



SAUGUS PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2011-2014

June 23, 2011

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Membership and Chairs* - District Standards and Indicators

Leadership and Governance

- Kimberly Politano (Teacher)*
- Brendon Sullivan(Teacher/Union President)
- Myra Monto (Assistant Principal)
- Wendy Reed (School Committee Chair)

Curriculum and Instruction

- Mike Hashem (Teacher/Curriculum Specialist) *
- Jodi Remington (Assistant Principal)*
- Richard Langlois (Superintendent)
- Corinne Riley (Parent)
- Geoff Bruno (Principal)

Assessment

- Uri Harel (Principal)*
- Patti Romano (Teacher)
- Kathy Stanton (Principal)
- Irene Ladd (Consultant)
- Trish Johnson (Teacher)
- Frank Woods (Teacher/Curriculum Specialist)

Human Resources and Professional Development

- Kelly Moss (Principal/Assistant Principal)*
- Judy Eldridge (Human Resource Manager)
- Nadia Pasquarello (Para Professional Union President)
- Cathy Giarla (Parent)
- Tom Stewart (School Committee Vice Chair)

Student Support

- Cindy Joyce (Executive Director of Pupil Personnel Services)
- Marie Bridges (Teacher of Students with Disabilities/Evaluation Team Facilitator)
- Leanne Mottola (Director of Guidance)
- Nicole Paolo (Parent)

Financial and Asset Management –

- Linda Arsenault* (Principal)
- Samuel Rippin (Executive Director of Finance and Operations)
- Gayle Coluccio (Parent)
- Peter Manoogian (Town Meeting member)

Consultant

Irene Ladd

The District Improvement Plan Planning Process and Requirements

The Saugus Public Schools has an operating budget of approximately \$25 million for a school district with approximately 3000 students and seven schools covering enrollment from pre-K to grade 12. The school system is governed by a five (5) member School Committee which is focused on making Saugus a 21st century school system. Saugus 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. Saugus regards itself as a place of excellence where all children are able to achieve at their full potential. Everything that Saugus 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 2011 with the expressed purpose of establishing goals and objectives to provide guided direction that would lead to the creation of a system to ready Saugus 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 (2011-2014) 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 (Saugus is rated Level 2) and/or NCLB Accountability Status, and that it consist of not less than three years. The **District Improvement Plan** is structured around the state recommended six (6) 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. Saugus underwent an ESE Level 3 Review in February 2010, an ESE Coordinated Program Mid-Cycle Review in 2009, and a NEASC Accreditation Review in April 2011. These audits, along with the Superintendent's District Assessment in 2008, 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 Saugus**, 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, 2011, 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 Meet responsibilities under Ed Reform with regard to policy and decision making that are educationally sound and improve student achievement.	School Committee Superintendent	2011-2014	Currency in policy development. Decision making guided by Improvement plan goals and informed by student achievement.	Policy adoption Adoption of district and school improvement plans as needed.	
1.1.2 Evaluate the superintendent based on attainment of goals and standard annually.	School Committee Superintendent	2011-2014	Development of criteria for assessment of superintendent performance. Evaluation in accordance with the open meeting law. Annual articulation of goals.	Superintendent self-assessment Annual performance evaluation	
1.1.3 Develops contracts and agreements with all stakeholders together in support of higher level student achievement.	Superintendent Union leaders School Committee	2011-2014	Contract negotiations Impact bargaining	Settled contracts and positive outcomes.	
1.1.4 The Superintendent and School Committee foster a culture of collaboration that supports “active participation” in consensus building in district-wide initiatives to improve student achievement.	Superintendent Administration Stakeholders School Committee	2011-2014	Leadership Institute Public Forums Regular monthly meetings with Union leadership Parent Councils District Leaders Budgetary Development School and District Improvement Plans	Outcomes as stated	

Objective 1.2 To clearly articulate the district and school missions and goals that, support Teacher and staff improvement, learning, and collaboration; institute 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 ongoing internal and external professional development for staff to support improve student outcomes, data driven decision making, and align with curriculum and instruction.	Professional Development Committee, Principals, Faculty	2011-2014	Provide support and leadership for analysis of: Student Performance Data the in the aggregate and disaggregate as well as student growth model (SGM), identify areas in need of improved instruction supported by professional development opportunities.	Demonstration of collaboration in review and analysis of student growth over time using local, formative and summative assessments. Monitor targeted professional development opportunities.	4.3.1
1.2.2 Create and support professional learning communities (PLC) in all grade levels.	Principals and Administration	2011-2014	Support the implementation of professional learning communities. Educate staff in PLC opportunities.	Monitor number of PLC's and final outcome and impact on student learning.	4.3.3
1.2.3 Promote teacher leaders/programs in all buildings that provide for appropriate leadership skills and practical experience.	Principals and Administration	2011-2014	Develop goals and objectives for the school year for a Leadership Program as outlined in the DESE Principles for Effective Leadership.	Teacher leader Portfolio of action for compliance outlining effective leadership.	2.3.5
1.2.4 Provide a mentor/protégée program for new administrators that support their individual and school success.	Superintendent	2011-2014	In accordance with the DESE Mentoring Guidelines for new administrators.	Evaluate program and effectiveness through self-assessment and performance evaluation.	4.1.2 4.2.4

