrals by 30%</p> <p>Increase in MCAS scores at all levels</p> <p>Drop-out rate decreases by 50%</p> <p>Attendance rate increases by 30%</p>
<p>5.1.2 Revise / develop district procedure manuals to ensure consistency across schools and that services are in place for all students</p>	<p>District Leadership Building Principals Curriculum Directors and Supervisors</p>	<p>July 2017-2018, establish uniform IEP policies and procedures at all levels</p>	<p>Improved compliance</p> <p>Establish a unified approach, delivery, and language at all levels</p> <p>Improved transitions between school buildings/programs</p> <p>Continue IEP Module training series for all special education staff</p> <p>Create an IEP Module training manual for all staff</p>
<p>5.1.3 Develop consistent processes and procedures for student transitions to new school buildings</p>	<p>DEC Leaders Building Administrators All Staff</p>	<p>Annually, establish written transition procedures and program descriptions. Provide tours of the buildings and/or shadow days for students entering new programs or students new to MPS</p> <p>Transition presentations for families, with collaboration from all staff.</p>	<p>Survey students and parents about the transition process</p> <p>Survey building administrators about the transition process</p> <p>Reduced anxiety for students transferring to new buildings and/or programs. (Surveys, frequency of anxiety related visits to support staff)</p>

			<p>Build a strong relationship between new students and their families</p> <p>Survey at the beginning of the year and at the end of the year to measure impact</p> <p>Enhance Student Mentor program at Marlborough High School; create similar mentoring model for Whitcomb School</p>
5.1.4 Supervisor of Attendance will assist all schools in re engaging at-risk students	District Leadership Building Administrators Attendance Officer	August 2017 - June 2018	<p>Attendance Officer will assist in verifying residency status</p> <p>In collaboration with building leaders, attendance officer will analyze student re engagement data to measure impact</p> <p>Attendance Officer will meet with student support teams each week to review progress</p> <p>Attendance records</p> <p>Parent notification/letters</p>
5.1.5 The Student Support Services Team will analyze high risk data that identifies students at risk system-wide.	District Leadership Building Administrators Data Teams	August 2017 - June 2018	<p>Invest in professional development to support high impact learning practices</p> <p>Create social connections for students within the school community so that they stay engaged</p> <p>Analyze SST data from 9/2016- 6/2017 to measure effectiveness</p>
5.1.6 Investigate more Credit Recovery opportunities / acquisition of grade level standards	District Leadership Building Administrators All Staff	August 2017 - June 2018	<p>Documentation of opportunities, including on-site and virtual credit recovery programs to meet the needs of all students</p> <p>Enhance Edgenuity offerings to include Summer School Credit Recovery Program</p> <p>Collaborate with our Edgenuity provider and other school districts to share best practices</p> <p>Reduced dropout rate/ Increase in graduation rate.</p>

**Indicator 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: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
<p>5.2.1 As part of creating a strong Tier I with MTSS foundation, the district will determine the models of inclusion for all learners in the district</p>	<p>District Leadership Principals Curriculum Directors Supervisors</p>	<p>The district will define Tier I models of inclusion for all learners, including those with ELD and special needs</p> <p>Define who provides modeling/coaching across buildings</p> <p>The district will develop PD for staff to ensure all understand the district model(s)</p> <p>Continue PD around UDL and Differentiated Instruction to support all models of inclusion</p> <p>Identify and train staff at each school to be UDL models</p>	
<p>5.2.2 As a continuation of the implementation of MTSS, ongoing professional development opportunities are offered to further develop the staff capacity for all models of inclusion</p>	<p>Building Principals Curriculum Directors and Supervisors Data teams PD Committee</p>	<p>The district will provide opportunities for teachers to reflect upon the effectiveness of their inclusion practices</p> <p>The district will provide PD to teachers on instructional practices that support inclusion models using the text <i>Instructional Practices That Maximize Student Achievement</i></p> <p>PD delivered by Cindy Marchand or staff trained by her in the Train the Trainer course</p> <p>Continue PD on implementation of teaching strategies found in Jensen's books <i>Teaching with Poverty in Mind</i> and <i>Poor Students, Rich Teaching</i></p> <p>Provide ongoing PD and coaching to develop the Reading and Writing workshop models for ELA across the district</p> <p>Co-teaching models, inclusion, coaching for team development.</p> <p>The district will provide opportunities for</p>	<p>Teachers will reflect on personal practice in implementing inclusive classrooms, and adjust practice</p> <p>Data teams will meet regularly to determine the effectiveness of current inclusion practices and make necessary changes</p>

