

# Melrose Public Schools

Strategic Plan  
2003-2008

## **Melrose Public Schools Strategic Plan**

This document is the Melrose Strategic Plan for 2003-2008. It is the culmination of over 2 years of work, involving in excess of 50 people on task forces, much work done by the Melrose Advocates for Education, and the Strategic Planning Steering Committee. The plan is reflective of the initial data gathered by task forces; the input of students, gathered through surveys in December 2002; all faculty, gathered through faculty led in-service forums in the fall of 2002; the New England Association of Schools and Colleges Report on High School Accreditation 2000; as well as 830 parents/families who responded to the parent survey done in the late fall of 2002.

We have reviewed several hundred pages of essential documents that provided measures and data about the school system's successes and opportunities. This plan also reflects current federal and state laws and mandates that dictate much of a school department's responsibilities. The School Committee has provided clear input on its priorities. We have received numerous e-mails and letters from parents and members of the community and to the best of our ability these were also considered. The plan represents the intersections of all these sources of data. The decisions and choices reflected in this plan are the result of several days of analysis by the Steering Committee, the Superintendent, and the Organization Development Consultant. The Administrative Team has prioritized the objectives to reflect the needs and ongoing work of the district.

This is an operational plan, which means, if followed, the plan will in fact guide the substantial work of the Administration, the School Committee, and the School Councils over the next three year to five year period and beyond. This is not a plan reflective of the day to day maintenance responsibilities. It is reflective of the work required to move the district from its current state to its desired future. Some of the items in the plan have an asterisk. These asterisks (\*) identify issues specifically identified in the New England Association of Schools and Colleges High School Accreditation Report 2000 in its recommendations sections. These recommendations align with [he needs identified through other more recent data gathering methods.

There is important work for the School Committee as they carry out their primary responsibilities: to establish policy; approve the budgets; serve as liaisons to other city departments; evaluate the work of the Superintendent who is responsible for the execution of the strategic plan; and maintain a bridge to the public. There are

substantial opportunities for volunteers to utilize their skills and make a contribution as well.

In the plan, the reports from various task forces are directed to the School Committee when changes have either policy implications or direct and immediate budget implications. The Superintendent, or her designee, is responsible for the disposition of all other objectives. The School Committee should be represented on any community-wide task force. All other task forces are populated at the Superintendent's discretion. The ownership for the plan rests with the Superintendent and the Administrative Team and it is under their guidance that the plan should be accomplished.

Resources will play an essential part in the accomplishment of much, if not all, of what is identified here. The plan, by design, recommends where the money and resources of the school district should be directed in any given year if the system is to build on its strengths and address its opportunities for improvement. This document is a guide to budget development as well as an educational tool for the community. While it focuses the improvement efforts of the administrators, teachers and staff, it also helps taxpayers understand where and how their money is being spent. If monies are not made available for a given objective in a given year, that objective will be placed into the next year for execution. Lack of funds does not make real need go away, it simply postpones the accomplishment of what is needed.

Each year the administrators should review the accomplishments of the year as well as the upcoming annual plan, adjust as needed, and develop action plans for execution. This will keep the plan strategic in nature and ensure measurable steps toward the vision for public education in Melrose.

I want to take this opportunity to thank all of the volunteers who committed valuable time and energy to this effort. My thanks to the School Committee for having the wisdom to see the need for a plan and for providing me with the opportunity to consult to the district. My special thanks to the Steering Committee. Your consistent energy and excitement for doing the work, your exceptional honesty and forthright conversations, your commitment to excellence in public education, and your passion for quality in the Melrose School Department are unparalleled in any community in which I have worked. You have created an excellent product. I hope you will continue your involvement in the system. I have appreciated the opportunity to support you, as a Melrose High School graduate of 1966, and in memory of my dad, Don Allen, a former long term Melrose School Committee member.

## **The Strategic Planning Steering Committee Members**

Katherine Clark, School Committee Chair

Amy Hosford-Swan, School Committee and Task Force Chair

Beth McCarthy, Parent, PTO Co-Chair and Task Force Team Chair

Andy Gallup, Parent and Task Force Team Chair

Trudy Dooner, Elementary Principal

Bob Savarino, High School Dean of Students and Parent

Margaret Driscoll, Parent, School Volunteer, and Task Force Team Chair

Kim Barbagallo, Elementary Teacher

Dottie Morris, Community Representative, School Volunteer, and Parent

Julie Ginches, Parent and Community Representative

Jayne Morgan, Middle School Teacher

Jim Babineau, High School Department Head

Rosemary Leblanc-Considine, Superintendent of Schools

Wishing you the best,

Jan Williams, Organization Development Consultant and Facilitator

## **Strategic Planning Definitions**

**Strategic Planning** is a process through which a school system assesses its current reality, envisions its future, and develops a roadmap to achieve its preferred future.

It ensures that all stakeholders have a unified understanding of the School District's mission and goals. Strategic planning provides an opportunity for renewal, continuous improvement, and planned growth. It prepares and enables the system to be responsive to legal requirements, student needs, external demands, and societal expectations.

