To: Lincoln School Committee
From: Rebecca McFall
Re: Strategic Plan, Mid-year Update
Date: December 28, 2016

The intent of the strategic priority mid-year update is to provide the School Committee with information about the work that has taken place to date in order to meet the objectives of our strategic priorities. In addition, the mid-year review provides an opportunity for the administrative team to take stock of where we are on our journey for this school year and either stay the course or make necessary adjustments to ensure that we remain focused on our identified priorities.

The priorities for this school year have provided a continued focus on student learning. In particular, our work has centered around further development of teacher collaboration around specific instructional goals, using innovative approaches to learning that cognitively engage students, considering strategies to address the social emotional aspects of learning, and refining our use of assessments and data to allow us to measure the outcomes of our work. None of these priorities will be completed in this school year. They are on-going areas of focus that over time will become embedded practices across the district.

At the January 5, 2017 School Committee meeting, the central office administrators will provide evidence and samples of some of the strategic priority work that is underway. At this stage in the process, most of our work is in the implementation phase and information related to identified outcomes and measures will be provided in the spring.

We welcome questions and recommendations that will guide us in our development of our spring report to the School Committee.

Strategic Priority Map for 2016-17   Mid-Year Status   Lincoln Public Schools

A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
If faculty work together in Collaborative Practice Teams with a focus on student learning (Dufour questions) then students will receive the instruction and support they need to meet learning expectations.	Teams of faculty will carry out the processes of Collaborative Practice Teams	Skills of high functioning teams; norms, use of protocols, team specific PD related to goals	Faculty will report on student learning progress as a result of the work of their Collaborative Practice Team. Summaries of the team's progress will be provided to principals following each Collaborative Practice Session. Gather evidence from principals on school-based teams i.e. sample team norms, curriculum developed, student data and outcomes, student work showing growth		Every faculty member is participating as a member of a Collaborative Practice Team. Teams were developed based on topic interest, grade level need, and/or prior work and teams that were already established. Sample team norms, curriculum outlines, and work products will be shown at January 5, 2017 School Committee meeting	Administrative Council Members	Collaborative Practice Wednesdays: September 28 October 11 (Institute Day) November 16 January 25 March 1
If faculty and admin are supported in their use of	Faculty and administrators will continue to practice	Facilitation and the purposeful use of protocols	CLT members lead meetings with agendas that emphasize intentional		Gene Thompson Grove has provided ongoing support to faculty and admin in the development of	Priority leaders: Assistant Superintendent and	Sept. - June

Facilitative Leadership (FL) practices, they will be more likely not only to use them, but also to be effective with their use.	the skills and processes of Facilitative Leadership. Gene Thompson Grove, School Reform Initiative, will provide support to faculty and administrator teams		learning Gather evidence from CLT members: agendas, minutes, direct observations Gene Thompson Grove will support the ongoing practice of FL at CLT meetings 20 additional faculty will participate in FL trainings with Gene Thompson Grove for the first time		effective meeting agendas and the use of FL strategies to address challenging dilemmas CLT members give and receive feedback on FL skills during CLT meetings Two-day training in FL completed in fall for 20 additional faculty and admin Sample evidence of CLT-led agenda(s) will be shown at the January 5, 2017 School Committee meeting that show emphasis on learning time during meetings Feedback from FL training; ATLAS protocol will be provided	Gene Thompson Grove Priority implementers: CLT members	
If faculty and admin are supported in their use of Facilitative Leadership (FL) practices, they will be more likely not only to use them, but also to be effective with their use.	John D'Auria will work with the Administrative Council throughout the school year developing our understanding and skill of "difficult conversations" and team communication and interaction	Skill in carrying out difficult conversations	Administrator reflection on their skill development and comfort with communication in difficult situations Administrator reflection on their skill development and comfort coaching teacher leaders to carry out difficult conversations with their colleagues		John D'Auria provided a full day workshop on difficult conversations with the Admin. Team during the summer retreat. John worked with the team on October 4 during the Admin. Council meeting and observed our meeting on November 15 providing verbal feedback. Planning is taking place for the additional time John will spend with the Admin. Council.	John D'Auria and the Administrative Council members	Admin. Team Summer Retreat, Admin. Council meetings: October4 November 15 January 10 March 14