Objective 1.3 To use school and student-level data to create 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 Improvement plans developed by the schools are presented to the Superintendent and School Committee at the time of budget that reflect building needs as aligned with the district improvement plan.	Principals Superintendent School Committee	2011-2014 Annually	Development of School Improvement Plans in accordance with the DESE Conditions of School Effectiveness on an annual basis.	Strategies to improve student learning are identified.	6.4.3
1.3.2 Establishment of Site Councils at each school as advisories to the principal, committed to developing strategies to improve their schools.	Principal	2011-2014 Annually	Develop Site Councils Prepare Annual School Improvement Plans. Post plans and agendas to school website.	School Improvement plans reviewed and updated / adopted each year.	6.1.2
1.3.3 Continuous review of District Improvement Plan (DIP).	Superintendent School Committee DIP Steering Committee	2011-2014 Annually.	Review state and federal audits and reforms and recommendations to the DIP and amend current DIP actions.	Completion of adoptions	6.5.1

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 After conferring with teachers as to the needs of their students, in particular those in need, specialists will submit a list of budgetary needs to the building principal.	Teachers Specialists	September – November Annually	Curriculum specialist will finalize the needs/requests with teachers.	Curriculum Specialist approval	6.4.3
1.4.2 School principal approves specialists request and formulates an equitable budget with the school building council.	Principal School building council	December Annually	Building principal will finalize needs/requests with Curriculum Specialists and include in budget request	Principal approval	6.1.3 6.4.3
1.4.3 School principal finalizes individual budget with Superintendent and presents to the School Committee.	Superintendent Principal School Committee	December Annually	School principals and the superintendent finalize needs-based budget for the schools and district, and present to the School Committee according to the budgetary timeline.	Superintendent and School Committee approval	6.4.3
1.4.4 School committee articulates needs-based budget and presents to the town manager, Board of Selectmen, Finance Committee and Town Meeting.	School Committee Town manager	January Annually	Presentation of the budget	Approval of needs-based budget or adjustment in compliance with town appropriation.	6.4.3 6.4.5

Objective 1.5 To provide operational and instructional supports that best meet student, staff, and leadership needs in schools based on assessment of school performance, that are deemed low performing according to NCLB standards.; intervening and assisting schools that are not meeting performance standards; and sustain a successful track-record of improving achievement in the lowest performing schools.

Action Steps	Accountability /Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
1.5.1 Meet adequate yearly progress (AYP) on MCAS assessment; and continue to provide MCAS prep to at-risk students.	Principal Curriculum Specialist Classroom teachers	2011-2014	At-risk students identified by the close of the first term/trimester; new programs/interventions implemented.	MCAS analysis and student improvement. Local benchmarks monitored.	3.1.1 2.4.2 5.1.1 5.2.2
1.5.2 Ensure data analysis from a multitude of assessments.	Principal Curriculum Specialist Classroom Teachers	2011-2014	Daily assessment by classroom teachers Student Improvement	Develop/initiate new strategies based on analyzed data.	3.3.1 2.1.2
1.5.3 Implement initial, or review existing safety protocols. Review the school building maintenance needs to ensure student and faculty safety.	Principal Crisis Response Team	2011-2014	Safety protocols/procedures are in place at the beginning of the school year.	Annual audits of readiness plans and assessment of preparedness.	5.5.2
1.5.4 Continue to update school/district website with current information	Principal Teachers Webmaster	2011-2014	Quality websites for buildings and the district.	Review of school/district website	5.4.2
1.5.5 Maintain district technology plan.	Superintendent and Senior Technology Engineer	2011-2014	Build and implement five year technology plan and review annually. Refine annual capital improvement plan.	Yearly review and update plans. Submit to DESE for approval. Demonstrate actions of progress.	6.5.1

Curriculum and Instruction

2.0 The curricula and instructional practices in the district are developed and implemented to attain high levels of achievement for all students. They are aligned with components of the state curriculum frameworks and revised to promote higher levels of student achievement.