**Stakeholders** are those who have a vested interest in the school system's success.

These include: parents, youth organizations, local government, service organizations, religious organizations, and the community-at-large.

**External Assessment** is the process of gathering information from your stakeholders to determine the degree to which you satisfy Federal and State mandates.

**Internal Assessment** is the process of gathering information from administration, teachers, students, and support staff about the system's strengths and weaknesses.

**Vision** is a statement about the school system's preferred future.

**Values** are those guiding principals and behaviors that support the teaching and learning process.

**Mission** is a statement of purpose, the school district's reason for being.

**Goals** are statements of general direction, purpose, or intent. Goal statements are broad, general, and timeless. They speak to the system's commitments in relationship to staff, students and the community. They describe how and where

the organization will focus its energy and resources. Goals support and enhance the mission.

**Strategic Focuses** broadly define the school district's priorities for short-term improvement.

**Objectives** are specific, measurable, achievable, realistic, and time-bounded statements about work that will be done in a given period of time.

**The Operational Plan** is the collection of all objectives, often organized by strategic focuses, that in total, details the work to be accomplished in a one to three year period.

**Action Plans** answer the questions: Who? What? When? How? With what resources?

**Job Targets** identify the work that individuals will do to ensure the accomplishment of the objectives. They also address issues of individual professional improvement.

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## **Melrose Public Schools Strategic Plan**

### **Our Vision.. .what we are reaching for**

Each child in the Melrose Public Schools is given the opportunity to achieve greatness and educational excellence through the dedicated efforts of inspired educators, involved families, and a supportive community,

### **Our Values.. .foundational practices**

1. Honesty and integrity are the fundamental principles guiding all our actions, interactions, and decisions.
2. We take pride in and respect ourselves, each other, our schools, our work, and our environment.
3. Each of us is responsible for our actions and their outcomes.
4. We work together in positive ways to solve problems and achieve goals.
5. We honor and celebrate differences and respect individuality.
6. We look beyond our personal interests and encourage acts of kindness and charity.
7. We overcome obstacles through courage and perseverance.

### **Our Mission.. .Our statement of purpose**

We inspire, engage, challenge and support all students to achieve academic excellence, to become life-long learners, and to be successful participants in our global community.

### **Our Goals for Students... What we consistently do in relationship to students**

- We provide students with a healthy and safe learning environment.
- We build and maintain state of the art facilities.
- We provide quality tools and resources to support the teaching-learning process.
- We design and continually assess the curricula and ensure quality content that is aligned with the Massachusetts Curriculum Frameworks.
- We ensure that curricula are diversified, dynamic, and innovative.
- We achieve “Adequate Yearly Progress” at all schools according to the standards set by the Massachusetts Department of Education.
- We provide the resources for the social development of children.
- We utilize strategic planning to guide our work and we use the plan to benchmark our progress.

### **Our Goals for Staff ...What we consistently do in relationship to staff**

- We provide leadership that inspires high quality staff performance and accountability.
- We are committed to comprehensive staff development.
- We recruit and retain high quality staff.
- We ensure collaboration and communication among staff and across all schools in the district.

### **Our Goals for Community... What we consistently do in relationship to community**

- We are committed to fiscally responsible development and management of the budget.
- We promote reciprocal communication between the school system and the community.
- We support collaborative relationships between the school system and the city departments and city organizations.
- We partner with families to enhance student success.

### **The Structure of the Plan**

The Strategic Plan is organized by school calendar years. The Steering Committee, guided by the work of the earlier Strategic Planning Task Forces, identified 7 Strategic Focuses for the next five year period: Facilities and Physical Plant; Curricula, Instruction, and Student Learning; Recruit, Train, and Develop Quality Educational Staff to Provide Excellence in Teaching; Student Support Services; Leadership and Governance, Budget and Finances; and School-Community Relations.

Strategic Focuses are intended to identify the areas in which the time, energy, money, and other resources in the district should be centered to achieve maximum progress and results. Under each Strategic Focus we have identified the relevant district goals in order to clearly link the plan to the defining strategic documents: the Vision, Values, Mission, and Goals. The Objectives are organized under each Strategic Focus according to the dates by which they are to be accomplished. Each objective represents measurable actions to be taken in a defined period of time. There is a necessary incremental process for improvement and change in order to ensure that you are actually addressing the issue, rather than its symptoms. Therefore, most of these objectives are broken down into three or four steps: assessing need or evaluating what exists; planning for improvement or change; implementation of the plan; and evaluation of the impact of the improvements or changes. Sometimes two of these steps will be done together. Often these steps will be done in different school years. Funding will be an essential element to implementation in many, if not most, cases. The measurement of progress is in the completion of objectives and the quality of the results.

### **Year One (2003-2004) of the Strategic Plan**

#### **Strategic Focus #1: Facilities and Physical Plant**

##### **Goals:**

- **We provide students with a healthy and safe learning environment.**
- **We build and maintain state of the art facilities.**
- **We support collaborative relationships between the school system and the city departments and city organizations.**

1.1 Convene a task force including administrators, teachers, and parents to examine the options for school configurations in the city. Include research on best practice, educational impact, transportation issues, current physical plants, playgrounds and athletic facilities, roads and school access issues, existing documentation on capital needs in existing facilities, and financial impact of configurations and recommendations. Present the information and recommendations to the School Committee by April 15, 2003.

