

**Natick Public Schools**  
**2018-2023 District Improvement Strategic Plan**

## Goal Area 1 Teaching and Learning & Assessment, Accountability/Assessment and Evaluation

Goal	Objectives (the SMARTT Part)	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness/Success Measures
Goal: Excel in academic achievement, and Profile of a Natick Graduate (POG) competencies for all groups and sub groups of students.	Identify and develop tools that allow for community agreement on how to identify and measure POG 3 C's competencies across academic domains (communication, critical thinking and problem solving and collaboration).	<ul style="list-style-type: none"> <li>Align 3-5 year strategic plan to POG competencies.</li> <li>Implement SIP incorporating the NEASC recommendations for NHS</li> <li>Develop instructional rounds process designed to identify and calibrate administrator evaluation and growth of POG competencies</li> <li>Develop new POG competency aligned classroom walk through form for use in teacher evaluation</li> <li>Develop social studies/civics implementation which embeds</li> </ul>	<p>Superintendent</p> <p>administration with staff</p> <p>District wide PLCs at all levels, EAN negotiating team and sub committee for evaluation</p> <p>Downing, Breneman, Sockolosky, Forest</p>	<p>Fall 2018</p> <p>2018-19</p>	<p>The written plan on district website</p> <p>Principal state of the union presentations each summer</p> <p>teach point reports on walk through data</p> <p>the walk through form</p> <p>Social studies implementation framework,</p>

*presented 5/20*

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	<p><i>exemplars in folders for goal 1</i></p>	<ul style="list-style-type: none"> <li>competencies within curriculum framework.</li> <li>Teachers identify places in current practice where POG competencies exist.</li> <li>Define competencies by grade level span (Elementary, MS, HS)</li> <li>Publish competencies to the community</li> <li>Develop trainings for staff in competency integration into curriculum, assessment and instructional practices.</li> <li>Develop feedback and assessment systems for students employing the competencies (grading, portfolios, capstones)</li> <li>Develop/employ competency rubrics for each aspect of the POG.</li> </ul>	<p>All teachers</p> <p>Principals as part of advance team Maryland, Nolin, SC</p> <p>Downing, Luff, Nolin, district leadership team</p> <p><i>(see self presentation in goal 2)</i></p> <p>Teachers with principal collaboration</p>	<p>curriculum units and assessments.</p> <p>Competency documents <i>achieved (draft)</i></p> <p>Training Plans and Decks</p> <p>Updated Assessment Plans <i>pilot of thoroughly (partial)</i></p> <p>Rubrics <i>presentation achieved</i></p>
Critical Thinking and Problem Solving	<p>Develop district subject areas goals to raise achievement for all students and sub groups in honors and AP math and English classes and increase the real world relevance of these classes for students.</p>	<ul style="list-style-type: none"> <li>Pilot New Math Materials at the MS and HS level. <i>new texts chosen 5-8 w/ teacher committee</i></li> <li>Implement HS Math Strategic Plan</li> <li>Revise scope and sequence and middle and end of year elementary assessments in math and English language arts. <i>achieved for MS math + ele Literacy in folder</i></li> </ul>	<p>Andy Hollins</p> <p>Tina Kelly and Nandini Alagappan, Heather Bishop, M Ouelette, A. Hollins, J. Coleman</p>	<p>RFP for chosen text sets. <i>achieved in full</i></p> <p>updated scope and sequences. <i>(partial)</i></p>