Objective 2.1 To ensure alignment, consistent delivery, and continuous improvement of curriculum.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.1.1 Align the curriculum maps to the common core state standards and Massachusetts Frameworks; targeting essential power standards.	Building Administration, Curriculum Leaders, and Teachers	September 2012	Curriculum teams in ELA and Math K-12 will work to morph Common Core Standards with MA State Frameworks. Teams will articulate the newly aligned curriculum maps to all staff. Performance evaluations will ensure implementation of common core state standards to all students.	Aligned Curriculum Maps and annually yearly progress in aggregate and disaggregate as well as student growth model.	3.2.2 3.3.1
2.1.2 Revise curriculum maps: essential questions, objectives, instructional strategies, resources and assessment.	Building Administration, Curriculum Leaders, and Teachers	September 2011-June 2014	Curriculum teams in ELA and Math K-12 will continue to work on annual map revisions to ensure currency in curriculum and instruction. Teams will articulate new revisions to all staff and performance evaluations will ensure...	Annually revised curriculum maps, benchmark assessment, and MCAS test results.	3.2.2 3.3.1
2.1.3 Acquire resources, eBooks and textbooks, and instructional technology that support the common core state standards for Massachusetts.	School Committee, Superintendent, Director of Technology	September 2011-June 2014	Comply with student to teacher ratios in technology access and maintenance of 5 year life shelf of technology.	5 year technology plan. Classroom observations to determine use and effectiveness of technology.	1.4.6 1.5.5
2.1.4 Develop and implement a plan to increase the percentage of high school graduates completing MassCore.	Principal, Director of Guidance and Guidance Department	September 2011-June 2014	Implement program of studies that complies with MassCore. Establish a baseline for the reporting of SIMS. Conduct a needs assessment to identify which courses and supports needs to be expanded. Implement new courses and supports to increases the number of students who graduate.	SIMS report. Track data to ensure career and college readiness. Guidance monitors and assists...	5.1.1 5.1.4 5.2.5
2.1.5 Use Understanding by Design as a model for planning lessons and units and as a model for curriculum map revisions.	Building Administration, Curriculum Leaders, and Teachers	September 2011-June 2014	Implement professional development training in Understanding by Design. Develop model lessons and units and opportunities to share in Professional Learning Communities.	Samples of effective lesson and unit plans. Modeling of instruction through peer observation.	3.2.2 3.3.1 3.3.1

Objective: 2.2 To ensure effective instructional leadership that drives high quality teaching practice.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.2.1 Participate in the National Institute for School Leadership (NISL).	Superintendent	September 2010-June 2013.	Administrators and Curriculum Specialists as instructional leaders.	NISL Certification	4.1.2
2.2.2 Provide the opportunity for leaders to access professional development opportunities and collaboration networks.	Superintendent	September 2010-June 2014	Network memberships. Targeted professional development, conferences and workshops.	Summative report and/or presentation of information and documents.	4.1.1 4.1.2 4.1.3 4.2.3
2.2.3 Participate in Superintendent's leadership and induction program.	Superintendent	September 2011-June 2014	Annual Summer Institute with focus on annual goals.	Implementation of annual district and building goals.	4.3.2
2.3.4 Create greater district capacity for leadership recruitment.	Superintendent, Human Resources and Principals.	September 2011-June 2014	Recruitment fairs, list serves, and networking.	Procurement of highly qualified school leaders.	4.1.2
2.3.5 Build effective teacher leaders in each building.	Superintendent and Principals	September 2011-June 2014	Aspiring Leadership Program (ALP), teacher involvement in leadership initiatives and build teacher leaders.	Implementation of ALP and build teacher leaders.	4.2.1 4.2.2 4.2.3

Objective 2.3 To ensure instructional practices that improve student learning.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.3.1 Use Differentiated Instruction and Tiered Instruction to increase learning for all students.	Professional Development Committee, Building Administration, and Curriculum Specialists	September 2011-June 2014	Professional Development, implementation in classrooms, and observation.	Performance evaluations.	4.3.1 4.3.2 4.3.3
2.3.2 Build instructional teams to teach and model effective instructional practices.	Superintendent, Building Administration, Curriculum Specialists and Teachers	September 2011-June 2014	Identify instructional leaders, model lessons, and share strategies and lessons with staff.	Account for frequency of modeling.	4.3.3
2.3.3 Create and Implement Data Coach Teams	Superintendent and Principal	July 2011-June 2014	Identify and train data coaches.	Identification of building based data teams with completed training.	3.1.2
2.3.4 Establish Professional Learning Communities.	Building Administration, Curriculum Specialists and teachers	September 2011-June 2014	Train teachers to work effectively and collaboratively to improve instruction.	Completion of training and formation of Professional Learning Communities in each school and subject area.	4.3.3
2.3.5 Use clear learning objectives, guided lessons, and formative assessment.	Building Administration, Curriculum Specialists and teachers	September 2011-June 2014	Training and articulation.	Assessment of performance in classrooms.	3.3.1

Objective: 2.4 To allocate instructional time based on analysis of student achievement data and focused on improving proficiency.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.4.1 Use flexible scheduling.	Principal and Teachers	September 2011-June 2014	Provide professional development for teachers on how to work in professional learning communities and access and interpret data. Create common time for teachers to collaborate and analyze student data to improve classroom instruction. Define a structured process for operating in professional learning communities.	Teachers will demonstrate how to function effectively in professional learning communities. Teachers will develop strategies and recommendations to improve curriculum and instruction. Evidence based documentation.	3.2.2 4.3.3 5.1.1
2.4.2 Create safety nets.	Building Administration, Director of Guidance, Guidance Staff, Support Services and Teachers	September 2011-June 2014	Schedule time for student intervention/remediation based on increased student needs and data.	Demonstration of allotted time in master schedule. Evaluation of interventions and its effectiveness.	3.2.2 5.1.1 5.1.4 5.2.1
2.4.3 Ensure that the Saugus Public Schools has a data warehouse.	School Committee and Superintendent	September 2012	Implement a data warehouse system wide as the data warehouse system.	Assessment of data warehouse as a meaningful tool. Capacity to analyze formative and summative assessment instruments.	3.1.1 3.1.2 3.1.3 4.2.3

