



LINCOLN PUBLIC SCHOOLS
DISTRICT GOALS 2009-2010
WORK PLAN

Goal Category	Curriculum, Instruction and Assessment		
Aspirational Goal	The district strives for academic excellence and persists in identifying and maintaining high expectations for all students, confirming student achievement and engagement, cultivating passion for knowledge and enjoyment of learning and celebrating excellence.		
Operational Goal	The district strives to be accountable for student achievement and will use assessments of student performance and professional knowledge related to curriculum and pedagogy to align, implement and communicate a well-designed curriculum and to adjust instruction in order to improve student learning.		
Curriculum Planning and Development			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
Refine instruction and assessment practices in literacy, K-8	• Introduce K-8 literacy assessment plan <i>completed</i>	September, 2009	J. Merra
	• Examine K-8 writing expectations and refine instructional and assessment practices <i>review complete by 6/2/10; ongoing goal for 2010-11</i>	September – June, 2010	J. Merra, Literacy Specialists, ELA Teachers
	• Progress report on literacy instruction and assessment <i>completed</i>	March, 2010	M. Sterling, J. Merra
Design and pilot assessment tracking system for mathematics and language arts	• Review initial development of assessment tracking system <i>underway and on-going; continued development in 2010-11</i>	July – November, 2009	M. Brandmeyer, M. Sterling, J. Merra, E. Metzger
	• Progress report on the development and use of assessment tracking system <i>delayed still in development; ongoing for 2010-11</i>	March, 2010	M. Brandmeyer, M. Sterling, J. Merra, E. Metzger
Research and design phase 1 of Standards Based Reporting System	• Initiate process to research and develop standards-based reporting system <i>completed</i>	August-September, 2009	M. Sterling, S. Hobbs, R. Davis, J. Merra, E. Metzger
	• Seek opportunities to try-out standards based reporting on a small scale <i>postponed to 2010-2011</i>	September – May, 2010	M. Sterling, S. Hobbs, R. Davis, J. Merra, E. Metzger
	• Progress report on development of standards-based reporting system <i>postponed to 2010-2011</i>	May, 2010	M. Sterling, S. Hobbs, R. Davis, J. Merra, E. Metzger

Implementation and Instruction			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
The district will implement new programs in mathematics and science to increase preschool students' content knowledge, skill and understanding.	<ul style="list-style-type: none"> Program implementation of PreK math and science begins <i>completed</i> 	September, 2009	S. Powers, L Fagan, Preschool Teachers
	<ul style="list-style-type: none"> Progress report on PreK math and science program implementation and evaluation <i>internal review completed</i> 	January, 2010	S. Powers, L Fagan
	<ul style="list-style-type: none"> End of year report on PreK math and science program implementation and evaluation <i>delayed until fall, 2010</i> 	May, 2009	S. Powers, L Fagan
The district will implement a new middle school mathematics program	<ul style="list-style-type: none"> Introduction and professional development for middle school classroom and special education teachers and math specialists <i>completed</i> 	August, 2009	M. Sterling, E. Metzger
	<ul style="list-style-type: none"> Ongoing professional development for middle school math teachers <i>underway and on-going; completed for year one of implementation</i> 	September – June, 2009	M. Sterling, F. Ruopp (Consultant)
	<ul style="list-style-type: none"> Status report on implementation of middle school math program <i>completed</i> 	October, 2009	M. Sterling
	<ul style="list-style-type: none"> Mid-year report on middle school math curriculum <i>completed with STEM Report, April 2010</i> 	February, 2010	M. Sterling, E. Metzger
	<ul style="list-style-type: none"> End of year report on middle school math initiative <i>completed with STEM Report, April 2010</i> 	May, 2010	M. Sterling, E. Metzger
The district will introduce engineering in grades 7-8 and will implement a restructured science program in grades 6, 7 and 8	<ul style="list-style-type: none"> Set up technology labs, develop schedule and curriculum units <i>completed</i> 	July – August, 2009	T. Green, D. Joseph, D. Trant
	<ul style="list-style-type: none"> Mid-year status report on engineering program <i>completed with STEM Report, April 2010</i> 	January 2010	M. Sterling, T. Green, D. Joseph, D. Trant
	<ul style="list-style-type: none"> Engineering and Science Report <i>completed, combined with STEM Report, April 2010</i> 	April, 2010	M. Sterling, T. Green, D. Joseph, D. Trant Middle School Science Teachers