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| If faculty and admin are supported in their use of Facilitative Leadership (FL) practices, they will be more likely not only to use them, but also to be effective with their use. | John D'Auria will work with the Administrative Council throughout the school year developing our understanding and skill of "difficult conversations" and team communication and interaction | Skill in carrying out difficult conversations | Administrator reflection on their skill development and comfort with communication in difficult situations

Administrator reflection on their skill development and comfort coaching teacher leaders to carry out difficult conversations with their colleagues | | John D'Auria provided a full day workshop on difficult conversations with the Admin. Team during the summer retreat. John worked with the team on October 4 during the Admin. Council meeting and observed our meeting on November 15 providing verbal feedback.

Planning is taking place for the additional time John will spend with the Admin. Council.

Assessment of outcomes has not yet taken place.

As a result of our work with J. D'Auria, Student Services at Hanscom has developed new norms for the department | John D'Auria and the Administrative Council members | Admin. Team Summer Retreat,

Admin. Council meetings:
October4
November 15
January 10
March 14 |
| Coaches who receive systematic and in-depth training are more likely to lead coaching conversations that result in improved instructional | Instructional coaches will deepen their skill at working with faculty | | Literacy Specialist Jenn Whitt completes ten-day literacy coach training at Lesley University

Gather evidence from coaching conversations | | Jenn Whitt completed literacy coach training | Priority leader:
Gwen Blumberg

Priority implementer:
Jenn Whitt | July - December |

Strategic Priority Map for 2016-17   Mid-Year Status   Lincoln Public Schools

A2. Create a culture and develop structures that support innovation and risk-taking to improve student learning

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
If teachers have a place to share innovative practices, they will learn from their colleagues and innovation will spread.	Launch the Innovation Accelerator web portal to share innovative best practices. Publish at least six innovative practices. Develop and implement a process for submitting new practices.	Creating and publishing innovative practices with a mix of video, text, and other media.	The website will be launched by the start of the calendar year. Six innovative practices will be published on the site by the end of the year. A process for submitting new innovative practices will be implemented by the end of the year. 50% of faculty will view at least one innovative practice on the website by the end of the year.		Several Institute Day sessions were filmed for possible inclusion on the website. Instructional Technology Specialist at HPS and Technology Director are working on documenting the first 3 published practices. Development of the web portal will continue over December break, with a launch anticipated in February.	Director of Technology Instructional Technology Specialists	Launch Date with at least 3 published practices: January 2, 2017 3 additional practices and a process for submitting new practices by June 1, 2017.
If we share concrete examples of innovative, project-based learning units, teachers will be more likely to build and	Provide professional development in project-based learning	Curriculum integration and unit design across content areas	Curriculum units developed with in-district support from Heidi Fessenden Visits conducted to schools engaged in		Support for development of curriculum units was provided by Heidi Fessenden on-site during summer and on Institute Day Site visits to EL schools will take place in second half of year	Priority leaders: Principals and Assistant Superintendent Priority implementers:	July - June

implement their own integrated units.			Expeditionary Learning Ideas for new units and/or revision of existing units gleaned during Expeditionary Learning (EL) conferences Presentation of innovative ventures developed in collaboration with the Lincoln School Foundation (LSF)		Collaboration established with LSF to provide financial support for future project-based learning units	Faculty	
If we share concrete examples of innovative, project-based learning units, teachers will be more likely to build and implement their own integrated units.	Provide professional development in project-based learning	Curriculum integration and unit design across content areas	Revisit curriculum units that were created as part of the shared visioning work at HMS. Units will be refined to create opportunities to deepen learning and assess student progress and engagement. Present sample units and student outcomes		See B1	Principal Team Leaders Faculty	September-June
If teachers and students experience a day of student led inquiry; it will lead to further student led work.	STEM Day for Grades 5-8	Understanding the engineering process	Students will create questions about problems in the building that could be solved using an engineering process. Questions will be refined and students will choose those they wish to spend a day working to solve.		Successful completion of question gathering and refining with students. Successful completion of October 14 STEAM day. Ongoing work with 5 fifth graders to complete a soccer field project.	Principal Teachers as support	October 14, 2016