Objective: 2.5 To develop and implement academic curricula that meets the needs of students of all levels and abilities.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.5.1 Create a Pre-AP Academy/Innovation School for grades 6-12.	Superintendent, Building Administration, Director of Guidance and Curriculum Leaders	September 2011-June 2013	Design a Program of Studies for grades 6-12 that includes an advanced program for Humanities and STEM. Implement the default MassCore at the high school. Guidance Department will provide technical assistance grades 6-12 to ensure access for all students.	Parent and student feedback. Increased student competency and readiness for college and career. Increase the percentage of students who are accepted to college of higher education and learning. Increase academic rigor.	
2.5.2 Ensure a Guaranteed and Viable Curriculum	Building Administration, Curriculum Leaders and Teachers	September 2011-June 2014	Identify the “power standards” in each core content area vertically and deliver instruction that targets the “power standards” to all students.	Student assessment and observation of instruction.	3.3.1 3.3.2 3.3.3 3.3.4 5.2.1

Objective: 2.6 To strengthen the climate, conditions, and school culture to support student learning.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.6.1 Create 21 st Century classrooms.	School Committee, Superintendent, Building Administration, Curriculum Leaders, and Teachers	September 2011-June 2014	Define and model the components of a 21 st Century classroom with respect to technology, curriculum and instruction.	Classroom observation of staff and students. Feedback from students and parents.	1.5.5 4.3.3
2.6.2 Establish a holistic environment for learning.	School Committee, Superintendent, Building Administration, Curriculum Leaders, and Teachers	September 2011-June 2014	Comprehensive program of studies that is applicable for 21 st Century learning skills.	Annual assessment of the program of studies and diverse learner.	1.3.4
2.6.3 Involve School Councils and District Parent Council in decision making process.	Superintendent and Principal	September 2011-June 2014	Establish Councils annually in accordance to Mass General Law as an advisory to administration.	Demonstrated regular meetings and participation.	5.4.2
2.6.4 High expectations for excellence in student learning.	School Committee, Superintendent, Building Administration, Teachers and Parents	September 2011-June 2014	Increased classroom rigor. High quality program of studies that includes the academy of advanced learning. Differentiated instruction and rubrics to promote higher learning.	Assessment of student data in the aggregate and disaggregate as well as the student growth model.	3.3.1 3.3.5 3.3.8 4.3.3

Objective: 2.7 To develop authentic literacy practices across all the core curricula areas.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
2.7.1 Teach academic vocabulary.	Superintendent, Principals, Curriculum Specialists, and Professional Development Committee	September 2011-June 2014	Use six step process for teaching academic vocabulary. Basic understanding of academic vocabulary. Integrate instruction into literacy and classroom.	Observation of direct instruction. Essential academic terms and phrases. Established research based process for teaching terms and phrases. Student assessment and self evaluation of knowledge of terms.	4.2.1 4.3.3 4.3.4 3.3.5
2.7.2 Establish purposeful reading and questions that promote higher level thinking.	Principals, Curriculum Specialists, and Teachers	September 2011-June 2014	Learning objective, topic, skill and concept selected from an agreed upon curriculum with interactive, student centered lecture.	Curriculum maps. Instruction.	4.3.3
2.7.3 Teach and model; annotate and underline how to take notes.	Teachers and Curriculum Specialists	September 2011-June 2014	Direct teaching that allows modeling, explaining and demonstrating.	Assessment of activities, notes and student ability to read actively.	4.3.3
2.7.4 Use reading as a basis for discussion and writing.	Teachers and Curriculum Specialists	September 2011-June 2014	Literacy based lesson that focuses on text.	Formative assessment (check for understanding) process. Discussion and debate.	3.3.7 4.3.3
2.7.5 Use student and professional models for instruction.	Teachers and Curriculum Specialists	September 2011-June 2014	Inferential and argumentative questions.	Assess practices and analyze summative paper.	3.3.1. 3.3.2

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. Import demographic and assessment data into a data warehouse	Teachers – Benchmark Data System Support Manager – Demographic Data Assessment Coordinator – MCAS and DIBELS Data	Starting September 2011 (Using Timeline At Right)	MCAS data is annually imported no later than September 15 th . Benchmark assessment data is entered no later than 1 week after assessment is given. DIBELS data is imported no later than 2 weeks after testing window closes. Demographic and schedule is imported from X2 no later than October 15 th .	Individual student reports	1.1.3
3.1.2 Train Staff In Use of a data warehouse	Data Coaches Principals Assessment Coordinator	Starting Spring 2011, use of November Professional Day, Completed by December 2011	Sign in sheets showing attendance at an introductory session. Log in reports showing at least monthly staff usage.	Sign In Sheets Log In Reports	1.1.2 1.2.1
3.1.3 Use Data Scanner Software to Scan In Student Assessment Responses	Technology Department Teachers Principals Assessment Coordinator	In full use by May 2012	Regular use of copiers by teachers to scan assessment reports.	Use of scanner v. traditional grading	