		<p>data teams to analyze student data;  PD -- what data is available, what data to analyze, how to determine what to do based on data, developing progress monitoring schedules.</p>	
<p>5.2.3 Define the purpose of PLCs vs Data teams</p>	<p>Building Administrative structure (protocol) for PLCs and products</p>	<p>Develop a common understanding of the purpose and structure of PLCs and Data teams</p> <p>Develop protocols for PLC meetings, and data analysis meetings</p> <p>The district will offer training for staff members leading the data teams. Data coaches to continue training using <i>Unleashing the Power of Collaborative Inquiry: A Program for Data Coaches</i></p> <p>The district will provide staff level training on data analysis</p> <p>Data teams need:</p> <p>Definition of what a data team does; format (protocol) for meetings;</p> <p>PD on data analysis; PD on using data to determine effective programming; PD on progress monitoring; PD on secondary instructional programs to address identified deficits</p>	
<p>5.2.4 Create a committee to develop and implement a comprehensive PreK-16 equitable community-wide plan to enhance school to career and school to community opportunities</p>	<p>Current or newly formed committee</p>	<p>A committee will have a developed PreK-16 Scope and Sequence to enhance school to career and community opportunities (to be implemented in years 2-3)</p>	<p>Scope and Sequence</p> <p>Naviance for grades 6-12 (one lesson per grade level)</p>

<p>5.2.5 Continue to enhance college/career opportunities for students</p>	<p>Transition Specialist Principals Guidance Career Resource Specialist Career Connections Specialist (FRL/SpEd/504) Partner organizations</p>	<p>Develop and increase inclusive vocational opportunities for HS age students -Increase access to career planning and investigation of careers (Naviance?) across the district</p> <p>Increased PD for staff to understand how to build in college/career exploration into general instruction</p>	<p>Planning Department at City Hall requires incoming business to “give back” -- tool to develop trade, internships, etc.</p> <p>Reality Fair -- once per year, at HS Career Day - Middle school</p>
<p>5.2.6 Collaborate between special education and EL to develop consistency in definitions, protocols and processes across the district</p>	<p>EL/Special Education Collaborative Group Administrators</p>	<p>The District has established an EL/SpEd Collaborative group</p> <p>Next steps: Establish goals and an action plan to enhance the communication and effectiveness of the EL and Special Education departments. The focus of the goals will be around defining and developing protocols for SST and other systems, district-wide and on how to best co-serve students with EL and special needs; disseminate information</p>	<p>-</p>



Action Steps: Year Two and Three	Accountability/Responsibility	Implementation Benchmarks	Assessment of Progress
5.2.7 To create a committee to develop and implement a comprehensive PreK-16 equitable community-wide plan to enhance school to career and school to community opportunities		Provide staff training in the implementation of the Scope and Sequence  Every grade level, PreK-16 will receive lesson(s) to enhance their school to career and school to community opportunities	
5.2.8 The Special Education and EL departments will collaborate to develop consistency in definitions, protocols and processes across the district	EL/Special Education Collaborative Group Administrators	The EL/Special Education Collaborative Group will continue to meet and establish new goals for the year around assessment	

