SCHOOL DISTRICT GOALS - 2003-04

Goal One  Management of the Building Projects (ABRHS and R.J. Grey Junior High) and Begin to Address Renovation/Repair Issues in Outlying Schools

Statement of Problem/Situation
As the High School project moves from construction to renovation, the need to monitor project phasing becomes a critical task. It is during this phase that maintaining schedule and minimizing disruption to programs and overall operation are at greatest risk. At the same time, we must keep focus on the final stages of closeout for the Junior High School project. We also need to review and address renovation and repair issues at Conant, Douglas, Gates and the Administration Building.

Strategies
1. Continue working with legal counsel, project manager and architect to bring closure to the Junior High School project.
   a. Remain open to continued negotiated resolution.
   b. Prepare necessary information for arbitration.
2. Follow through on transition and startup issues associated with the opening of the new wing at the High School.
   a. Execute receipt and distribution of FF&E.
   b. Facilitate people and program moves (largely at Administration Building and Parker Damon Building).
   c. Remain flexible and respond to issues as they arise.
3. Work with Building Committee, TDPC and Turner Construction to maintain continued phases of the High School project.
   a. Monitor and facilitate Phase 2, 3 and 4 of construction/renovation.
   b. Develop contingency plans when necessary.
   c. Continue close oversight of field construction.
   d. Anticipate and facilitate potential FY’05 issues.
   e. Continue to monitor technology and FF&E plans/purchases.
   f. Develop plans which respond to other campus concerns (e.g., parking).
4. Develop updated prioritized needs list for outlying buildings.
   a. Work with building administrators to assess needs of these buildings.
   b. Prioritize needs with available funds to complete necessary repairs.
   c. Begin development of a long-term plan to both fund and address these issues.
5. Begin the development of a plan for community use of the High School, Junior High and Parker Damon Building facilities.
   a. Meet with school staff and Community Ed. staff to determine the needs of each (e.g., afternoon open-gym, youth drop-in center, college-level evening courses for high school students, etc.)
   b. Identify potential issues and problems on all these projects (HS, JH, PDB) which will need to be dealt with.

Outcomes
1. Maintain High School phasing schedule.
### Timeline
August 2003 - June 2004

### Responsible Parties
- Bill Ryan
- George Frost
Goal Two   **Serving the Educational Needs of a Changing Student Population**

*Statement of Situation*
The population in our schools and communities is becoming more culturally diverse, including a growing number of international families. We continue to have families with low income status. In the current economy, some Acton and Boxborough families whose income was previously secure now face financial hardships. The school districts must strive to welcome these varied groups, learn about needs and concerns, communicate effectively and provide appropriate educational supports.

*Strategies*
1. Set up community conversations to foster cross-cultural communication.
   a. Establish conversations where faculty, students and parents can explore diverse views on the nature of academic excellence, stress, personal success.

2. Support staff awareness and sensitivity to a range of diversity issues.
   a. Provide faculty and staff with information about economic stresses in the communities and the implications for the students we serve.
   b. Provide faculty and staff with opportunities to explore the educational implications of diverse educational values in the community.
   c. Implement diversity training for administrators.

3. Formalize ongoing communication with area service providers (Acton Medical Associates, Acton Housing Authority, Boxborough Housing Authority, area clergy).

4. Assess current recruitment and hiring practices as they relate to this issue.

5. Review current practices regarding the collection of student/family financial need information to determine if we are effectively identifying those families and children in need of financial assistance. Review current approaches to provision of assistance to determine if we can improve our distribution of available resources to those with identified needs.

6. Continue to promote curricular review/materials acquisition practices which take the diversity of our community into account.

*Outcomes*
1. Cross-cultural community conversations will occur in school buildings.
2. Administrators will participate in some form of Diversity Training and subsequently decisions will be made about diversity training for the faculty at large.
3. We will establish regular communication with area service providers.
4. If changes in recruitment and hiring practices are recommended they will be implemented.
5. Student/family financial need assessments and approaches to provision of assistance will be revised as appropriate.

*Timeline*  
September 2003 - September 2004

*Responsible Parties*  
Jonathan Landman, Nancy Kolb, Building Principals, George Frost
Goal Three: Continue to Enhance Curriculum and Instruction for All Students

Statement of the Situation:
Given current budget constraints, curriculum staffing is unlikely to increase over the next several years. On the other hand, at least for the 2003-2004 school year, there will be federal grant funds available to supplement the districts’ R&D and professional development budgets. In this context, as always, a range of curriculum and instruction initiatives will be underway across the system. Some of these initiatives arise out of locally-identified needs; others are responses to external mandates.

Strategies:
1. Provide professional development and curriculum R&D projects which support the professional growth of all faculty and staff, and which enable faculty to address subject area and instructional needs.
   a. Review curricular objectives and, as appropriate, align those objectives with state and other learning standards
      • Continue the work of the district-wide Social Studies Review Committee. Undertake professional development and curriculum implementation, grades 3 – 8.
      • Review articulation of health curriculum, grades 5 through 10.
      • Review second and fifth grade science curricula; pilot new materials as appropriate.
      • Complete the course documentation process at the High School. Roll out the high school’s new curriculum documents.
      • As appropriate, implement NEASC recommendations, grades 9-12.