<p>3.1.4 Present assessment findings to community through mailings, web site, and public presentation.</p>	<p>Principals – Mailing Data Specialist– web site and presentation</p>	<p>Starting September 2011 (See timeline at right)</p>	<p>MCAS reports are available on district web site by October 15th Individual MCAS reports are mailed to parents in the Fall. Spring presentation to school committee regarding MCAS and benchmark assessment results.</p>	<p>Website statistics Presentations</p>	<p>1.5.4</p>
<p>3.1.5 Create templates in X2 for Individual Student Success Plans (ISSPs) and Instructional support Teams (ISTs) to document intervention across grades.</p>	<p>Technology Personnel</p>	<p>Summer 2011</p>	<p>Templates are used by all schools to track ISSPs, ISTs, and other interventions.</p>	<p>Use of templates for RTI (Response to Intervention) Model</p>	<p>5.1.4</p>

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 members as data coaches.	Research for Better Teaching (RBT) Staff	July 2011	25 staff members trained by August 2011. Twice yearly follow-up trainings with RBT staff members.	Certificates of completion	4.3.4
3.2.2 Ensure regularly scheduled data meetings to guide instruction by grade level and content area based on a standard research based framework.	Principals Department Heads	Ongoing Starting September 2011	Staff and district schedule and calendar identifies at least 6 after school staff/data meetings. Principals participate in twice yearly data meetings regarding school and district level performance.	District and school calendars/schedules Meeting notes	2.4.1 2.3.3 4.3.2 4.3.3
3.2.3 Establish and follow a schedule of transition meetings (Grades 5-6 and 8-9) to be guided by assessment data.	Principals Teachers	Spring 2012	Schedule of Meetings	Meeting notes	2.4.1 2.3.3 4.3.3
3.2.4 Develop and implement an educator accountability system based on RTTT principles.	Central Office Staff Principals Teachers Union	September 2012	Evaluation tool and guidelines	Documentation of new DESE evaluation guidelines system-wide.	4.2.1

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 Develop and use common benchmark assessments aligned with new Common Core Standards for each unit of study K-12.	Assessment Coordinator Grade Level Mapping Teachers Department Heads Teachers Principals	Complete in Summer 2011 for Math & ELA; Summer 2012 for Science/SS	Assessments are available electronically for all units in all areas K-12. Assessments include open response, short answer, and MCAS questions and reference to essential questions. Student assessment results for each unit are accessible in a data warehouse.	Electronic warehouse of completed assessments	2.1.1 2.1.2
3.3.2 Develop and use performance tasks with rubrics for each unit of study K-12.	Assessment Coordinator Grade Level Mapping Teachers Department Heads Teachers Principals	2011-2012 School Year	Assessments and rubrics are available electronically for each task for all units in all areas K-12.	Electronic warehouse of completed assessments and Rubrics	2.1.2 2.3.5
3.3.3 Administer DIBELS Next Testing to all K-5 students three times a year.	Teachers Principals Assessment Coordinator	Currently Occurring	DIBELS Next results are available for each student K-5 in a data warehouse.	DIBELS database regularly updated	2.1.2
3.3.4 Administer GATES Reading Comprehension Assessment at Grades 4 and 7.	Teachers Principals Assessment Coordinator	2011-2012 School Year	Gates results are available for each student in a data warehouse.	Data warehouse database regularly updated	2.1.2

3.3.5 Implement a weekly “Walkthrough” protocol.	Principals Assessment Coordinator	Full implementation September 2011	Common protocol agreed on by administrators. Dedicated time blocked out on each principal’s calendar for walkthroughs. Each principal can demonstrate weekly logs of walkthroughs through each classroom.	Principal walkthrough logs	
3.3.6 Implement responders in all classes Grade 4 and Math 6-12, including a Summit to Share Ideas.	Principals Teachers Turning Technology Consultant	Full implementation 2011- 2012; with a 2 hour summit scheduled in Fall 2011	Clickers used in each classroom, grade 4 and math 6- 12 Bank of Turning Technology Powerpoints Summit Notes	# of Clicker Sets # of Powerpoints	2.1.3
3.3.7 Implement use of writing folders along with yearly folder scoring sessions.	Principals Teachers Consultant	Full implementation in the Spring 2011 for elementary schools; starting 2012 for middle school	Scheduled folder reviews Writing folders available and updated for each individual student	Writing folder scores	2.1.1
3.3.8 Implement parent information night at all buildings promoting MCAS success.	Principals Teachers Parents	2011-2012 School Year	Schedule of information nights	Parent Surveys/Reviews	