**Indicator 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: Year One	Accountability/Responsibility	Implementation Benchmarks	Assessment of Progress
5.3.1 Review of updated attendance policies district wide (Revised: 2/14/17)	Building Administrators	Monitor patterns; identify at risk students at midterm points of each school year	Attendance focus will by extension address: transient, homeless, minimizing dropout issues
5.3.2 Create consistent procedures and protocol around student attendance and how to manage excessive absenteeism	Building Administrators Guidance	By April 2018	Completed procedure guide  There is a plan being implemented with fidelity
5.3.3 Provide a training for administrators around attendance issues and school's legal responsibility and current case law		August – September 2017	Training completed PowerPoint Attendance Sheet
5.3.4 Review, revise and discuss parent attendance letters provided by M Joyce	Building Administrators	August 2017	They will be prepared for the August-September 2017 training

5.3.5 Create data team from all school levels to review discipline and suspensions data to determine patterns to ensure that equitable policies, procedures and practices are being implemented	Assistant Principals Principal	Data Team created by Call 2017  Provide interventions and supports: Tier I, Tier II interventions; PBIS	Meetings completed  Current practices reviewed
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Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
5.3.6 Conduct survey to track patterns of absenteeism			May indicate need for formal mentor/new student orientation program for grade 5 and re-evaluate same for grade 9

**Indicator 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 school frameworks.

Action Steps: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
5.4.1 Implement Second Step Curriculum for elementary schools and conduct initial trainings	Assistant Superintendent of Teaching and Learning Director of Student Services Elementary Principals School Adjustment Counselors	Curriculum / training kits purchased  Schedule trainings to be completed by December 2017  Introduce curriculum in all elementary schools by Spring 2018	School Adjustment Counselors create a rubric to develop baseline data of use of common language among elementary staff
5.4.2 Develop further opportunities for improving family engagement, with [programs and initiatives] best practices that build trusting relationships among staff, families and community members  Create two-way partnerships by promoting welcoming school climates; engaging families in school activities; engaging families in discussion of school and district priorities; and supporting adult learning opportunities	District Leadership Building Administration Registration Coordinator Communication Coordinator	Maintain collaboration between community, school, and members of EL community around frameworks  Spanish and Portuguese classes (beginner, intermediate and advanced levels) for staff and English classes for community members Immunization clinic at Whitcomb to be increased from 1 to 2 times a week  Adding a Spanish and Portuguese translator to each school	Family Welcome video series in multiple languages  Continuation of language class offerings  Translation availability at school/community events

<p>5.4.3 Partner with community agencies to develop a community support network to address the social, emotional and health needs of students and families</p>	<p>Director of Student Services Building Administration Student Support Staff</p>	<p>Implement a partnership with community mental health organizations to provide therapeutic services in the school setting.</p> <p>Family for Success Partnership, through Assabet Valley Collaborative to assist families with wrap around services</p> <p>Community Unity Event</p> <p>Maintain the BRYT program for transitions at Whitcomb and develop a similar experience for MHS</p>	<p>Data on number of families served</p>
<p>5.4.4 Continue to communicate opportunities for family and business involvement in the schools</p>	<p>Communication Coordinator System Administrator</p>	<p>More parent education on how to use the website, (including translation options) Aspen, Naviance and how to find school information</p>	<p>Use of mobile app and other data on parent involvement</p>
<p>5.4.5 Leverage Registration &amp; Parent Outreach Center to provide community-based services and resources</p>	<p>Communication Coordinator Registration Center</p>	<p>Create a district climate of mutual respect for all families and increase cultural competence throughout the community</p> <p>Improve communication with families and the community through events, newsletters, social media, cable, and face-to-face discussion</p>	<p>Library of family resources available in Registration and Parent Outreach Center</p>

<p><b>Action Steps: Year Two and Three</b></p>	<p><b>Accountability/ Responsibility</b></p>	<p><b>Implementation Benchmarks</b></p>	<p><b>Assessment of Progress</b></p>
<p>5.4.6 To review data on Second Step Curriculum for elementary schools</p>	<p>Assistant Superintendent of Teaching and Learning Director of Student Services Elementary Principals School Adjustment Counselors</p>	<p>Classroom lessons in Second Step</p>	<p>School Adjustment Counselors review data with goal of 50% growth in common language by June 2020</p>