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		<p>partial (not all depts.)</p> <ul style="list-style-type: none"> <li>Revise common growth assessments across PLCs to reflect identified power standards or departmental priorities. (Still need to address related services, speech, guidance, access OT/PT etc.)</li> <li>Provide professional development on teaching fractions and number sense for grades 3-8.</li> <li>Revise current assessment practices to become growth oriented and build problem solving resiliency.</li> <li>Revise K-4 mid-end of year math assessments to align with investigations</li> <li>Revise 5-8 mid/end of year math assessments to align with new math text resources.</li> <li>Complete/Revise curriculum documents per NEASC recommendations</li> </ul>	<p>PLC leaders across district, Downing, Nolin Downing, Principals, math dept heads</p> <p>Downing, principals, Magley, Stefanowiz</p> <p>Downing, Young, EILs Kelly, Allagappan</p> <p>Harrigan, NHS dept heads</p>	<p>achieved / or maintained</p> <p>Growth assessment data tracking spreadsheets and online benchmark data base reports.</p> <p>NILS, summer and half day professional development calendars and offerings, graduate course offerings.</p> <p>Grading philosophies, design thinking process incorporated into unit work.</p> <p>Revised assessments</p> <p>Revised assessments (achieved for us)</p> <p>Report of progress and mid-cycle review from NEASC organization. (presented spring 2018 and may 2019)</p>
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		<ul style="list-style-type: none"> <li>• Increase real-world relevance of mathematics for students.</li> <li>• Identify high-leverage research-based strategies and program components to allow students of color achieve at high levels in mathematics (affinity groupings, WIN blocks and ACES program).</li> <li>• Maximize operation and progress tracking of HS Math, English and Science Workshops.</li> <li>• Maximize MS WIN/RTI blocks and track the data on intervention impact.</li> <li>• Identify additional resources for math intervention and gifted/advance enrichment</li> <li>• Develop systematic math intervention and extension program at the elementary level for execution by K-4 math interventionists/specialists.</li> </ul>	<p>Data teams, principals, Kirk Downing</p> <p>Harrigan and NHS dept heads</p> <p>Zitoli, Carney, MS math and literacy specialists</p> <p>Downing, EILs, future math coaches (positions to be added)</p>	<p>Report of diversity goal team research and visit/explorations of high performing districts.</p> <p>Data team reports.</p> <p>List of identified resources and additions to units.</p> <p>Interventionists hired at elementary level.</p> <p>Coaching and intervention calendars (like those at the middle schools).</p>	<p>partially achieved in the</p> <p>Report of diversity goal team research and visit/explorations of high performing districts.</p> <p>achieved</p> <p>data team report + tracking interesting</p> <p>achieved</p> <p>in literacy only no math coaches hired yet!</p>
Collaboration/Communication: Diversity/Engaging to	Increase teacher knowledge of unconscious racial, gender, gender identity and cultural bias	<ul style="list-style-type: none"> <li>• Conduct Equity Audit to inform equity overlay for Title grants</li> </ul>	Outside consultant, Nolin	<p>Equity Audit report</p>	<p>in but not a June for Title grants due to no guidance from Federal court</p>

no folder  
METCO director presentation in April to SC.

in folder

ACES analysis from NHS data team in social folder

MS & HS data team updates

in literacy only no math coaches hired yet!

achieve for the literacy

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training@NHS, WMS, KMS?

Learn/Cross cultural competence	Reduce student experiences of microaggressions	<ul style="list-style-type: none"> <li>Difficult conversations about race training</li> <li>Explore inclusive practices like Restorative justice, responsive classroom and Southern Poverty Center work on interrupting microaggressions.</li> <li>Develop a plan for increasing diversity in staff hiring and engagement of staff of color in hiring process.</li> <li>Develop town diversity committee to inform hiring, resource procurement and support staff of color/LGBTQ staff</li> </ul>	<p>Downing, Nolin</p> <p>Nolin, Downing, principals</p> <p>Central office cabinet, principals</p>	<p>Equity overlay for future federal grant requirements.</p> <p>professional development calendar</p> <p>research report adjunct to the Equity Audit Report</p> <p>focus groups, job fairs + hiring strategy achieved</p>
Communication	<p>Develop district subject areas goals to raise achievement for all students and sub groups in honors and AP math and English classes and increase the real world relevance of these classes for students.</p> <p>in goal folder</p>	<ul style="list-style-type: none"> <li>Implement newly developed Calkins-Based balanced literacy scope and sequence</li> <li>Continue year 2/3 of K-4 literacy professional development to improve our Readers'/Writers' workshop models.</li> <li>Re-examine RTI process and practices to develop a common and consistent plan across all elementary schools.</li> <li>Develop coordinated communication for staff on co-teaching and commensurate</li> </ul>	<p>Elementary principals, Downing, Nolin, Luff</p> <p>Brande, Ives, Miller, Tagliapietra, Luff, teachers and</p>	<p>Walk-through data, PLC meeting agendas, summer curriculum work.</p> <p>achieved PLC and half day professional development agendas.</p> <p>partially achieved</p> <p>Trainings, coordinated expectations</p> <p>achieved but more depth + needed</p>

