

## **Curriculum, Instruction, and Assessment**

Goal: Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences.

<b>Year 1 Actions</b>	<b>Strategic Initiatives or Products</b>	<b>Due Date</b>	<b>Person(s) Responsible (Lead, Implement, Support)</b>
<b>Strategy 1. Implement curriculum at every grade level that is consistent and coordinated across grade levels and course sequences</b>			
Establish a vertical team of teachers to receive training on Atlas <ul style="list-style-type: none"> <li>Team will input existing curriculum and benchmarks</li> <li>Identify redundancies and gaps in the curriculum</li> <li>Identify essential questions and desired outcomes for each course or subject of study</li> </ul>	Atlas curriculum mapping	8/30/11	(L & I)-Curriculum Director, (S & I) Principals, Vertical Team, Curriculum Coordinators/Department Heads
Implement inquiry-base science units <ul style="list-style-type: none"> <li>Identify sequence of science unit implementation based on data and the district's 2010 STE benchmark revision</li> <li>Purchase supplementary inquiry-based materials to support elementary science benchmarks</li> <li>Review and revise Instructional Technology Benchmarks</li> </ul>	Inquiry-based Science materials	9/15/10	(L & I)-Curriculum Director, (S & I) Principals, Teachers
	Revised Instructional Technology Benchmark document	8/30/11	
Fully implement Pre-K-5 literacy curriculum for curriculum and instruction consistency Pr-K-5 <ul style="list-style-type: none"> <li>Add Storytown program to grades 4 and 5 at the Horace Mann and Roosevelt Schools</li> <li>Provide Storytown professional development for upper elementary teachers</li> </ul>	Grades 4&5 Storytown texts and support materials	9/15/10	(L & I)-Curriculum Director, (S) Principals, (I)-Teachers
	Professional development for Grades 4&5 staff	6/15/11	
<b>Strategy 2. Provide highly effective instruction in every classroom using instructional models that challenge and supports learners at all achievement levels.</b>			
Improve mathematics performance <ul style="list-style-type: none"> <li>Utilize math department head to provide coaching to middle school math teachers</li> <li>Expand professional development for teachers in mathematics at the elementary level to improve understanding of number sense and conceptual math instruction</li> <li>Hire a math coach to provide support for teachers at the elementary level</li> </ul>	Math coaching	6/15/11	(L & I)-Curriculum Director and Curriculum Coordinator/Math Department Head, (S & I) Principals
	Math PD for elementary staff	6/15/11	
	Math Coach	12/1/10	
Define and target expectations for effective instructional strategies based on educational research and best practice for use in all PreK-12 classrooms <ul style="list-style-type: none"> <li>Create administrative walk-through protocol</li> <li>Identify common areas of focus (e.g. differentiated instruction, cluster and flexible grouping, whole class to small group ratio, use of inquiry-based activities)</li> </ul>	District common instructional strategies document	12/1/10-define 6/1/11-document	(L)-Curriculum Director, (S & I) Principals, and Curriculum Coordinators/Department Heads

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
<ul style="list-style-type: none"> <li>• Provide professional development to teachers on progress monitoring.</li> <li>• Provide professional development to administrators around leading data teams</li> <li>• Begin development of district-wide and school-based data teams</li> </ul>	Data teams Guidelines for analyzing effectiveness of instructional strategies	4/1/11	(L)-Curriculum Director, (S & I) Principals, and Curriculum Coordinators /Department Heads
<b>Strategy 3. Ensure the effective use of multiple forms of assessment to inform teachers' instructional practices, to regularly provide meaningful feedback to students and parents, and to support progress monitoring and accountability efforts at all levels of the school system.</b>			
Document PreK-12 expectations for use of grade level/ course common assessments to tailor instruction <ul style="list-style-type: none"> <li>• Revise benchmark assessment map</li> <li>• Develop a classroom analysis and reflection form for each benchmark assessment period</li> </ul>	Benchmark Assessments District Assessment system framework Analysis and reflection form	11/1/10	(L)-Curriculum Director, (S & I) Principals, and Curriculum Coordinators/Department Heads
<b>Success Measures for 2015</b>		<b>Annual Benchmark</b>	
<ul style="list-style-type: none"> <li>• A web-based curriculum map, showing horizontal and vertical articulation of Pre-K-12 curricula</li> <li>• 80% of Melrose students in the aggregate will have a student growth percentile of 40% or higher</li> <li>• 80% of Melrose students in subgroups will have a student growth percentile of 40% or higher in ELA and Math</li> <li>• PK-12 staff members trained in instructional models relative to their teaching responsibilities</li> <li>• Evidence instructional strategies from district professional development are effectively applied at all levels</li> <li>• Pre-K-12 assessment system in use</li> <li>• Common methods for using data established and in use by teachers and administrators</li> </ul>		<ul style="list-style-type: none"> <li>◆ Curriculum mapping process begun with previously trained staff. Concepts introduced to all staff.</li> <li>◆ Baseline established- 54%</li> <li>◆ Baseline established-45%</li> <li>◆ Instructional models identified and training needs assessed</li> <li>◆ Baselines established based on previous training: 20%</li> <li>◆ Development underway</li> <li>◆ Data use training begun</li> </ul>	