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The district will increase emphasis on community service learning and civic engagement in middle school	• Hold community service learning conference for grades 6, 7 and 8 <i>completed</i>	November, 2009	Janice Fairchild, Claudia Foxtree, and Social Studies Teachers
	• Begin classroom based community service learning projects <i>ongoing; complete by end of year</i>	November- June, 2010	Social Studies Teachers
	• Mid-year report on community service learning initiative <i>completed</i>	January, 2010	M. Sterling, Janice Fairchild, Claudia Foxtree
The district will develop and implement a plan to address the needs of subgroups that did not meet AYP	• Revise School Improvement Plans <i>in process with School Council, completed</i>	October, 2009	E. Ledebuhr, S. Hobbs, S. McKenna, R. Davis
	• Write and implement student intervention plans for students who received Needs Improvement or Warning on MCAS in 2009 <i>completed</i>	October, 2009	Principals and Faculty
	• Review progress of students on Intervention Plans with Administrative Council <i>completed</i>	January, 2010	Administrative Council
The district will continue the initiative to develop advanced learning opportunities	• Report on opportunities for students to participate in advanced learning opportunities <i>VHS report, September 24, 2009; also part of differentiation report February 11, 2010</i>	March 2010	M. Sterling and Principals

Assessment and Reporting

Goals	Benchmark Events	Timeline	Resources and Key Personnel
The district will successfully collaborate with state agencies to achieve accreditations and meet requirements	• Pursue NAEYC accreditation for Preschool program <i>completed and awarded by NAEYC</i>	September, 2009	S. Powers, L. Fagan
	• Pursue NAEYC accreditation for Lincoln and Hanscom Kindergarten programs <i>completed and awarded at HPS and underway at Lincoln School; ongoing for Lincoln School</i>	April, 2010	S. Powers, S. McKenna, R. Davis
	• Submit required documents and host site visit from the DESE for the Mid-Cycle Review <i>completed</i>	January, 2010	S. Powers, Administrative Council, Teachers
	• End of year report on DESE Mid-Cycle Review <i>will be scheduled in Fall of 2010 following release of DESE Evaluation Report</i>	June, 2009	S. Powers
The district will implement newly refined processes and procedures for	• Training of new IST processes and procedures will occur in all buildings <i>completed</i>	September, 2009	S. Powers, Administrative Council, Social Workers
	• End of year report on the effect and outcome of	May, 2010	S. Powers