Strategies 1.b through 1.h are all addressed through the district’s Professional Development and R&D programs. Strategy 1.d will also be addressed through District Goal 2.

b. Continue to deepen faculty knowledge within the subject areas.
c. Support faculty’s efforts to enhance their instructional strategies and skills.
   • Support efforts to differentiate curriculum and instruction, grades K-8.
d. Support faculty in their efforts to promote tolerance and respect for diversity.
e. Promote faculty effectiveness in working with students’ psycho-social and academic problems.
f. Support enhancements in student assessment (including collaborative examination/analysis of student work).
g. Foster increased and more powerful integration of technology into the curriculum.
   • [Pursuit of this objective at APS will be hampered by the elimination of the APS Technology Integration Specialist’s position.]
   • Implement High School technology integration training, and support faculty efforts to maximize productive use of new laptops by integrating technology into the curriculum.
h. Support the professional success and growth of new faculty.
i. At R.J. Grey Junior High School, explore the question: where should the Junior High School be on the continuum between Junior High School and Middle School?
j. Per NCLB mandates, only if and when needed:
   • Review and revise strategies to increase skills of weaker math and ELA students;
   • Provide professional development re: MELA-O testing.
k. Review student recruitment and program implementation issues arising in our MCAS remediation programs.

2. Continue to support health and wellness programming for students, parents and the community. As part of this effort, support P.E. staff in their efforts to promote physical fitness and healthy lifestyles.
3. Protest NEASC recommendations regarding mission-based expectations, and the standards on which they are based.

4. Explore how we might increase the systematization of data collection, analysis and reporting for NCLB, Massachusetts DoE, and others. Implement improvements as appropriate.

5. Maintain funding of remedial, academic support, and alternative programs as a funding priority.

6. Review policy and procedures for our various school-based before- and after-school day care programs (e.g., Douglas at Dawn, Merriam Mornings, etc.).

**Outcomes**

1. Completion (or near-completion) of History/Social Studies curriculum overview documents for grades 4 through 8.
2. Updating of Health curriculum scope and sequence, grades 5-10.
3. Plan in place for updating of 2nd and 5th grade science curricula.
4. High School course documentation substantially completed. Documents available to the public.
5. Clarity regarding ABRHS direction vis-a-vis NEASC standards.
6. Clarity regarding RJ Grey direction for future.
7. Distribution of materials supporting differentiated instruction across subject areas.
8. Successful implementation of technology integration training at ABRHS; Collection of good program evaluation data that can aid us in planning for remaining rounds of training.
9. Successful implementation of a range of health and wellness education programming for students, parents, and the community.
10. Increased integration of our data collection, analysis and reporting functions, as appropriate and feasible.
11. DoE approval for our NCLB 3-year plan; funding secured.

**Timeline**

September 2003 - September 2004

**Responsible Parties**

Jonathan Landman, Building Principals, Steve Hall, Priscilla Kotyk
Goal Four  Continue to Review and Refine Our Multi-Year Financial Plan

Statement of Problem/Situation
We continue to be concerned about our ability to provide necessary resources to meet ongoing enrollment growth at the Acton-Boxborough Regional Schools, the School Committee class size policy in the Acton Public Schools, and other pressing systemwide programmatic needs. This needs to be accomplished in an environment of constrained resources. Refinement of our financial planning instruments in light of our needs will better prepare us in future budget preparation.

Strategies
1. Review the existing financial plan.
   a. Refine foundation assumptions as needed.

2. Analyze and assess areas of need which may have budgetary impact.
   a. Review personnel needs and costs as well as curriculum/program needs and costs in light of existing projections.
   b. Work with staff to identify possible new sources of revenue, reallocation of costs from the appropriated budget to grants and revolving accounts and explore other cost saving measures.
   c. Review FY’04 proposed “B Budget” cuts.

3. Implement MUNIS financial software system.
   a. Work with the Town of Acton and school staff to refine implementation of accounts payable and general ledger operations.
   b. Continue to work toward January 1, 2004 implementation of payroll/personnel system.

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4. Develop a process to communicate our needs to the public to ensure acceptance and support.
   a. Throughout the process, to obtain input, report to the public including Boards of Selectmen and Finance Committees.
   b. Continue to actively engage the Acton Leadership Group (ALG)/Boxborough Leadership Forum (BLF) in the process.

5. Continue to identify long-range needs and develop a rational resource management program.
   a. Refine five-year projections through spread sheet and cell charts.

Outcomes
1. Develop a refined multi-year plan.
2. MUNIS financial software system fully operational in FY’04.

Timeline  November/February 2004

Responsible Parties  Bill Ryan, George Frost, Tess Summers
Goal Five  Review/Update Emergency Response Plan

Statement of Problem/Situation
Several recent incidents involving threats to student safety (some of which were close to home) have caused us to refocus our attention to our Emergency Response Plans. Providing a safe, secure environment is step one to ensure student learning.

Strategies
1. Implement a systematic review of our existing plan.
   a. Involve public safety officials in the review.
   b. Review the goals and underpinnings of the current plan.
   c. Assess existing protocols for response.
   d. Update and circulate emergency list.

2. Respond to concerns about dealing with anxious parents and media.
   a. Develop a plan with public safety officials to formally establish protocol.
   b. Arrange for “offsite” spaces to meet with parents/media.
   c. Formalize methods to provide for information sharing.
      • Web site/instant messaging
      • Cable TV
      • Radio
      • Telephone system

3. Work with town officials to review the schools role in town-wide emergency

Outcomes
1. An enhanced Emergency Response Plan which has the flexibility and capacity to maximize student and staff safety.

Timeline       July 2003 - April 2004

Responsible Parties       George Frost
                          Steve Desy