**Indicator 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: Year One	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
5.5.1 Implement yearly ALICE protocols at all schools within the district	District Leadership Building Administrators	Training of all staff in ALICE protocols  Periodic drills to assess readiness of ALICE protocols	Review of drills by building administrators and Marlborough Police Department
5.5.2 Update STARS threat assessment and response system	District Leadership Building Administration Public Safety Personnel	Evaluate current threat assessment procedures	Up-to-date binders on file
5.5.3 Issue staff parking stickers at all buildings, including student parking stickers at Marlborough High School	Building Administrators Office Support Personnel	Stickers to be affixed to rear window of staff vehicles  Stickers to be affixed to rear window of student vehicles at MHS to account for parking patterns that dictate cars park “facing in” to spaces - facilitates easier identification by law enforcement  Sticker numbers to be recorded in ASPEN for easy access by administration	Observations of staff and student parking lots by administrative and public safety personnel
5.5.4 Implement visitor screening at all schools, using practices and technology to positively identify all visitors to the buildings	District Leadership Building Administrators	Obtain pricing information for screening technologies	Draft screening protocols in place in all MPS buildings

Action Steps: Year Two and Three	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
5.5.5 Review data and feedback on visitor screening at all schools, using practices and technology to positively identify all visitors to the buildings	District Administrators Building Administrators	Train office staff and other relevant personnel in screening practices  Review effectiveness of visitor screening practices in each school building	Final screening protocols in place in all MPS buildings

**Financial and Asset Management**

**Standard VI:** 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.

**Indicator 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 annual district goals

Action Steps:	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
6.1.1 Align budget requests for annual school budget with annual District Goals and District Improvement Plan	Superintendent Principals Assistant Superintendent School Committee	The budget requests reflect the annual District Goals and District Improvement Plan	The Superintendent’s annual budget presented to School Committee
6.1.2 The Superintendent and 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 Assistant Superintendent School Committee Communication Department	Annual Budget is posted to the website and is readily accessible to the public, has an executive summary that can be separate from the document, disseminate relevant and important message to the public through all appropriate outlets	Report to School Used during School Committee portion of budget talks and utilized during City Council presentation of proposed budget

**Indicator 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. Create transparent budgets and reports for all constituents.

Action Steps:	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
6.2.1 Develop a written agreement with the City on shared services and reporting of those expenses on the year-end financial report	Mayor City Comptroller, Superintendent Assistant Superintendent	Initial draft by October 2017 to Mayor, City Comptroller, Superintendent	Adopted agreement will satisfy audit findings on the EOYR compliance review, and create transparent document about what expenses are school related
6.2.2 Establish a district policy on how to pursue external partners including local businesses, community agencies, and others to leverage additional resources; procure grants and gifts, and other sources of education funding	School Committee Administration	Partnerships listed and recognized yearly by School Committee	Report to School Committee on progress

**Indicator 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. Create transparent budgets and reports for all constituents.

Action Steps:	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
6.3.1 Continue to monitor the equity in student spending across all schools, and establish a per-pupil cost for each department	Assistant Superintendent School Committee Principals Directors	FY18 Budget request specifically has a section to show equity in spending across instructional material and general supplies	School Committee's review of budget documents

**Indicator 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, and provide appropriate technology to meet student needs.

Action Steps:	Accountability/ Responsibility	Implementation Benchmarks	Assessment of Progress
6.4.1 Develop an inventory database of all capital items over \$5,000 and technology capital items under \$5,000	Department Heads Assistant Superintendent Operations Principals IT Department Facilities Department	Select a database to use and enter in information by department	Database reports to assist in the creation of a 3-year forecast for Technology and 5-year capital plan requests to the City
6.4.1 Develop 3-year written forecast for technology purchases for the district	Department Heads Assistant Superintendent Operations Principals IT Department Facilities Department	Use the database for capital to create a predictable replacement cycle for technology for the entire district	Written 3-year forecast for technology presented to School Committee