			Students will be grouped 5-8 across grades. A day will be spent using the engineering process to create prototypes of solutions for the problems.		Met with Dan Pereira and Eric Harnden from LYS. Ongoing work with 7-8 team to create storage for things too big to fit into lockers.		
If faculty and administrators are provided with the resources they need to engage in professional risk taking to create innovative learning experiences for students, student engagement and learning will be positively impacted	Develop an avenue of opportunity for faculty to take instructional risks that engage students in authentic and innovative ways.	Understanding of project based learning approaches Skill in curriculum development Focus on student engagement and motivation as a learning tool	Partner with the Lincoln School Foundation to create a process of applying for funds and support that allow educators to activate the spirit of innovation and risk taking in themselves and their students. Faculty and administrator proposals and projects		A process has been developed to provide joint financial support between LSF and LPS for innovative projects proposed by faculty and administration	Superintendent	
If teachers have strategies to control stress and anxiety then they will be in a healthier frame of mind to execute their instructional role	Provide a professional development session based on the book Hijacked by Your Brain: How to Free Yourself When Stress Takes Over	Understand what triggers stress and anxiety at certain points of the school year eg: the end of the school year	Faculty and staff will learn a variety of strategies to cope with stress during the most trying times of a school year		November 2016 Planning session with Jon Wortman one of the co-authors of Hijacked by Your Brain: How to Free Yourself When Stress Takes Over Faculty presentation Scheduled for February 1, 2017 with a follow up on February 13	HMS Principal School Social Worker School Psychologist	School based sessions: October 6 February 1 February 13

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B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
If we provide faculty with time, guidance, and resources, they will be able to develop engaging units of study that meet the needs of all learners	Summer curriculum work projects	Curriculum integration and unit design across content areas	Units of study developed Units of study - and process of their development - shared with other faculty on Opening Day Evidence gathered from student work, parent feedback, and student feedback		Faculty teams developed pilot units that integrate content across curriculum areas Implementation of pilot units begun Existing integrated units with high levels of student engagement shared on Opening Day by several faculty members Results of Student Survey on Integrated Curriculum and Student Engagement, carried out by Scot Dexter and Joe Columbo will be shared with School Committee. Four of the five questions will be asked again when the students complete the Student Feedback Survey in Jan./Feb. Pam Dibiase and Karen Sheppard created a differentiated 8th grade	Priority leaders: Assistant Superintendent, principals Priority implementer: Faculty	July-August

					unit in painting and voice & instrumentation in which we relate color in painting to timbre in voice & instrumentation.		
	HPS Summer Reading, The Behavior Code (Minahan, Rappaport)	Systematic approach to deciphering causes and patterns of difficult behaviors and how to match them with instructional strategies (HPS)	Teachers use data-driven techniques to identify functions of behavior (HPS) Teachers put individualized plans in place to respond to student needs and address underdeveloped skills (HPS) Behavior Data		HPS teachers continue to develop individualized plans in response to student needs. Data driven techniques are used to identify functions of behavior. Crisis Intervention Prevention (CPI) data is used to extrapolate patterns within a specific time, activity and day of the week Fidelity Checklist is used to reflect on adult impact of environment and student's behavior Hanscom BCBA works with teams of teachers to discuss the Zones of Regulation and preventative strategies within the grade level classrooms Professional development with	HPS BCBA and Faculty, Student Services Coordinator	June-August December 7