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 that includes: implementation of a recruitment committee, participation in job fairs, informational presentations at colleges, and a professional marketing strategy.	Superintendent Human Resource Manager Principals Supervisors	Spring/Summer 2011-2014	High number of qualified applicants Hiring the best and the brightest Tracking how newly hired teachers learn about positions Recruitment planning	100% HQT EPIMS Report X2 Reports Elimination of requests for waivers	1.2
4.1.2 Provide a district based Mentor Protégé Orientation Program to support new teachers and offer guidance to support transition into our system. Recognize and utilize teacher talent within the district.	Mentor Coordinator Superintendent Human Resource Manager Principals Supervisors	Year Long 2011-2014	Retention of staff Promote staff to pursue higher education % of highly qualified and effective staff Hiring from within the system for future leadership/administrators	Advance licensure Teacher and administrator retention rates Distribution of staff by educational achievements Paras becoming teachers Teachers becoming Administrators	5.1
4.1.3 Focus recruitment efforts on hard to fill positions such as math, science, special education, foreign language, reading, ELL, special education, and administrators.	Human Resource Manager Principal Supervisors	Spring/Summer 2011-2014	Early hiring of difficult to fill positions Use of appropriate advertising	All positions are filled Licensure EPIMS Report	5.1

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 Develop, articulate, and train evaluators on the new administrator and teacher framework.	Superintendent Principals	September 2012	Documentation of the new evaluation process.	Monitor and access the quality of performance evaluations.	3.1
4.2.2 Provide a platform for observing and analyzing teaching.	Superintendent, Supervisors and Curriculum Specialists Principals.	Spring 2011-2014	Train all evaluators on a standardized platform for observing and analyzing teaching.	Completion of training for effective observation and analysis of teaching.	1.3
4.2.3 Participate in a district sponsored data coaching course focusing on essential skills in four areas: <ol style="list-style-type: none"> 1. Data Literacy 2. Leadership for Sustainability 3. Cultural Proficiency 4. Family Engagement 	Superintendent, Supervisors and Curriculum Specialists Principals.	Summer 2011 Implemented in buildings in Fall 2011.	Participate in summer course. Return to building to improve student achievement through data usage.	Completion Spring 2011 Participation in Summer 2011 Fall 2011 strategies shared and implemented	3.2
4.2.4 Provide structure to support struggling administrators and teachers.	Superintendent, Principals, Mentors	Fall 2011-2014	Develop and articulate a performance improvement process for struggling teachers. Implementation of performance improvement plans district-wide as identified. Program for teachers and administrators meet the strategies outlined in the performance improvement plan. Repeat evaluation cycle and prescribed portions of Mentor Protégé Program.	Completion of Mentor Protégé Program for Teachers and Administrators.	1.3

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
4.3.1 Coordinate a needs based survey of all staff professional development interests as related to student success in individual content areas.	Superintendent, Principals, SEA president, Paraprofessional Association president. Clerical unit representative.	Fall 2011	Completion of a survey Fall 2011	PD Committee compile and review survey results	2.1
4.3.2 Align professional development to support district goals and improve classroom rigor based on student achievement data and assessments of instructional practices.	Professional Development Committee Curriculum Specialists Principals Human Resource Manager	2011-2014	Identify goals of professional development activities that support district initiatives. Support common planning time and building faculty meetings discussions.	Attendance sheets PD evaluation forms EPIMS MCAS results	5.1
4.3.3 Develop professional learning communities to ensure top rate instruction and instructional rigor.	Superintendent Principals Supervisors	2011-2014	Improve instructional practice and test outcome using local benchmarks. On-going enhancement to the district curriculum maps.	Improvement in test scores and instructional practice. Successful use of Maps.	5.2
4.3.4 Meet professional development regulatory obligations under state mandated guidelines: 1. Content specific 2. General obligations 3. Pedagogy	Superintendent Director of Pupil Services Human Resource Director	2011-2014	Development of protocols for each topic.	Attendance sheets and protocols completed.	5.5

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 student high achievement, support course completion, reduce grade retention and encourage on-time graduation. The District will develop and implement an effective system for indentifying all students who are not performing at grade level.

Action Steps	Accountability /Responsibilities	Timeline	Implementation of Benchmarks	Evaluation of Progress	Related Standard
5.1. Ensure Instructional Support Process is implemented.	Superintendent and Building Principals	September 2011-June 2014	Strong functioning IST teams in each building	Reduce rate of referral	
5.1.2 Revise and expand DCAP.	Building Principals	Reviewed annually	DCAP manual to be distributed to all staff members by June 2012	Reduce referral rate	
5.1.3 Revise procedures manual..	Steering committee to include Teachers and Administrators	Reviewed and update annually	Improved understanding of procedures	Improved compliance as evidenced by the reduced number of cases	
5.1.4 Implementation of a student assessment program.	School Committee and Superintendent. Building Administrators	September 2011-June 2012	Data management and quarterly assessments	Management of student data to assist IST Teams to provide timely and appropriate interventions	