## **Student Support**

Goal: Anticipate, plan and provide for the academic, emotional, physical, and social needs of learners, across the range of abilities and backgrounds to support all students in their learning, growth and development.

<b>Year 1 Actions</b>	<b>Strategic Initiatives or Products</b>	<b>Due Date</b>	<b>Person(s) Responsible (Lead, Implement, Support)</b>
Strategy 1. Strengthen transition planning and practices from grade to grade and from level to level across the school district, in order to meet the needs of students and parents.			
Assess and refine all data gathering and sharing practices related to school transitions <ul style="list-style-type: none"> <li>• Gr.Pre-K to K: Kindergarten teachers will observe Pre-K teachers. Pre-k teachers will fill out forms about each child going to kindergarten. Elementary principals will attend snack time at the Franklin with the children assigned to their school.</li> <li>• Gr. 5 to 6: Teachers meet to collaborate about students and expectations, Step-up day, MVMMS principal and teachers will reflect and possibly revamp data being sent from fifth to sixth grade.</li> <li>• Gr. 8 to 9: December parent info night, March parent curriculum night, February student information session re: scheduling and requirements, August orientation for incoming 9<sup>th</sup> graders organized by upperclassmen.</li> </ul>	Academic performance & skill information database of all entering 6 <sup>th</sup> graders, clustering criteria, visitation schedules  Meeting the Needs of All Learners Initiative          Review of placement criteria	12/1/10          12/1/10	(L)- Director Pupil Personnel Services (S)-Principals, ETFs, Guidance and Curriculum Coordinators/Department Heads, Upperclassmen
Improve ways to share transition info with parents <ul style="list-style-type: none"> <li>• Create a FAQ document by eliciting transition questions from parents</li> <li>• Establish an 8<sup>th</sup> to 9<sup>th</sup> grade special education information night similar to the existing 5<sup>th</sup> to 6<sup>th</sup> grade night.</li> </ul>	Parent nights FAQ document	5/1/11	(L)- Director Pupil Personnel Services (S)-Principals, ETFs, Guidance and Curriculum Coordinators/Department Heads
Strategy 2. Expand approaches and options for high school guidance services and resources for college and non-college bound students, as they plan for post secondary experiences			
Identify areas of need through H.S. Guidance Survey & develop plan to address in 2010-2011	Guidance program survey Naviance program	11/1/10	(L)- High School Principal (S)- Guidance Director and Counselors
Strategy 3. Establish a tiered model of intervention at all schools for students identified as academically or behaviorally at risk			

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
Identify and develop tools and structures that will establish options for Tier II interventions at Elem. & M.S. & Tier III referrals <ul style="list-style-type: none"> <li>• Use data teams to establish consistent progress monitoring tools throughout the district</li> <li>• Expand pilot use of Lexia on-line tutorial at the elementary level</li> <li>• Utilize co-taught supports for at-risk learners</li> <li>• Develop a job description for intervention tutors</li> <li>• Create a plan to hire tutors</li> </ul>	Co-taught model Instructional Support Teams  Job description document for intervention tutors	6/1/11	(L)- Director Pupil Personnel Services (S)-Principals, Guidance, (I) - Behavior Specialist Reading Teachers, Intervention Tutors, Special Education Co-Teachers and General Education Teachers
Strategy 4: Establish consistent procedures for PreK-12 special education and other student support program development and evaluation			
Develop and implement a current, comprehensive SPED procedures manual	Special Education Procedural Manual	10/1/10	(L)- Director Pupil Personnel Services (S)- ETFs, (I)-Teachers
Strategy 5: Continue implementation of co-teaching model across the district			
<b>Success Measures</b>		<b>Annual Benchmark</b>	
<ul style="list-style-type: none"> <li>• Parents, teachers, and students report that revised transition practices and services (school-to-school, grade-to-grade) meet their needs as measured by parents and student surveys.</li> <li>• System-wide tiered academic and behavioral approaches are developed, piloted and implemented</li> <li>• Procedures and criteria are developed and consistently in use for new special education program development and regular evaluation of all student support programs.</li> <li>• Needs of low incidence special education population met through quality in-district program development and help to prevent unnecessary out of district placements</li> <li>• High school guidance program evidences focused and expanded services.</li> </ul>		<ul style="list-style-type: none"> <li>• Determine baseline for satisfaction through survey results</li> <li>• Identify and develop Tiered approaches</li> <li>• Identify and develop procedures and criteria</li> <li>• Description of district programs and population served</li> <li>• Identify needs via survey and create plan</li> </ul>	