					Jessica Minahan on December 7, 2016 provided to HPS and HMS faculty		
If we provide faculty with time, guidance, and resources, they will be able to develop engaging units of study	Collaborative work time	Curriculum integration and unit design across content areas	Revisit curriculum units that were created as part of the shared visioning work at HMS. Units will be refined to increase cognitive demand and engagement. Measures of student engagement and learning		Student surveys will be used to measure student perception of engagement and learning as a result of integrated curriculum units. 4th Grade, co-teaching and flexible grouping in conjunction with Everyday Math 4 5th Grade, Open response questions for Everyday Math 4 through flexible groupings 6th/7th Grade **Student Led Conferences: The Pathway to Student Growth, Achievement and Self-Awareness** Our team of teachers will be presenting their work on student led conferences at the 36th Annual Middle Level Conference, March 30 & 31, 2017 in Providence, RI. 7th/8th grade Monthly speakers to address issues of inequality. Our team of teachers will be presenting their "Faces of Inequality" unit at the MA Council of Social Studies New England Regional Conference being held at	HMS Principal Team Leaders Faculty	September-June

					the Edward M. Kennedy Institute April 3-4, 2017 During the months of October and November the specialists collaborated on an interdisciplinary unit about the planets In October the art, computer, and wellness teachers collaborated on an interdisciplinary unit about the body systems. In March, the specialists will start collaborating on an interdisciplinary unit about the Colonial Life in America. SLP (K-8) & Hanscom Literacy Coach After attending a conference in the fall to learn about Visualizing and Verbalizing, SLP are using this tool to make language vivid and meaningful to support better understanding and retention of concepts, and higher order thinking in Social Studies, Science and ELA and math.		
If students understand the expected behaviors in school and we provide students	Allies, Achievers and Risk Takers workshop Lincoln CARES	Cultural proficiency, community building, communal responsibility	Measure risk-taking and ally behavior through student surveys and morning meeting exit tickets		The Lincoln School K-4 faculty have been working with consultants, Jan Fovel and Bill Craft to develop community in the classroom that supports the	Lincoln School K-4 Principal	September - June

with positive learning environments where they feel respected and cared for, then students will take ownership of the school and their learning	Lessons - Explicit instruction on Cooperation, Ask/Advocacy, Respect, Empathy, Safety		Review of growth as a learner standards		development of Allies, Achievers, Risk Takers. Two school-based Wednesdays have been dedicated to this work to date. Evidence of outcomes will be collected in the second half of the school year.		

B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
If we provide curriculum that is aligned with state and district standards and provide teachers with the support needed to carry out the curriculum, students will benefit from high quality instruction	Middle School **Mathematics** Materials Review (MSMMR)	Criteria and process for reviewing curricula	Multiple curricula piloted Final curriculum chosen for adoption Plan developed for implementation in 17-18 Process for gathering student and parent feedback in 17-18 developed		Selection of two curriculum programs complete; classroom pilot begins December	Priority leaders: Math Specialists and Assistant Superintendent Priority Implementers: MS Math Faculty, Math Specialists	Selection of curricula to pilot and pilot of materials: Oct. - Dec. Selection of final curriculum: January-February Development of implementation plan: February-March
	Everyday Math 4 (EM4) Curriculum implementation Grades 1-5	Understanding of curriculum updates Content related Professional Development	New curriculum implemented in all classrooms in Grades 1-5 Professional support provided to all participating teachers regarding program design, materials, and program-specific content		Implementation of EM4 in all classrooms grades 1-5 has begun Planning for content-related PD has begun	Priority Leaders: Math Specialists and Assistant Superintendent Priority Implementers: Faculty in grades 1-5 and Math Specialists	Implementation begun: Sept. Wednesday PD: January 4 February 15 April 26