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		<p>professional development refreshers</p> <ul style="list-style-type: none"> <li>✓ Add module on co-teaching to the new teacher graduate course</li> <li>develop coordinated K-8 messaging to parents on the continuum of co-teaching and inclusion vs. pull-out services available for children.</li> </ul>	principals, ETLs/Team Chairs		<p>document, graduate course syllabus</p> <p>✓ achieved + taught 2x in Anna, Tim,</p>
	Conduct Audit of Writing Across the Curriculum and Develop a Refresher Plan	<ul style="list-style-type: none"> <li>Assess writing performance on Next Gen Assessment K-12</li> <li>Develop professional development plan for writing instruction based on results</li> <li>review current common assessments in writing for alignment to power standards</li> <li>cut/curate formal writing common assessments/growth assessments to 4 x per year</li> <li>align writing and research expectations with the new social studies redesign</li> <li>align writing rubrics K-12</li> <li>couple a focus on short, formative writing pieces with revision strategies training for staff</li> <li>explore use of district-wide writing portfolios</li> </ul>	<p>Nolin, principals, Downing, literacy specialists and department heads</p> <p>Librarians and literacy specialists, ELA department heads</p>		<p>Evaluative report around writing.</p> <p>Revised and reduced # of writing common assessments.</p> <p>Librarian developed research/writing scope and sequence grades 3-12. unit plan assessments (in curriculum grids) Piloted writing portfolio tools.</p>



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	World Language Proficiency Development	<ul style="list-style-type: none"> <li>professional development 6-12 on the proficiency model (what is it?)</li> <li>develop plan for department self audit in 2019-2020</li> </ul>	Trubiano, McGinty, Hackett, Downing	<p><i>achieved</i></p> <p>Professional development and PLC calendars.</p> <p>Strategic department plan emergent from audit process.</p>
Creativity	<p>Develop career and conservatory preparation pathways for students interested in pursuing advanced study in the arts.</p> <p>Increase real-world applications for learning in all subject areas in 3 units per full-year course in middle and high school.</p> <p><i>will coincide w/ open of new LMS</i></p>	<ul style="list-style-type: none"> <li>Operationalize the recommendations of the Fine and Performing Arts Audit</li> <li>Develop and implement advanced arts honors course, advanced digital photography course and theater arts portfolio of courses (to include honors theater program, technical theater program in collaboration with Pegasus TV)</li> <li>Revise and execute the new middle school special schedule to align with high school offerings and to align between middle schools</li> <li>explore potential for expanded orchestra program</li> <li>Define best practices for arts instruction across arts disciplines</li> <li>increase opportunities for student agency within the creative process/instructional process</li> </ul> <p><i>yes not yet</i></p>	<p>Chisholm, Miller, Nolin, Downing</p> <p>Add Harrigan and Burnell</p> <p>Add Zitoli and Carney with vice principals</p> <p>Chisholm</p> <p>Miller, Chisholm</p> <p>All staff</p> <p><i>presentation to SC from Chisholm March 2019</i></p> <p><i>no due to no partner</i></p>	<p><i>potentially achieved</i></p> <p>Pathway description documents added to NHS handbook (akin to Computer Science Pathways Documents)</p> <p>Course offerings publication.</p> <p>Revised and executed schedule.</p> <p>Written analysis and recommendations</p> <p>Instructional practices guide and exemplars chosen for teacher use at meetings.</p> <p>Student agency survey/assessment data.</p> <p><i>will be complete by June</i></p> <p><i>revisions made to schedule to allow for buffer</i></p> <p><i>achieved music audit</i></p>