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 The District will provide professional development opportunities which are aligned with district policies and procedures to promote opportunities for Inclusion for all students (Free and Appropriate Education - FAPE)	Professional Development Committee Building Principals Curriculum Specialists	September 2011-June 2013	Fewer students in restrictive special education placements.	Improved student outcomes in the least restrictive environment	1.2.1 1.2.2 2.2.8 4.3.2 4.3.3 4.3.4
5.2.2 The district will develop appropriate support systems to improve MCAS scores for ELL students and special education population.	School Committee, Administration Curriculum Specialists	September 2011-June 2012	Analyze student data to develop supports	Improve student outcomes	4.3.4
5.2.3 Provide Professional Development opportunities for all staff in regard to the response to intervention model (RTI) and differentiated instruction.	Professional Development Committee	September 2011-June 2013	Administration evaluation and observation	Reduction in referral rate and decrease in dropout rate	1.2.1
5.2.4 Hiring additional ELL staff to support ELL students as per state mandated direct instruction and services.	School Committee Superintendent Principals	September 2011	Student schedules would indicate service provision	Monitor student outcome Compliance with service provision	
5.2.5 The District will develop and implement a comprehensive community-wide plan to enhance school-to-career opportunities, K-16.	Curriculum Coordinators	September 2011-September 2012	Plans/Curriculum for community-wide plan to provide training for potential job opportunities	Data collected to determine rate of student participation in community	

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 Develop and implement uniform procedures to monitor, track attendance and intervene	Steering Committee	Immediate development of procedures Implementation by January 2012	Monthly meetings to monitor progress of the development of procedures	Improved attendance and a decline in dropout rate	
5.3.2 Development and implement uniform transition practices from school to school and program to program	Principals Evaluation Team Leaders(ETL) Director of Guidance Nurse	By close of school year.	Director of Guidance meet with Counselors Curriculum Specialist meet with staff to set guidelines SpEd Staff at all levels meet to discuss students transitions	Decrease in absences Monitor referrals to nurse, guidance, assistant principals and adjustment counselors Organize counseling staff, school psychologist/BCBA to effectively manage and intervene	
5.3.3.The District will continue to monitor attendance and modify policies and practices to decrease the dropout rate by 1% annually	Principals Assistant Principals	September 2011 Reconvene annually to analyze drop out data and meet accordingly	Development of Procedures in accordance with the attendance policy	Reduced dropout rate	

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
5.4.1 The District will provide training for staff in regard to positive behavioral support systems to promote the adoption of a systemic behavioral support and offer trainings and culturally responsive educational practices	Professional Development Committee	September 2011- June 2014	PD Attendance sheets	Fewer incident/behavioral referrals	1.2.2
5.4.2 The District will work on developing opportunities for improving family engagement, with programs and initiatives that focus on building trusting relationships among staff, families and community members	Steering Committee	September 2011-June 2014	Established steering committee and frameworks for action	Committee/Plan	
5.4.3 The District will organize a community support network to address the social, emotional, and health needs of students in Saugus.	Director of Student Services Superintendent	January 2012	A collaborative system for service delivery, staff development and funding	At risk or underperforming students demonstrate improvement through MCAS scores Graduate and higher rate of education	

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 and is used to create aligned school plans.

Action Steps	Accountability /Responsibilities	Timeline	Implementation of Benchmarks	Evaluation of Progress	Related Standard
5.5.1 The District will use the STAR Program.	All District Employees/Community/ Emergency Workers	2011-2014	Staff understanding implementation of STAR Program	STAR document and access by emergency responders	
5.5.2 Identification, development of plan, and training of crisis teams in each school building.	Superintendent/ Administration	September 2011	Development and implement uniform procedures for responding to crisis	Consistent effective implementation of safety/crisis plan Audit if simulated crisis in schools	

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 Town and Saugus 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 Ensure that budget data is available on-line to constituents (School Committee Members, Administration & Staff, Town Officials & public) and is useful and easy to access	Executive Director of Finance, Consultant	December. 2011 – December 2013	Establish data categories.	Define phases and prioritize Determine source of data elements	1.5.4
6.1.2. Present the School Improvement Plan(s) that is needs based.	Principals School Councils	Fall/Winter 2011-2014	SIP meeting agendas posted on a monthly basis at Town Hall. Standardized template used for all SIPs.	Completed SIP presented at School Committee annually.	1.3.5
6.1.3 Update fiscal year budget projections	Exec Dir Fin & Operations	Monthly starting as of 9/30	Timely reporting on a monthly basis at School Committee Meetings	Report is in an understandable format and is disseminated to stakeholders. Report is also comprehensive in nature (LEA, Grant, Revolving Funds)	

Objective 6.2 To secure adequate budget to meet district goals as well as the stated goals in the School Improvement Plans (SIP).

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
6.2.1. Develop and disseminate budget time line to all stakeholders	Superintendent, Executive Director of Finance	November 2011-2013	Sample 2012 Budget Calendar (Attachment A)	Approved School Committee Budget	
6.2.2. Review all School Improvement Plans to ensure requested items are included in the budget	Executive Director of Finance, DIP Sub- committee-year 1, Principals	May 2011- 2014	Principals submit final School Improvement Plans by Dec 15.	Principals agree on critical needs and priorities for school year.	1.4.2 1.4.3
6.2.3 Review town meeting appropriations prior to start of following school year	Superintendent, Executive Director of Finance	Summer 2011-2014	Identify allocation of funds by School / Department and related programmatic impact	School Committee votes to adopt Town appropriations - budget uploaded into accounting system	
6.2.4 Utilize the School Improvement Plans as well as the Superintendent's budget recommendations to reconcile any discrepancy between the proposed budget and the actual approved budget	Superintendent, School Committee	Summer 2011-2014	Specify elements of DIP & SIP that will receive funding	Implementation of budget	1.4.4 1.4.5 1.4.6