## Human Resources and Professional Development

Goal: Ensure the quality, effectiveness and continuity of staff through consistent use of comprehensive and exemplary recruitment, staff development, supervision and evaluation practices.

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
Strategy 1: Provide a comprehensive professional development program for all personnel that addresses the district's and schools' goals, and stays current with advancements in education and technology.			
Design professional development activities for the 2010-2011 school year <ul style="list-style-type: none"> <li>• Use the results for spring 2010 PD Needs Assessment to tailor professional development activities</li> <li>• Use the district's Strategic Plan and Superintendent's goals to connect PD activities</li> <li>• Utilize current staff to provide after school options for targeted Professional Development</li> <li>• Implement Math Coaching at the Middle School and Elementary schools</li> <li>• Train Administrative Leadership Team and selected staff members in Data Team facilitation</li> </ul>	Professional Development pamphlet	10/1/10	(L)-Curriculum Director (S)-Leadership Team (I)-Math Coach, Math Department Head, Staff selected to facilitate after-school PD options
Communicate the current district-wide Professional Development Plan and Needs Assessment tool, and revise both if necessary, in light of the Strategic Plan's priorities	Revised Professional Development Plan and Needs Assessment tool for the 2011-12 school year	5/15/11	(L)-Curriculum Director (S)-Leadership Team
Strategy 2: Develop stronger, more comprehensive faculty and staff supervision and evaluation practices and tools that reflect district commitment to high expectations, best practices and effective job performance and the district's goals.			
Incorporate negotiated changes and continue to meet with MEA and MTA to promote benefits of new teacher supervision and evaluation tool	New staff evaluation instrument	3/1/11	(L) Superintendent (S) Leadership Team and MEA
<b>Success Measures for 2015</b>		<b>Annual Benchmark</b>	
<ul style="list-style-type: none"> <li>• District annually publishes professional development plan, with clearly identified outcomes and linkage to strategic plan priorities.</li> <li>• District's professional development opportunities are rated as meaningful, productive and effective by 85% of participants</li> <li>• Evaluation processes for all staff are reviewed, refined and revised to reflect district commitment to high expectations, best practices and effective job performance, and linked to professional development outcomes and strategic plan/school improvement plan priorities.</li> </ul>		<ul style="list-style-type: none"> <li>• Publish Professional development plan</li> <li>• Establish baseline for effectiveness</li> <li>• Publish new teacher evaluation instrument</li> </ul>	

## **Communication and Partnerships**

Goal: Implement comprehensive communication systems and partnerships with parents and the community that build shared understanding and trust and enhance the educational program.