Instructional Support Teams	the new IST processes and procedures <i>internal review completed; ongoing in 2010-11</i>		
The district will expand the capacity to respond to students with disabilities served through 504 Accommodation Plans	• Draft of new 504 manual will be reviewed and refined <i>completed</i>	October, 2009	S. Powers, Administrative Council
	• 504 processes and procedures will be implemented as refined <i>completed</i>	October, 2009	S. Powers and Principals
	• End of year report on indicators of progress in meeting the needs of students with 504 Accommodation Plans <i>internal review completed; revised forms ready for 2010-11</i>	May, 2010	S. Powers
The district will sustain the use of common assessments in order to analyze patterns on performance for groups of students	• Refine and administer common assessments in all content areas based on Lincoln Learning Expectations <i>underway and on-going; completed</i>	September – May, 2010	Curriculum Leaders, Principals, Faculty
	• Collect and analyze assessment data; set goals for instruction <i>completed and on-going; completed</i>	November – May, 2010, Institute Day	Curriculum Leaders, Principals, Faculty
	• Report on the use of data to inform instruction <i>completed</i>	February, 2010	M. Sterling and Curriculum Leaders
Mid-year Status Report	<p><i>The Curriculum, Instruction and Assessment goal remains at the core of the school district's mission. The work plan included a total of 38 benchmark events with 29 targeted for the first half of the school year. Significant progress has been made on these initiatives with a great deal of focus placed on the development of data analysis of student performance, common assessments and instructional plans. Several others focus on procedures and process to ensure that all students receive appropriate support to gain access and have success with the general education curriculum.</i></p> <p><i>Of the 29 benchmarks established for the first half of the school year 72% have been completed or are substantially underway and are on-going, 21% have been rescheduled, several will be addresses in February and others in April. This made sense, as the projects unfolded and reporting on progress would be more complete after slightly more effort. Two benchmarks have not been addressed (7%) but will be revisited in adjusting the plan for the second half of the school year.</i></p> <p><i>It is clear that the district has gained important traction on the implementation of common assessments, the use of multiple measures of student performance, data analysis protocols and the application of this information to plan instruction. We look forward to making presentations about this work at future School Committee meetings. These efforts will continue and be reflected in work plans for 2010-2011 and in future years as the work develops.</i></p>		
End of year Status Report	<p><i>The thirteen major goals in the category of Curriculum, Instruction, and Assessment have been the focus of significant work this year and much has been accomplished. Most importantly, all classroom and specialist teachers in the district has been fully engaged in learning a collaborative process to analyze data and the results of Common Assessments and then plan instruction that is responsive to their analysis. This important work will continue in 2010-11 with a focus on evaluating student growth and supporting differentiated instruction. New and revised curricula have been introduced and implemented in preschool (math and science), elementary grades (literacy practices), and middle school (science, math, engineering, and community service learning in social studies). Continued development has occurred in differentiation of math and literacy learning, with a focus on providing advanced learning opportunities for students who are ready for more challenge. Two goal areas have needed more time and will continue as goals in 2010-11: 1) the development of a standards-based reporting system and 2) the development of a district-wide assessment database to track student progress in literacy and mathematics.</i></p>		

	<p><i>In the special education and related services areas, significant progress has been made in refining and defining the IST process through an updated IST Manual. The use of 504 accommodation plans has been enhanced by the development and implementation of a district-wide 504 Accommodation Plan Manual. At the teacher level, professional development and supports are in place in order to refine practice in differentiated instruction.</i></p> <p><i>At the Kindergarten level, the Hanscom Primary School completed its accreditation preparation for NAEYC and the accreditation was awarded in the spring. Lincoln School Kindergarten teachers have worked on their preparation for NAEYC and they expect to submit for accreditation in 2010-11.</i></p>
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Goal Category	Teacher Excellence and Professional Development		
Aspirational Goal	The district strives to ensure that student learning is supported by faculty members who have a strong grasp of their content, are dedicated to their own learning and continuous improvement of instruction, and are highly focused on energizing and engaging students' passion for learning.		
Operational Goal	The district will support, plan and coordinate a dynamic program for professional development and sustain conditions for effective collaboration and ongoing learning of faculty and staff in order to recruit, develop and retain a diverse and excellent faculty.		
Personnel Management			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
Develop zero base personnel projections for desired program and projected enrollment for FY2011 Budget	• Map current staffing against student enrollment <i>completed</i>	September, 2009	Administrative Council
	• Project staffing needs for FY2011 based on program and projected enrollment <i>completed</i>	October, 2009	Administrative Council
Supervision and Evaluation			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
The district will sustain the use of the supervision and evaluation programs for faculty and paraprofessionals through continued examination and refinement of practice	• Review results of teacher evaluations from 2008-09 in terms of new performance rating system <i>completed</i>	August, 2009	Administrative Council
	• Periodically review process, procedures and expectations to ensure consistency and inter-rater reliability among administrators. <i>underway and on-going; completed</i>	October – May, 2010	Administrative Council
	• Refine expectations for performance of paraprofessionals, analyze staffing patterns and professional development needs in light of NCLB and NAEYC regulations <i>underway and on-going; ongoing 2010-11</i>	October – May 2010	S. Powers, R. Davis, S. McKenna, S. Hobbs, E. Ledebuhr