			PD in mathematical thinking provided to deepen teacher content knowledge Success of curriculum implementation measured via parent and faculty surveys regarding implementation Establish baseline data for student growth in math using curriculum assessments				
	Science - pilot of Earth & Space Science units; implementation of Life Science units, Grades K-5	Understanding of science standards	PD provided to all faculty in grades K-4 in Life Science units Professional support provided to all faculty piloting Earth & Space Science units Impact of Life Science units on student engagement and learning measured by review of student work and assessments. Earth & Space Science units revised in preparation for full implementation in 17-18 PD provided to all faculty		PD provided to all faculty K-4 in new Life Science units on Institute Day PD provided to all faculty implementing pilot Earth & Space Science units	Priority Leaders: Science Specialist and Assistant Superintendent Priority Implementers: Faculty in grades K-5 and Science faculty 6-8	

			in Grades K-5 in spring on Earth & Space Science units				
Revising the Lincoln Technology Learning Expectations to better reflect current learning needs in digital literacy, citizenship, and ethics and to incorporate Computer Science will help better prepare our students to be 21st century citizens.	Revise the Lincoln Technology learning expectations to incorporate themes and standards from the new Massachusetts Digital Literacy and Computer Science standards and the 2016 ISTE Standards for Students.	Building knowledge of new content areas around computational thinking and computing systems	The revised learning expectations will be completed and published by the end of the 16-17 school year. Professional development for ITS in computational thinking and computing systems will be delivered in Fall 2016.		Collaborative work on the revision of the learning expectations is ahead of schedule with a first draft of the revised standards for internal review anticipated to be completed in January. A format for the learning expectations has been developed and approved by the Assistant Superintendent. A collaborative professional development needs assessment was completed and two professional development sessions on computing systems and network fundamentals were completed in October. Professional development in computer programming and computational thinking will continue in the winter and spring.	ITS Team; Director of Technology	Professional development on computational thinking and computing systems completed by 10/19 Propose format for revised learning expectations to Assistant Superintendent by 10/26 Complete draft and share for review by 5/10. Complete and publish final learning expectations by 6/21.

Strategic Priority Map for 2016-17   Mid-Year Status   Lincoln Public Schools

C1. Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
When teachers know their students deeply they will be able to match instruction to the students in a culturally proficient way.	Use Zaretta Hammond's book "Culturally Responsive Teaching and the Brain" to guide work of full faculty Divide faculty into smaller groups designed to push thinking and encourage risk taking	Ability to see students through a cultural lens in order to differentiate instruction appropriately.	Survey of faculty about Culturally responsive practices will have significantly more answers of "often and consistently" at end of year than at beginning of year, indicating faculty growth in ability to use culturally responsive practices. Faculty will challenge each other's thinking, use each other as resources and be more aware of student needs and differences in their teaching		Eight faculty meetings held on topics including brain based learning research, LGBTQ terms and information, overviews of ethnicities and religions and implicit bias. Faculty groups, after beginning by sharing cultural stories, are challenging each others' thinking in meetings, in small groups, and in individual conversations.	Lincoln School 5-8 Principal and faculty planning members 32 faculty members consistently in 5-8 meetings	Faculty meetings throughout 2016-2017 school year
If we have a schedule that aligns with our shared vision then we will be in a better	Review and recommend changes to the HMS bell schedule	An understanding of what drives a bell schedule and how the collaborative work we have begun can	Recommendations for schedule changes if warranted. Create a new bell		Completed as of 12.19.16: Creation and answering of guiding questions to assess the effectiveness of our current schedule.	HMS Principal Team Leaders CLTs	September 26, 2016 October 24, 2016 December 7, 2016 January 9, 2016 March 27, 2017

position to meet the instructional needs of our students.		allow for more flexibility within the schedule.	schedule for the 2017-2018 academic year, if warranted.		Review of schedules from other schools including: ● Traditional schedules ● Block Schedules ● Flex Block Schedules ● Intervention/ enrichment period schedules Analysis of how we use our time as it relates to our shared vision. Each team is currently in the process of creating what they would consider an ideal schedule. To be completed: "Trial schedule days" which will be an opportunity for us to "try on" some of our scheduling ideas to get an idea of how some of the scheduling changes we are considering will impact our students and staff. Recommendations for potential schedule changes for next school year		May 10, 2017