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		<ul style="list-style-type: none"> <li>teachers conduct a self-audit on arts standards related to our portrait of a graduate qualities</li> <li>Leadership will develop a system for instructional practice review related to arts standards</li> <li>Review power standards to develop explicit applications for real world by unit.</li> <li>Collaborate with internship coordinator and director of digital learning to organize collaborations with outside work venues for internship and capstone project participation.</li> <li>Develop internship and senior seminar coordinator position to oversee senior year program and career programs at MS/HS.</li> <li>Revamp English curriculum for grade 12 into elective-based offerings</li> <li>Pilot a new internship structure</li> <li>Continue to explore after school arts and STEM enrichment collaboration with Walnut Hill School and YMCA</li> </ul>	<p>Harrigan, Magley, Nolin, Downing</p> <p>Nolin, Miller</p> <p>Harrigan and team</p>	<p>2018-19</p> <p>2019-20</p> <p>2018-19</p> <p>2018-19</p>	<p>Narrative feedback from alumni/students</p> <p>Teacher reflections/goal setting for evaluation. Ad Council coordinated training and exemplary practices identified.</p> <p>Revised curriculum grids <i>in process</i> Hire and fund director of internships. <i>not funded in FY21</i></p> <p>Capstone project/internship expectations defined or eliminated. <i>achieved</i></p> <p>Course offerings catalogue. <i>achieved</i></p> <p>Student schedules <i>achieved pilot program starting</i></p>
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*Notes developed ideas piloted w/ no funded positions*



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## Goal Area 2: Teaching and Learning While Nurturing Connections

	Objectives	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness/Success Measures
<b>Goal:</b>  Develop a systematic, developmentally appropriate social-emotional learning (SEL) and healthy living framework for student learning and parent engagement and partnership.	Identify and develop tools to measure and identify competencies across SEL domains (Empathy, Resilience Initiative and Self Direction).  Build inclusive practices for appreciation of diversity and  Build staff, student, social skills	Phase 1: ✓ Identify and "take inventory" of current implementation What's already being done across the district.  Identify overall needs (needs assessments, focus groups)  Identify and administer baseline surveys to measure community awareness and engagement and student capabilities.	Advance William James College level teams   Nolin, Downing, Luff   Add School Committee	2018-19 SY	Inventory and asset map <i>Achieved</i>   <i>Achieved</i> needs assessment data  <i>Achieved</i> baseline survey data

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<p>build relationships emotion/self-regulation skills</p> <p>Enhance school culture and climate across the district</p> <p>Increased student social and academic engagement</p> <p>Increase staff wellness and engagement</p> <p>Improve SEL skills important to post-graduation plans</p> <p>Decrease maladaptive behaviors</p> <p>Increase awareness of students' challenges and strengths.</p> <p>Audit current practices and build staff capacity in social emotional skills.</p> <p>Develop and implement practices</p>	<p>Pilot district wide use of the K-8 Mini-Deveraux Student Strengths Assessment to determine district use and guide curriculum and service development.</p> <p>Reconvene district-wide RTI/SEL team.</p> <p>Second advance team of educators will successfully complete the William James SEL certificate program and train colleagues in methods and processes.</p> <p>Phase 2: Identify and train around a plan for integrated district-wide SEL implementation (ex: integration of what's being done, PD, curricula, measurement, synchronized implementation) based on needs</p> <p>Identify available resources Identify resources needed</p> <p>Third advance team of educators completes the William James SEL certificate program.</p>	<p>Luff, Nolin</p> <p>Nolin, Luff</p> <p>E. Miller</p> <p>Reardon, Steering Team, Luff, Downing, Nolin, Principals</p>	<p>2019-20SY</p> <p>2020-21 SY</p>	<p><i>published through</i></p> <p><i>minutes from meetings</i></p> <p><i>Final SEL certificate program presentation to central office team and SEL committee.</i></p> <p><i>presented to SC on 5/6</i></p> <p>Products for years 2 and 3 of this work will be defined by the strategic steering committee named for this purpose.</p>