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Professional Development			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
The district's paraprofessionals will expand their knowledge and skills in providing instruction in the areas of mathematics, literacy and specialized topics such as early childhood education, child development theory, and Responsive Classroom	<ul style="list-style-type: none"> Two training sessions on mathematics and two training sessions on literacy will occur <i>completed</i> 	October, 2009	S. Powers, M. Sterling, E. Metzger, J. Merra
	<ul style="list-style-type: none"> Two training sessions related to specialized topics will take place with presentation by outside consultants <i>one session will be completed 6/7/10</i> <i>didn't principals do the Responsive Classroom training at their schools for LA's. and didn't er do math and literacy in the fall, what is coming up in June?</i> 	May, 2010	S. Powers, S. McKenna, R. Davis
The district's special education teachers will expand their expertise in administering and analyzing data from specialized assessments	<ul style="list-style-type: none"> Plans for each special education teacher to expand his/her repertoire of assessment skills will be established <i>completed</i> 	September, 2009	S. Powers, G. Flaherty, K. Kanter, L. Fagan
	<ul style="list-style-type: none"> Special education teachers will administer an assessment tool that expands their current knowledge and skills <i>completed</i> 	April, 2010	S. Powers, G. Flaherty, K. Kanter, L. Fagan
The district's special education teachers will expand their knowledge and expertise in providing specially designed instruction	<ul style="list-style-type: none"> Special education teachers will provide information to update the district's student services asset map <i>completed</i> 	October, 2009	S. Powers, G. Flaherty, K. Kanter, L. Fagan
	<ul style="list-style-type: none"> Special education teachers will attend workshops in accordance with individual plans developed with the Coordinators of Student Services <i>completed</i> 	June, 2010	S. Powers, G. Flaherty, K. Kanter, L. Fagan
The district will establish teams of teachers and administrators in action research projects to identify strategies to narrow achievement gaps	First cohort of Action Research Teams meets for professional development on action research and achievement gaps <i>completed</i>	August, 2009	A. Alson (Consultant), Teacher Teams
	<ul style="list-style-type: none"> Teacher Teams design and conduct action research projects <i>underway and on-going; complete</i> 	September & June, 2010	A. Alson (Consultant), Teacher Teams
	<ul style="list-style-type: none"> Action Research Teams report to Faculty <i>underway and on-going, presentations on January 27th; second cohort will present on 6/2/10</i> 	January and June 2010	A. Alson (Consultant), Teacher Teams