Strategic Priority Map for 2016-17　　　　Mid-Year Status　　　　Lincoln Public Schools

C2. Continue to provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
When teachers are given the opportunity to increase their content-area knowledge, they are better able to provide effective instruction to students.	Math content professional development with Grades K-5

Science PD K-8

Instructional strategies for project-based learning professional development with Heidi Fessenden

Site visits and conference attendance with Expeditionary Learning | Understanding of mathematical concepts

Understanding of new Science/Technology & Engineering standards and science & engineering practices

Understanding of science content in new Life Science and Earth & Space Science units

Curriculum integration and unit design across content areas | Three PD sessions on math content with faculty grades 1-5

Evidence gathered from PD feedback, team meetings, student work, and direct observations

Curriculum units developed for project-based learning | | Math Specialists team has begun planning for PD; implementation starts in January

Science PD provided for both pilot Earth & Space Science units and revised Life Science Units; feedback used to adjust plans for ongoing support

Planning underway for site visits to schools implementing Expeditionary Learning

Project-based learning: Gr. 3 Lincoln School implementation of pilot curriculum developed in conjunction with Heidi Fessenden has begun | Priority leaders: Principals, Math and Science Content Specialists, Assistant Superintendent, Heidi Fessenden

Priority implementers: Math Specialists and Science Content Specialist, faculty | Math PD: January - April

Science PD: October & May

Project-based learning support: July - June |

Strategic Priority Map for 2016-17　　　　Mid-Year Status　　　　Lincoln Public Schools

D1. Support educator use of data to monitor student growth and inform instruction

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
When educators are provided with structured support to review timely and relevant student data, they are more likely to make instructional decisions that will accelerate student learning.	Review of data from new EM4 assessments with grade-level teams and Math Specialists

Revise and implement process for scoring of common writing assessments

Review of student response to piloted Earth & Space Science units to plan for revisions | Data analysis

Linking data analysis to next instructional steps | Written data analysis protocols for common district assessments

Gather evidence of revised lesson plans in math and writing

Gather evidence from student writing samples and math fact fluency

Revised science units at end of year | | EM4 assessments: Initial assessments implemented, data gathered, review meetings held with most teams

Common writing assessments: Implementation process revised, assessments given, data gathered and analyzed by teams

Pilot Earth & Space Science units: PD provided, implementation begun, on track to conduct revisions at end of school year | Priority leaders: Assistant Superintendent, Math Specialists, Science Content Specialist, Literacy Specialists

Priority implementers: Math Specialists, Literacy Specialists, faculty | Math data analysis: Sept. - June

Scoring of common writing assessments: September and May

Science unit revision: October - April |

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D2. Determine the primary data collection and analysis needs of the district and implement data management systems and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
If the district has a single, user-friendly student information system (SIS) for securely collecting, managing, and accessing student information, educators will be better able to use data to make informed instructional decisions, leaders will have better access to timely, accurate information, teachers will be able to focus more time on instruction and less time on data entry, and students' individual needs will be better met.	Seek budgetary support for an SIS transition. Collect stakeholder input on system requirements. Build an evaluation rubric. Evaluate SIS solutions certified for state reporting. Select an SIS solution.	Knowledge of available SIS solutions compliant with state reporting requirements. Knowledge of stakeholder requirements.	An evaluation rubric is created reflecting all stakeholders' input. An SIS solution is selected by March 30, 2017. Post-implementation survey results (18-19 school year).		Preliminary demonstrations of SIS systems are ongoing. Work to create evaluation rubric will begin as soon as project is confirmed to be included in 16-17 school budget. On target for a 17-18 school year implementation, pending funding.	Technology Director; Data Manager	*(Pending inclusion in the budget)* Evaluation rubric completed by January 2, 2017. SIS solution selected by March 30, 2017. Implementation during 17-18 school year.