<b>Year 1 Actions</b>	<b>Strategic Initiatives or Products</b>	<b>Due Date</b>	<b>Person(s) Responsible (Lead, Implement, Support)</b>
Strategy 1: Develop and implement comprehensive district communication plan that will help parents and the community better understand school curricula, practices and policies and awareness of the school system's needs.			
Clearly communicate the updated district Mission Statement	Strategic Plan	9/1/10 on-going	(L)-Superintendent , (S)- Leadership Team, (S)-School Committee
Standardize media/press-release procedures	Media/Press Release Form	09/01/10	(L)-Superintendent , (S)- Leadership Team, (S)-School Committee
Review and make recommendations for expansion of technology communication tools	List of Recommendations	01/15/11	(L)-Director of Technology, (S)- Leadership Team
Enhance district website to provide comprehensive and user-friendly communication to parents and community. For example, <ul style="list-style-type: none"> <li>• Develop plan to hire a full time district web-master</li> <li>• Implement Edline at the High School</li> <li>• Develop consistent format for school websites</li> </ul>	Web-based systems (e.g. Edline, Rediker, Cognite, Gradequick, and Atlas Curriculum Mapping)  Webmaster job description	1/15/10	(L)-Superintendent , (S)- Leadership Team, Director of Technology
Strategy 2: Expand and strengthen partnerships with community organizations and institutional resources to assist support of students, their families and educational program.			
Investigate computerized report card programs/offerings for elementary schools	Samples of computerized report cards	6/1/11	(L)-Curriculum Director, (S)- Leadership Team
Coordinate parent and student workshops for all schools on the new state bullying legislation and the changes to the district's anti-bullying plan <ul style="list-style-type: none"> <li>• Schedule dates with MAAV</li> <li>• Communicate to parent importance of event and support</li> <li>• Incorporate MAAV training into ongoing dialogue and communication with parents and students</li> </ul>	MAAV workshops and building-based workshops	10/15/10	(L) Principals, (S) – Curriculum Director, Athletic/PE Director (S) MAAV (S)

## **School System Climate and Culture**

Goal: Ensure a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected and where collaboration and support among teachers, staff, administrators, parents and community members are the norm.

<b>Year 1 Actions</b>	<b>Strategic Initiatives or Products</b>	<b>Due Date</b>	<b>Person(s) Responsible (Lead, Implement, Support)</b>
Strategy 1: A comprehensive health and wellness curriculum, Pre-K through 12, which includes strong social competence and anti-bullying and harassment components is developed and implemented			
Research and select social competency curriculum	Recommended Curriculum	6/1/11	(L)-Curriculum Coordinator (S)-Principals, Guidance, Psychologists and Teachers
Anti-bully training for students, staff, and parents	Certificates of Completion	On-going	(L)_Superintendent (I)-Principals (S) Community-based Organizations
Establish bullying incident baseline	District-wide elementary behavior rubric	6/30/11	(I)-Principals (S)-Director Parent-Pupil Personnel
Create and implement bullying plan	Bullying policy	12/31/10	(L)_Superintendent (S)-Director Parent-Pupil Personnel (s & I)-Principals (I)-Teachers
Strategy 2: Build a sense of community within all schools, where the attitudes of all are inclusive and each student and parent experiences a sense of belonging.			
Enrichment programs or school-sponsored events promoting diversity	School-based and district-wide activities	6/15/11	(L) Principals (I) Teachers (S) PTO
Strategy 3: Expand and strengthen opportunities, at each school and across the district, for collaboration and support among teachers, staff, administrators, parents, community members and students.			
District survey regarding school climate and culture	District surveys	05/15/11	(L)_Superintendent (S)-Director Parent-Pupil Personnel and Principals
<b>Success Measures for 2015</b>		<b>Annual Benchmark</b>	
<ul style="list-style-type: none"> <li>Decreased levels of bullying and harassment infractions measured by the number of referrals</li> <li>Students and staff at least annually participate in formal initiatives promoting awareness and sensitivity to diversity and celebration of student growth and accomplishment</li> <li>Staff, parents and students participate in shared-decision making through the schools, school councils, and district-wide committees.</li> <li>School district climate and culture monitored annually through student, teacher and parent surveys</li> </ul>		<ul style="list-style-type: none"> <li>Baseline established</li> <li>Share district update on diversity</li> <li>School improvement plan</li> <li>Survey results</li> </ul>	

## Facilities and Technology

Goal: Provide equitable educational facilities, technological tools and the associated infrastructure needed across the district to meet teaching and learning needs and provide a quality 21<sup>st</sup> century education for children of Melrose.