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	that build social emotional capacities within staff in order to be more inclusive and supportive of our students.	<p>Phase 3:</p> <p>Introduce integrated district-wide SEL plan, common language and vision</p> <p>Identify the assessment process(es) of the things we wish to measure</p> <p>Implement new programs and systems to integrate SEL into student and staff PD and supports</p>			
Resilience	<p>80% of students being progress monitored in RTI blocks will demonstrate mastery of missing material and exit services.</p> <p>Audit of high frequency student behaviors will yield an identified set of needs around which to develop behavior rubrics, PBIS and SEL curricula of the future</p>	<ul style="list-style-type: none"> <li>Develop Academic RTI continuation to refine NHS workshops and WIN BLOCKS with adequate progress monitoring product and processes.</li> <li>Refresh and Retrain around Bullying Prevention and Response</li> </ul> <p>Identify potential RTI interventions on the emotional and behavioral continuum of services.</p>	<p>Nolin, Luff, Downing with principals</p> <p>Nolin, Ad Council, all staff</p> <p>Luff, Nolin, Downing, with principals, psychologists, counselors, social workers, special educators, E. Miller, Ives, Tagliapietra</p>	<p>Progress monitoring reports in Renaissance learning and Aimsweb</p> <p>Start of school training schedule. New teacher graduate course training syllabus.</p> <p>Website and staff resources published.</p>	<p><i>NHS Data Team presentation in goal 2 folder</i></p> <p><i>occurred @ August 2019 Retreat Anti Bullying Parent Night October</i></p> <p><i>occurred 5/9/19</i></p>



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Initiative and Self-Direction	Expand # of students who conduct student-led IEPs to 50% of Special education students	Self Determination and Student-Led IEPs	Student services staff PK-12		Completed IEP meetings with legal documentation and parent attendance. <i>achieved.</i>
	A pilot group of RTI workshop and intervention students will participate in the goal-setting, self determination goal attainment process akin to that of IEP students.	RTI/Intervention for Behavioral Approaches	Nolin, Luff, Downing, with literacy and math specialists and principals		Goal statements and reflections by piloting students.
<i>Partial ? Update 5/20</i>	100% of MS and HS IEP students will participate in the University of Kansas Self—Determination Inventory	Self Determination and Student-Led IEPs program expansion	PK_12 Special Education Staff and Leadership		IEP notes. <i>Completed (5/20/19 update)</i>
	Conduct 20 parent book groups formed and conducted on SEL in the home	Parent engagement and education in SEL book study.	Nolin, Luff		Parent sign in sheets, advertisements from superintendent's office.
	Conduct 5 Staff District-Wide book talks with superintendents on best practices and	Staff engagement and education in SEL book study.	Nolin, Luff		Staff sign in sheets and advertisements from superintendent's office.