The district will provide professional development for the implementation of the new middle school math program	<ul style="list-style-type: none"> • Introduction and professional development for middle school classroom and special education teachers and math specialists <i>completed</i> 	August, 2009	M. Sterling, E. Metzger
	<ul style="list-style-type: none"> • Ongoing professional development for middle school math teachers <i>underway and on-going; complete</i> 	September 2009 – June, 2010	M. Sterling, F. Ruopp (Consultant)
Mid-year Status Report	<p><i>The School Committee has placed a significant emphasis on teacher excellence and has supported our requests for curriculum and professional development resources. We have focused our activities on the district's core goals and have made good progress developing the capacity of the administrative team, faculty and curriculum leaders.</i></p> <p><i>This work plan has 16 benchmark events, of which 13 were scheduled for the first half of the school year. To date 81% are either completed or significantly underway and on going. The remaining activities are scheduled for the second half of the school year.</i></p> <p><i>Our focus on using a Data Process to inform instruction has involved all faculty members in developing their capacity to score common assessments, analyze results, and develop goals for instruction. The professional development value of this work has been significant and will be ongoing through the second half of the year at the district level and in each school. Members of the Curriculum Leadership Team have been involved in professional development since August in order to build their skill in facilitating the use of the Data Process with members of their grade and department. They had tried out concepts and approaches in their own instruction in order to lead the process with their colleagues. The district's progress in developing a high-functioning professional learning community is a direct result of the dedication and skill of these teacher leaders.</i></p>		
End of year Status Report	<p><i>In the category of Teacher Excellence and Professional Development, seven goal areas have served to increase the expertise of administrators, regular and special education teachers, and paraprofessionals. Administrators have refined their use of the new performance evaluation system; special educators have developed greater skill in using academic assessments, paraprofessionals have benefited from training sessions in math, literacy, and behavior management, and a number of teachers have worked with consultants in the areas of action research, middle school math, and middle school science. Finally, as noted in the mid-year update and in the closing comments under Curriculum, Instruction and Assessment the faculty development in the collaborative use of data -- through the facilitation of teacher leaders -- has been significant and has established a basis for further growth in the year ahead.</i></p>		



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Goal Category	Leadership and School Culture		
Aspirational Goal	The district strives to establish safe, accepting, and diverse school culture that invite active participation of students, faculty and parents, support academic excellence, and reach out to the broader community.		
Operational Goal	The district will plan programs and activities to address the social and emotional needs of students, promote leadership, initiative, and civic engagement among adults and students in the school community, improve transitions for students and families and expand communications with and involvement of all stakeholders.		
Leadership			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
The district will continue to support opportunities for teacher and student leadership through instructional and extra-curricular programs	<ul style="list-style-type: none">Teacher leaders meet in teams and receive professional development and guidance for their work <i>underway and on-going; completed</i>	August – June, 2010	M. Sterling, Principals, Curriculum Leaders, Team Leaders
	<ul style="list-style-type: none">Student leadership and civic engagement opportunities are made available through class meetings, all-school meetings, community service learning projects, and extra-curricular program. <i>underway and on-going; complete by June 24</i>	September – June, 2010	Principals, Faculty
School Culture			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
Continue to sustain social and emotional learning by expanding the implementation of the Responsive Classroom	<ul style="list-style-type: none">Week-long site-based professional development in Responsive Classroom <i>completed</i>	July, 2009	A. Dousis (Consultant) S. McKenna, R. Davis, Teachers
	<ul style="list-style-type: none">Implement Responsive Classroom strategies in classrooms and school-wide activities <i>underway and on-going; will be complete by June 24</i>	September-June 2010	S. McKenna, R. Davis, Teachers
	<ul style="list-style-type: none">Mid-year status report on Responsive Classroom and social emotional learning <i>completed</i>	January, 2010	S. McKenna, R. Davis
	<ul style="list-style-type: none">Provide professional development for paraprofessionals in Responsive ClassRm <i>completed</i>	November, 2009	S. McKenna, R. Davis



