

DISTRICT IMPROVEMENT PLAN
2006-07 SCHOOL YEAR
AND BUDGETING PRIORITY FOR 2007-08

Approved August 24, 2006
School Committee meeting

Creating a culture of respect, service and open communication to inspire adult, professional and student social and civic responsibility.

- A. The Superintendent and the School Committee will continue to direct joint efforts to enhance channels of communication between and among the seven towns and the six schools.
 - (1) The Superintendent will visit each town select board and finance committee in the fall of the school year and in the budget cycle to gather information concerning town concerns and issues for consideration in restructuring, alternative education, budget and capital and public relations;
 - (2) The Superintendent and School Committee will meet with the Ad Hoc Committee and the Seven Town Advisory Committee at least three times annually to share the budget process, to update the community about the alternative education programs, budget and capital concerns, public relations, restructuring plans and to review progress on all initiatives.
- B. The Superintendent and the administration will continue to identify and implement social, emotional and educational programming in civic responsibility for students, families and staff.

THE NCLB STRATEGIC PLAN: Continuing the local implementation of the federal No Child Left Behind legislation including curriculum mapping, differentiated instruction, and diagnostic data assessment to advance student achievement for all subgroups in all four subject areas targeted by the NCLB: mathematics, English Language Arts, Science and Social Studies.

- A. All students are proficient or advanced in ELA and Mathematics by 2013-2014.
We will continue our focus on the subgroups in the disaggregated MCAS data.
- B. All students are taught by Highly Qualified Teachers.
All teachers are certified and all will be Highly Qualified in 2006-07.
- C. Schools are safe, drug-free and conducive to learning.
This goal will include the civility goal mentioned in the review of the first goal of 2005-06.
- D. All students graduate from high school.
We are surveying and targeting students with the potential to drop out.
The Pathways will address the needs of all students, who may not have been included in our many programs.

Continuing to prepare for the Education Quality and Accountability Audit, as redefined by the Department of Education and the Commissioner of Education and the Comprehensive Program Review by the Federal Department of Education.

Our plan is to correlate as much of the two external audits as possible. The Comprehensive Program Review covers all federal programs: special needs, Title I, English Language Learners and Civil Rights. We will follow the rubric for each section carefully and will fully document our compliance in each section.

At this time, the Standards and Indicators for the EQA have not changed since the fall of 2005. We will be alert to the possibility of amendments and modifications to these requirements.

The EQA Standards and Indicators are very clear and precise. They provide benchmarks for appropriate educational management for our district.

- I. Leadership, Governance, and Communication: School committee, district leadership and school leadership established, implemented, and continuously evaluated the cost effectiveness and efficiency of policies and procedures that were:
 - a. Standards based,
 - b. Focused on student achievement data and that
 - c. Resulted in the continuous improvement of: instructional practice and high achievement for all students. Leadership actions and decisions related to the attainment of district and school goals were routinely communicated to the community and promoted public confidence, financial commitment and community support needed to achieve high student and staff performance.12 Indicators

- II. Curriculum and Instruction: The curricula and instructional practices in the district were developed and implemented to attain high levels of achievement for all students. They were aligned with components of the state curriculum frameworks and revised to promote higher levels of student achievement.
10 Indicators

- III. Assessment and Program Evaluation: The district and school leadership used student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including:
 - a. policy development and implementation,
 - b. instructional programs,
 - c. assessment practices, procedures and supervision.8 Indicators

- IV. Human Resource Management and Professional Development: The district identified, attracted and recruited effective personnel, and structured its environment to support, develop, improve, promote and retain qualified and effective professional staff who were successful in advancing achievement for all students.
12 Indicators

- V. Access, Participation, and Student Academic Support: This district provided quality programs for all students that were comprehensive, accessible and rigorous. Student academic support services and district discipline and behavior practices addressed the needs of all students. The district was effective in maintaining high rates of attendance for students and staff and retained the participation of students through graduation.
10 Indicators

- VI. Financial and Asset Management Effectiveness and Efficiency: The district engaged in a participative, well-documented, and transparent budget process, and used student achievement as a factor in the overall budget. The district acquired and used 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 assessed the effectiveness and efficiency of its financial and capital assets and had the ability to meet reasonable changes and unanticipated events.
12 Indicators