*info pending its has occurred we are waiting to hear # who successfully*

*Call did pretest, the post test will occur in May)*

*achieved SEL presentation 5/3/19 and SEPAC 5/20/19*

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	<p> routines for SEL in every classroom</p> <p> routines for SEL in every classroom</p>	<p>meeting Key Stakeholders to address</p>	<p>Summer data on vaping</p>	
Resilience and Health	<p>Increase student resiliency and refusal skills in reference to drug, vaping, and alcohol challenges.</p>	<p>Opioid and Brain Health Curriculum revisions</p> <p>- added Brain Health lesson grade 3-4</p> <p>- added vaping to MS &amp; HS Curric</p>	<p>Rufo, Sugarman, Nolin, Anniballi, Harrigan</p>	<p>Health curriculum assessments.</p> <p>4/30/19</p>
	<p>Explore current research and area practices on later start times for secondary students.</p>	<p>- Vaping CMAA w/ detector company and Board of Health</p> <p>- Help Vaping Night 4/24/19</p>	<p>School Committee, Nolin</p>	<p>Marlowest Health Adolescent Risk Data</p> <p>School Committee sub committee minutes.</p>
	<p>Integrate cardio-vascular fitness, technology use management, as a core part of the K-12 program in PE and wellness activities</p>		<p>Nolin, Anniballi</p>	<p>Revised middle school schedule and added courses at NHS.</p> <p>revised fitness classes to be implemented 2021-22 SV</p>
Empathy	<p>Anti Bullying/Harassment</p> <p>Resurrect anti-bullying community forums</p>		<p>Nolin, principals, SPARK, families</p>	<p>(open gkmo) Held Oct 2019</p> <p>Participant sign in sheets from forums.</p> <p>Social media and advertisement of forums.</p>
	<p>Refresh community education on anti-bullying work and plan for district</p>		<p>Nolin, principals, SPARK, families</p>	<p>See above</p>
	<p>Comprehensive training around workplace bullying</p>		<p>Nolin, Davis</p>	<p>Opening day and HR training schedules</p>

Davis completed @ all Buildings and all Custodians and Food Service

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	Comprehensive training around sexual harassment		Davis	2018-19	HR training schedule
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Goal Area 3: Assessment, Accountability & Evaluation					
	Objectives	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Goal: Excel in strategic planning and financial management.	Develop a 5-year District Assets, Risks/Pressures Strategic Plan	Enrollment/Space <ul style="list-style-type: none"> <li>Modular use Johnson School</li> <li>Memorial Elementary</li> <li>Request funds (capital stabilization/free cash/general funds) to revisit and update the Three School Master Study completed in May 2012 completed by Dore &amp; Whittier. POSSIBLE GOALS BASED ON SPACE STUDY</li> <li>Use report to determine the future and potential use of the</li> </ul>	School committee Superintendent and Cabinet Team, Business Office		MSBA Statement of interest, modular use plan, and space redistribution, repurpose plan.

*Just signed Contract for Study*



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		<p>Johnson and Memorial Schools as well as Natick High School.</p> <ul style="list-style-type: none"> <li>Explore possible repurpose of the Johnson Elementary School (i.e. potential use as the Pre-School and Kindergarten Programs),</li> <li>Explore possible remodel and expansion of the Memorial Elementary School and additional space at Natick High School through moving the Pre-School, Kindergarten and IT Departments.</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>Develop a 3 year staffing projections worksheet based on enrollment data.</li> <li>Review and recommend proposed salary and compensation ideas based on regional and similar school district analysis.</li> </ul> <p>Completed in draft form (will share w/ Julie 5/17)</p>	<p>Director of Finance and Assistant Director</p> <p>Add Director of Human Resources</p>		<p>achieved</p> <p>Staffing projections worksheet</p> <p>Compensation recommendation/study and analysis</p>
Relationships	<p>Forecast/Transparency: Develop a 3-year Budget Forecast by department.</p> <p>achieved</p>	<ul style="list-style-type: none"> <li>Technology <ul style="list-style-type: none"> <li>Complete inventory audit of all technology assets in 2018.</li> </ul> </li> </ul> <p>achieved</p>	Technology Services Team	Fall 2018	<p>More complete budget request from Technology Services Team each</p> <p>achieved</p>

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		<ul style="list-style-type: none"> <li>Assign useful life to each type of asset to better plan for sustainability.</li> <li>Identify blind spots that were not budgeted in the past and add to budget request based on need and priority.</li> <li>Repeat audit of technology assets each year and adjust budget requests as needed.</li> <li>Digital Learning</li> <li>Teaching and Learning</li> <li>Student Services</li> </ul>			year to minimize surprises.
50% complete	<p>Contractual Obligations:</p> <p>Negotiate successor contracts for all of our unions</p>	<ul style="list-style-type: none"> <li>negotiate successor agreements for all of our unions.</li> </ul> <p>Completed units A, B, T, H, E, I non rep, ASAP</p>	EAN and Central Office / School Committee Negotiation Team		pending: Food Service Assistants PARAS
	<p>Implement Reliable Self-Audit Routines/Schedules</p> <p>Refine and reinforce procedures for cost savings in student activities spending and energy consumption.</p>	<ul style="list-style-type: none"> <li>Conduct Student Activities Audit</li> <li>✓ Routine Maintenance Schedule for IT services and hardware achieved</li> <li>✓ Conduct a Human Behavior Energy Consumption Education Campaign achieved</li> <li>Accountability of assets and explore and purchase asset management systems and tools achieved</li> </ul>	<p>Business office, Technology Department, Town Sustainability Coordinator, Tech Director, Director and Assistant Director of Finance.</p> <p>implemented</p>		