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Communications			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
The district will enhance the community's awareness and understanding of general and special education policies, procedures and services	<ul style="list-style-type: none"> Site-based student and parent handbooks will be revised for district-wide compliance and distributed to families <i>completed</i> 	September, 2009	Administrative Council members
	<ul style="list-style-type: none"> A Special Education Student Services Guide will be written, printed and distributed to the school community <i>completed</i> 	September, 2009	S. Powers
	<ul style="list-style-type: none"> The Lincoln Parent Information Book will be revised for legal compliance and distributed to families <i>completed</i> 	September, 2009	M. Brandmeyer, S. Powers
The district will redesign and implement a new website	<ul style="list-style-type: none"> Conduct design and development session to structure new website <i>completed</i> 	August – September, 2010	M. Brandmeyer, M. McDonough, C. Matthes
	<ul style="list-style-type: none"> Conduct training for administrator, faculty and secretaries on posting to website <i>completed</i> 	September, 2009	M. McDonough, Administrative Council and Secretaries
	<ul style="list-style-type: none"> Launch redesigned website and seek opportunities to improve communications <i>completed</i> 	October- June, 2010	M. Brandmeyer, M. McDonough, C. Matthes
Mid-year Status Report	<i>Building the leadership capacity of teacher leaders and students, along with the establishment of the Responsive Classroom® as a curriculum for building community and positive school culture have been key initiatives in this workplan. A total of 12 benchmark events are referenced in this workplan, 83% are either completed of substantially underway. Two have been rescheduled to February and will be completed next month.</i>		
End of year Status Report	<i>Activities for all four goal areas in the category of Leadership and School Culture have been completed. The use of Responsive Classroom in elementary classrooms on both campuses has provided a very strong, positive foundation for social and emotional learning. It is a foundation that will continue to support the district's students in the years ahead. Opportunities for student leadership received a boost in the fall with the middle school Community Service Learning Conference (see goal in C, I & A), and many projects have been carried out at elementary grades on both campuses. Significant gains have been made in providing families of children with disabilities with clear, specific information regarding the spectrum of services available to this population. The Special Education Parent Advisory Council has expressed great satisfaction with services and supports to families. The goal of increasing communication by implementing a new website has been met so that more information is available to families and teachers on a timely basis.</i>		



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Goal Category	Facilities, Operations, Health and Safety		
Aspirational Goal	The district strives to provide students with programs, resources, and facilities that support and enhance high-quality public education programs.		
Operational Goal	The district will maintain clean, accessible and safe facilities, plan appropriately for future building needs, complete operational audits, implement recommendations for improvement of “operational systems” which support teaching and learning and prepare proposals for necessary funding.		
Facilities			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
Develop response to the Massachusetts School Building Authority’s (MSBA) determination on the Lincoln School’s Statement of Interest (SOI)	• Assess results of actions taken by MSBA on FY09 SOI submittals statewide <i>completed and on-going</i>	September, 2009	M. Brandmeyer, B. Creel
	• Recommend course of action for SC vote <i>completed</i>	October, 2009	M. Brandmeyer, B. Creel
Continue efforts to work with the DOD/DDESS to improve Hanscom school facilities.	• Consult with DDESS Facilities to determine next steps for facilities improvement projects and assess probabilities <i>underway and on-going, completed</i>	November, 2009	M. Brandmeyer, B. Creel
	• Prepare alternative approaches and strategies for improving facilities <i>on-going</i>	December, 2009 – January 2010	M. Brandmeyer, B. Creel, R. Davis, E. Ledebuhr
	• Status report on plan/progress <i>completed and on-going</i>	February, 2010	M. Brandmeyer, B. Creel
Develop capital project proposal for consideration by School Committee and Capital Planning Committee (CPC) for FY11 and beyond	• Recommend capital projects for SC review <i>completed</i>	September, 2009	B. Creel, M. Haines
	• Present CPC proposal for SC vote <i>completed</i>	October, 2009	M. Brandmeyer, B. Creel
	• Respond to CPC determination by preparing plans for execution <i>Project plans developed and in procurement to be completed in FY 11</i>	March, 2010	B. Creel, M. Haines
	• Recommend Hanscom capital projects for SC review and approval <i>deferred</i>	January, 2010	B. Creel