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
Strategy 1: Ensure the district's technology and technology infrastructure is current, with equitable access.			
Finalize infrastructure stability and updates in all schools	Fiber-optic network	Summer 2010	(L)Director of Technology (S) Superintendent and Facilities Director
Strategy 2: Provide adequate tools and training for teachers across district to be knowledgeable and current in integrating technology into curriculum and instruction and introducing students to use of technology as a tool.			
Direct building-based technology associates to design integrated performance assessments in collaboration with technology teachers and Director of Curriculum	District technology integration assessment document that relates to the district's Instructional Technology benchmarks	6/1/11	(L)-Director of Technology (S)-Curriculum Director, Principals, Curriculum Coordinators/Department Heads, Technology Teachers (I) Technology Associates
Explore options to fund and hire technology integration specialists <ul style="list-style-type: none"> <li>• Develop plan for tech integrations specialists at elementary schools and middle school</li> <li>• Create job description incorporating coaching model of teacher support</li> <li>• Identify scheduling and curriculum needs</li> </ul>	Job Description Technology integration specialist	6/1/11	(L)- Superintendent and Business Manager, (S)-Director of Curriculum, Principals, Curriculum Coordinators/Department Heads
Strategy 3: Insure parity of educational facilities across the district.			
Identify and prioritize facility needs for school year 2010-2011	A list of district-wide technology needs as they relate to parity of educational facilities	9/1/10	(L) – Superintendent and Director of Technology (S) – Leadership Team
<b>Success Measures for 2015</b>		<b>Annual Benchmark</b>	
<ul style="list-style-type: none"> <li>• A multi-year district technology plan is developed and implemented with a focus on strengthening the reliability and capacity of infrastructure and maintenance and replacement of equipment.</li> <li>• Technology skill goals and benchmarks for staff at all levels are implemented, to measure technological proficiency</li> <li>• The district's five year plan for facilities, grounds, maintenance and capital expenditures annually updated and prioritized.</li> </ul>		<ul style="list-style-type: none"> <li>• Technology audit and survey</li> <li>• Technology assessment results</li> <li>• Report on progress made in meeting the needs of all learners as outlined in the Capital Plan</li> </ul>	

## **Governance, Organizational Leadership and Funding**

Goal: Establish strong and coordinated leadership and organizational structures across the school district that support continuous improvement, adequacy of resources and provide a quality education for all students in Melrose.

<b>Year 1 Actions</b>	<b>Strategic Initiatives or Products</b>	<b>Due Date</b>	<b>Person(s) Responsible (Lead, Implement, Support)</b>
Strategy 1: The administrative leadership will continue to work together to maintain shared vision and goals based on a consensus model.			
<ul style="list-style-type: none"> <li>On a monthly basis, the leadership team will review and revise actions taken in support of the Strategic Plan goals.</li> <li>Members of the leadership team will report progress to the School Committee on a quarterly basis.</li> </ul>	Monitor Progress	Monthly/ Quarterly	(L)-Superintendent (S)- Leadership Team
Strategy 2: Collaboratively work with teachers, parents, students, and community members to build the capacity for leadership in support of the vision and goals of this plan.			
Continue to work with stakeholders and constituencies to advocate for a fiscally sound and financially responsible budget that supports the mission of the Melrose Public Schools. <ul style="list-style-type: none"> <li>Gather input from School Site Council's to review budget needs</li> <li>Meet with Curriculum Coordinators/Department Heads to determine budgetary needs</li> <li>Utilize PTO meetings to share pertinent budget information</li> </ul>	Balanced Budget Capital Improvement Plan School Improvement Plan	On-going	(L)-Superintendent (I) – Leadership Team (S)- School Committee, Site Councils, PTO
Strategy 3: Insure that annual benchmarks are used to regularly report on the progress of the plan's implementation and establishing of school system priorities, and that the results are disseminated to the community.			
The leadership team will use established communication pathways to engage stakeholder groups in an ongoing dialogue and partnership in achieving the Strategic Plan goals. Administration will use the following avenues: <ul style="list-style-type: none"> <li>Regularly Scheduled Meetings (e.g. PAC, PTO, Site Council, Staff, Department)</li> <li>Community Meetings (e.g. Rotary, Chamber of Commerce, MAAV)</li> <li>Newsletters</li> <li>District and School Websites</li> </ul>	Update to the School Committee	On-going	(L)-Superintendent (S)- Leadership Team and School Committee
Strategy 4: Explore ways in which parents and community members, along with school staff, can enhance access to alternative funding sources to support the educational program of Melrose Public Schools.			
Identify alternate sources of funding	District-wide list of resources	6/1/11	(L)-Superintendent (S)- Leadership Team and School Committee
<b>Success Measures for 2015</b>		<b>Annual Benchmark</b>	

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
<ul style="list-style-type: none"> <li>• Collaborative efforts that support consensus building and distributed leadership implemented at school sites and across the school community to support goals of strategic plan.</li> <li>• Strategic Planning benchmarks reported to the School Committee and community annually and priorities for the following school year identified</li> <li>• Alternative funding sources and options are established</li> </ul>			<ul style="list-style-type: none"> <li>• District-wide budget</li> <li>• Report presented</li> <li>• Report on progress made in and identifying funding sources</li> </ul>