Designing Asset Tracker Fall 2018

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	Complete Building Projects/Facilities Management	<ul style="list-style-type: none"> <li>Complete KMS Building Project Design Process through Furniture, Fixtures and Equipment (FFE)</li> <li>Design and Execute Construction Bid Process for KMS</li> <li>install and move modulars to accommodate enrollment fluctuations</li> <li>Review current status of all school buildings and assess any structural needs regarding windows, roofs and boilers.</li> <li>If applicable apply to the MSBA Accelerated Repair Program for potential funding. Develop a facilities maintenance plan that encompasses all preventative maintenance oversight at all school buildings.</li> <li>IT will be reviewing all technical specs and aspects of the project</li> </ul>	<p>Superintendent and KMS Building Committee</p> <p>Superintendent</p> <p>Superintendent</p> <p>Superintendent, Director of Finance</p> <p>Technology</p>		Updated 5 year capital plan
	Implement, document and share technology control systems	<ul style="list-style-type: none"> <li>Improve inventory controls of technology assets including</li> </ul>	Technology Services Team	Fall 2018	More accurate annual report of hardware asset and

Complete



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		<p>hardware, software and service agreements..</p> <ul style="list-style-type: none"> <li>Refine and improve agility of account management for new accounts, employee termination or quitting and new student registrations</li> <li>Evaluate help desk effectiveness with established benchmarks for progress</li> </ul>	<p>Technology Services Team</p> <p>Office of Digital Learning</p> <p>Human Resources</p> <p>Principals &amp; Admin Assistants</p> <p>Technology Services Team</p>	<p>January 2019</p> <p>June 2019</p>	<p>more complete annual budget request.</p> <p>Consistent, documented written process for onboarding and offboarding employees and enrolling and un-enrolling students.</p> <p>Ability to better prioritize outstanding issues and reduce turnaround time.</p>
	Develop District Best Practices for Data Privacy & Data Security	<ul style="list-style-type: none"> <li>Follow COSN Trusted Learning Environment Framework and conduct a gap analysis.</li> <li>Identify and develop policies and procedures needed to address both data privacy and data security.</li> <li>Develop a section of the district website to educate the public</li> </ul>	<p>Technology Director</p> <p>Office of Digital Learning</p> <p>Communications</p> <p>Cabinet</p>	<p>January 2018</p>	<p>Presentation to School Committee finding of our analysis and action steps taken for data privacy and data security by early spring of 2019.</p> <p>June 2019 to SOI</p>

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		<p>on what is being done to ensure data privacy and data security. p</p> <ul style="list-style-type: none"> <li>Put processes in place to ensure all third parties we do business with are adhering to the same standards of data privacy and data security that we are doing as a school district.</li> <li>Create and schedule time to train faculty &amp; staff on data privacy and data security matters.</li> </ul>	achieved		
	Technology Infrastructure Redundancy Planning	<ul style="list-style-type: none"> <li>Fully test redundant/secondary internet circuit for school district</li> <li>Design and implement redundant/secondary data center as part of Kennedy Building Project should primary data center at the HS become unavailable.</li> <li>Add redundant fiber ring within the school district so each school has at least two paths</li> </ul>	<p>Technology Services Team</p> <p>Technology Services Team</p> <p>Technology Services Team</p>	<p>Fall of 2018</p> <p>When new Kennedy Building Opens</p> <p>When new Kennedy</p>	<p>Can easily switch over internet service if/ when primary service fails. (Primarily used for outbound internet services only).</p> <p>Provided options to continue operations should the technology infrastructure at the HS data center become unavailable.</p> <p>Provided options to continue operations should we experience a fiber</p>