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Manage facilities assets in accordance with School Committee guidance	• Negotiate one-year extension to Hartwell lease <i>completed</i>	September, 2009	R. Orgel, B. Creel
	• Participate in the Hartwell Space Working Group <i>completed</i>	October-November, 2009	J. Glass, B. Creel
	• Manage process for continued lease or RFP to re-compete lease of Hartwell space <i>completed</i>	January-March, 2010	B. Creel
Budget and Operations			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
Develop FY11 Budget that aligns with and supports district priorities	• Prepare Preliminary Budget for School Committee review <i>completed</i>	October, 2009	Administrative Council
	• Present Base Budget for School Committee vote <i>completed</i>	December, 2009	M. Brandmeyer, B. Creel
	• Present Preferred Budget for School Committee vote – pending Finance Committee Guidelines <i>completed</i>	January, 2010	M. Brandmeyer, B. Creel
Implement Action Plan for Food Service Program	• Implement Nutrakids Point of Sale system <i>completed</i>	September – October, 2009	B. Creel, C. Higgins, Cafeteria staff
	• Implement Food Service Review recommendations <i>completed</i>	September – May, 2010	B. Creel, C. Higgins, Principals, Cafeteria staff
	• Report on Food Service program changes <i>completed</i>	March, 2010	B. Creel, C. Higgins
Negotiate successor agreements with Custodian's union	• Negotiate agreement with union leadership <i>completed</i>	July-October, 2009	T. Sanders, B. Creel
	• Present agreement for ratification by School Committee <i>completed</i>	October, 2009	T. Sanders, B. Creel
Monitor ARRA, stimulus and competitive grants for opportunities to enhance district programs.	• Develop strategy to use ARRA stimulus money allocated by DESE <i>completed</i>	October-November, 2009	M. Brandmeyer, M. Sterling, B. Creel, S. Powers
	• Explore opportunities for additional funding through competitive grants <i>no new opportunities</i>	October, 2009 – May 2010	M. Brandmeyer, M. Sterling, B. Creel, S. Powers
Conduct bid process to select Hanscom snow removal contractor	• Prepare documents and solicit bids <i>completed</i>	August – September, 2009	B. Creel
	• Request School Committee approval to award contract <i>completed</i>	October, 2009	B. Creel



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Health and Safety			
Goals	Benchmark Events	Timeline	Resources and Key Personnel
The district's Health Advisory Council will provide direction and recommendations regarding implementation of the Wellness Policy	<ul style="list-style-type: none"> Report on the implementation of the Wellness Policy <i>not completed, will be addressed in 2010-2011</i> 	November, 2009	S. Powers, Health Advisory Committee
Respond to the requirement of the Department of Public Health for Pandemic Flu Planning	<ul style="list-style-type: none"> Plan for flu outbreaks through a District task force <i>completed</i> 	July, 2009 – May, 2010	M. Brandmeyer, B. Creel, M. Richichi, E. Dirrane
	<ul style="list-style-type: none"> Provide periodic updates to School Committee <i>not necessary</i> 	September, 2009 – May, 2010	M. Brandmeyer
Mid-year Status Report	<p><i>This workplan was front-loaded with operational activities and benchmarks that required attention during the first half of the school year, budget development, contract negotiations and facilities planning. In total there were 27 benchmark events, with 21 requiring early action. 95% of the scheduled activities are either completed or significantly underway and continuing. Several remain and will be addressed during the second semester.</i></p> <p><i>Two events were anticipated but did not require the effort anticipated. Preparations for pandemic flu were completed this fall, vaccination clinics were scheduled and used and communications were frequent early in the fall. Since the flu did not reach the level of severity originally anticipated, no further action was necessary. The district had hoped that grant opportunities might be available as a result of federal stimulus funds. These did not materialize, however the district is poised to participate in the federal Race to the Top grant, should Massachusetts win an award and the program continues to align with district initiatives. School facility issues with MSBA and the DoD/DODEA will require on-going attention.</i></p>		
End of year Status Report	<p><i>Highlights of the second half of this school year are the successful conclusion of the Hartwell Space re-competition and the announcement of the DODEA plan to replace the Hanscom Middle School in 2012 and the Hanscom Primary School in 2015. As a consequence, the planned development of capital projects at Hanscom Schools for School Committee review was deferred, pending further discussions of new construction timing with the DODEA project manager.</i></p>		