Objective 6.3 Financial Tracking, Forecasting, Controls and Audits - To develop and update the 5 year agreement between School Department and Town with a method of calculating charge backs that are detailed and specific, which monitor how funds are spent.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
6.3.1 Establish series of 6 meetings annually with Superintendent, Town Manager, Town Accountant, School Business Administrator, & personnel as deemed necessary by Supervisors	Superintendent Town Manager	Year 1 – December 2011	Meeting Schedule Established	Draft /Final 5 year Municipal Agreement of Charge Back for Net School Spending	
6.3.2 Conduct meetings annually with Superintendent, Town Manager, Town Accountant, School Business Administrator, & personnel as deemed necessary by Supervisors	Superintendent Town Manager	Years 2 – 4 December 2012 – December 2014	Meeting Schedule Goals set by the Agreement of Charge Back for Net School Spending	Meeting Notes Agendas for Meeting	
6.3.3. Establish series of 3 meetings annually with Superintendent, Town Manager, Town Accountant, School Business Administrator, & personnel as deemed necessary by Supervisors	Superintendent Town Manager	Year 5 – December 2015	A revised / reviewed meeting schedule A revised / reviewed Municipal Agreement of Charge Back for Net School Spending	Final Municipal Agreement of Charge Back for Net School Spending. Calendar with additional meetings set up for the year	

Objective 6.4 Cost-Effective Resource Management – To ensure the district uses 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
6.4.1 Review revolving funds.	Executive Director of Finance & Operations Superintendent School Committee Finance sub-committee	Late Spring 2011-2014	Financial projection and setting of next year's fees	SC vote to approve fees	
6.4.2 Review of bid processes in accordance with MA GL 30B	Executive Director of Finance & Operations Superintendent School Committee Finance sub-committee Town Procurement Officer	As needed per contract	Number of qualified bidders	Results of bid and subsequent award	
6.4.3. Develop and ensure fiscal year budget development	Executive Director of Finance & Operations Leadership Team School Committee	Fall 2011 through Spring 2012 for FY13 budget and annually thereafter	Reconciliation of School Improvement Plans/Dept Reports to budget requests.	Local educational appropriations (LEA) approval through budget processes	
6.4.4 Effective grant management	Executive Director of Finance & Operations Principal Investigator	Spring and Summer 2011 for FY11 grants	Compliance with programmatic objectives	Grant fully expended, no return of funds to funder	
6.4.5 Collaborate with external partners	Executive Director of Finance & Operations Superintendent	On an ongoing basis	Review of State Contracts, Collaborative Agreements for procurement of goods and services	Demonstrated cost savings to district versus prior procurements	
6.4.6 Find alternative revenue sources	Executive Director of Finance & Operations Superintendent	On an ongoing basis	Competitive Grants, Entrepreneurial Ventures	Receipt of competitive grants, establishment of new programs	

Objective 6.5 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
6.5.1 Develop an inventory database of all capital items that includes relevant columns and data consistent with established facility and accounting protocols. Database should include references to SIP and DIP priorities	School Business Office	2011 - 2013	Database in each building	Creation of master document Posting to school web page Document is easily understood and amended each year	1.5.3
6.5.2 Develop and disseminate maintenance protocols and procedures including a schedule, identification of responsible parties, and an opportunity for end users to easily submit comments	School Committee Policy Subcommittee Or School Business Office	2011 - 2012	Standardized document in possession of each school principal and published on the web site	Furniture, fixtures and equipment is repaired or replaced in a timely fashion	1.5.3

Objective 6.5A: Capital Planning and Facility Maintenance - To establish a long term capital plan that matches the district improvement plan.

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress	Related Standard
6.5.1A Distribute proposed capital plan specifying Town Manager, Selectmen, Fin Com and Town Meeting Members. Ask them to respond with questions and suggestions. Post said plan on the web. Issue a formal press release. Request input from all parties	Superintendent	May 2011 – September 2011	Keep a record of all feedback received	Report by Superintendent as to the progress and comments he receives	1.5.3
6.5.2A Submit an Article to the next Special Town Meeting requesting the establishment of a School District Capital Maintenance and Improvement Targeted Stabilization Fund	Superintendent / School Committee	Fall 2011	Adoption by Town Meeting	Article submitted	1.5.3
6.5.3A Submit an Article to the next Special Town Meeting requesting the establishment of a School District Improvement Capital Maintenance and Improvement Committee. Said Committee will make recommendations to Town Meeting relative to any request by the school department to release funds for items found on the plan	Superintendent / School Committee	Fall 2011	Adoption by Town Meeting	Appointment of a Committee prior to January 2012 that is representative of government, citizens, and school officials	
6.5.4A Submit a ballot question seeking a capital debt exclusion to fund the capital plan. Funds could only be released by the town meeting upon recommendation by the Capital Committee	Selectmen / School Committee	Spring or Fall of 2012 depending on whether Secretary of State will allow a local ballot question to be included in a state primary or election	As per Capital Plan schedule	Acquisition of goods and reporting by Capital Committee to elected officials	