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		the district primary and secondary data centers. This will be done utilizing a spare pair of fiber at each school.		Building Opens	cut at one or multiple schools.
	Deploy SchoolDude facility scheduling tool to amplify facility revenue.	<ul style="list-style-type: none"> <li>Assess a baseline of revenue from rental</li> <li>Revise rental practices and procedures</li> <li>Train and communicate around new procedures.</li> </ul> <p><i>Melissa Malone put this on hold</i></p>	Finance Director, Business Office		<p>New policies and procedures for facilities management.</p> <p>Increased revenue generation</p> <p>Decreased accounts receivable collections</p>
	Develop workflow with town and principals/admin assistants to digitize PO process, increasing operational efficiency.	<ul style="list-style-type: none"> <li>Train around new MUNIS PO system</li> <li>Collaborate with town partners to ensure a workflow</li> <li>Train around new MUNIS PO system</li> </ul> <p><i>Melissa Malone put this on hold</i></p>	<p>Finance Director, Business office</p> <p>Technology Services Team</p>		<p>Increased efficiencies</p> <p>Reduced paper use</p> <p>Administrator oversight on accounts spending in real time/administrator spending analysis</p>

*hold*



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Goal Area 4: Nurturing Connections					
	Objectives	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Our Reality:</b></p> <p><b>Goal:</b> Establish communication procedures and philosophy that build trust, transparency and engagement with our community.</p>	<p>Establish Intuitive and Legally Compliant website navigation</p> <p><i>achieved</i></p> <p><i>this part is completed</i></p>	<ul style="list-style-type: none"> <li>Meet ADA compliance needs</li> <li>Conduct focus groups for parents on communication needs/trends</li> <li>Implement New "let's talk" process called "Speak Up Natick!"</li> <li>Define exemplary practices for teacher / classroom educator parent and home communication under standard 3 of teacher evaluation supports.</li> <li>Develop Health and SEL/RTI website to match developed services and curriculum</li> </ul>	<p>Office of the Superintendent</p> <p>Communications</p> <p>Technology Services</p> <p>Principals</p>		
Relationships	<p>Increase community perception of substantive and valued written communication by X% from baseline survey data.</p>	<ul style="list-style-type: none"> <li>Communications systems audit</li> <li>Streamline weekly eblasts to avoid email fatigue and further target outbound communications</li> <li>Periodic Superintendent Communication around core values, progress on goals and finances</li> <li>Superintendent leadership updates to school committee (biweekly)</li> </ul>	<p>Office of the Superintendent</p> <p>Communications</p> <p>Technology Services</p>	<p><i>complan in goal 4 folder</i></p> <p><i>Super weekly Blast, staff email around every budget meeting</i></p> <p><i>implemented Jan 2018</i> <i>discontinued June 2019</i> <i>Resurrected March 2019</i></p>	

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		<ul style="list-style-type: none"> <li>Community forums to inform superintendent search, strategic priorities, long-range planning needs</li> </ul>	<ul style="list-style-type: none"> <li>Office hours monthly</li> <li>Community meetings for search</li> <li>Focus groups (75 conducted)</li> </ul>		
	Increase parent engagement with school curriculum through tracking of participation in district-led events.	<ul style="list-style-type: none"> <li>SPARK resilient parent series and parent workshops</li> <li>Superintendent focus groups via Zoom and neighborhood gatherings.</li> <li>Parent ELL PAC group creation</li> <li>Partner with SEPAC on community education forums.</li> <li>Encourage teachers to set a professional practice goal relating to Standard 3 of the Teacher Evaluation Rubric "communication and engagement of families in curriculum and social emotional development of students"</li> </ul>	<ul style="list-style-type: none"> <li>Created &amp; achieved w/ draft bylaws 2x this yr</li> </ul>	this yr by Superintendent	