1.2 Develop a plan for addressing the Middle School facility issues including Department of Education requirements, building conditions, educational program needs, athletic fields' needs and the capital improvements plan developed for this

purpose. Present recommendations to the School Committee by April 15, 2003. Create an alternative plan if the proposed funding fails. Have this plan available within one month of the funding vote.

1.3 Develop a housing plan for all middle school students to be executed when the Veterans Memorial Middle School is closed. Present this plan to the School Committee by April 15, 2003.

1.4 Assess all buildings for technology and internet availability and access. This should include wiring, capacity, hubs, servers and other unspecified infrastructures in every classroom, in every school, and in all offices by September 2003. Provide these identified needs to the administration to be added to the Capital Improvements plan.

1.5 \*Inventory and assess the condition and availability of educational equipment at each school. Determine usage of, and needs for, AV equipment in each school, at every level. Assess availability of graphing calculators, cameras, science equipment, copy machines, and telephones. Determine the full extent of the educational equipment needs in the district and develop a three- year plan for repair, replacement, and purchase. Complete the assessment and the plan by September 2003.

1.6 In accordance with the Revised City Master Plan dated November 12, 2002, create a Capital Improvements Plan for each school building in the district. Utilize the HMFH Architectural Study of 1997, the Master Plan, Department of Education requirements, and any other existing documentation.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

### **Strategic Focus #1: Facilities and Physical Plant continued**

1.6 **continued** Include an up-to-date assessment of current conditions and an estimate of costs for addressing each of these issues. Present a report to the School Committee by November 2003.

1.7 \* Convene a community-wide building revitalization committee to develop a

facilities improvement plan to meet all schools' educational program needs. Utilize the capital improvements documentation, the air quality report of 2002, the facilities plan presented by the architectural firm of HMFH written in 1997, and the City Master Plan where appropriate. Include a plan for addressing the High School facility issues including those specifically noted in the recommendations portion of the New England Association of Schools and Colleges Accreditation Report of 2000. Specifically address air quality, light, ventilation, heating and cooling, magnetic safety doors, classroom storage, intercoms, and athletic field flooding. Present the plan to the School Committee by February 2004.

1.8 \*Evaluate the custodial needs of each building in the district. Report all current levels of custodial staffing and service in each of the school buildings. Explore the options, costs, and impact of sharing custodial staff with the City. Develop a recommendation for meeting custodial staffing needs for the school district by February 2004.

1.9 Evaluate the maintenance needs of each building in the district, not including capital improvements issues. Evaluate current levels of maintenance staffing, and current levels of service for the school department. Examine the viability of sharing maintenance staff with the City. Develop a recommendation for maintenance staffing needs for the school district by February 2004.

## **Strategic Focus #2: Curricula, Instruction, and Student Learning Goals:**

- **We design and continually assess the curricula and ensure quality content that is aligned with the Massachusetts Curriculum Frameworks.**
- **We ensure that curricula are diversified, dynamic, and innovative.**
- **We achieve "Adequate Yearly Progress" at all schools according to the standards set by the Massachusetts Department of Education.**

2.1 Conduct a study of high school course enrollments by identifying the number of students in each course for the last three years. Make recommendations on areas of opportunity to strengthen the course of study by adding or subtracting programs identified as either over or under enrolled by March 18, 2003.

\* Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

## **Strategic Focus #2: Curricula, Instruction, and Student Learning cont.**

2.2 Assess plan for the integration of technology services with City technology services by June 2003.

2.3 Assess the combined city and school Technology Council and their roles. Charge the Council with creating a plan for its activities for the next three years by June 2003.

2.4 Complete the Elementary, Middle and High School MCAS Action Plans and create a written document for the purpose of effectively utilizing the MCAS results by June 2003.

2.5 Complete the Middle School Performance Evaluation Instrument by June 2003.

2.6 \*implement a school-wide model of assessment rooted in the knowledge base of teaching and learning. Create a format to analyze and report every curriculum strand including content, materials and textbooks, professional development, and budget implications. Complete the format by September 2003.

2.7 Create a five-year Pre-K-12 Curriculum Plan that lays out the routine and rotating assessment, development, implementation, evaluation, and adjustment of each major and minor curriculum strand. Integrate current curriculum development and implementation-in-progress into the plan. Align all curriculum documents with the schools' mission statements, values, and expectations for student learning. Present the plan to the Superintendent by September 2003.

2.8 Attach the Pre-K-12 Curriculum Plan to the Strategic Planning document and implement Year 1 of the Curriculum Plan as defined for the year 2003-2004 beginning September 2003.

2.9 Evaluate the current process for curriculum development. Adjust the process to ensure outcomes that result in alignment with Department of Education frameworks. The development process should be level specific and include an analysis of scope and sequence. Development teams for specific subject areas

should involve both teachers and administrators. Their work is to apply the format developed to track content, materials, textbooks, professional development needs, and budget, and to complete all five stages of curriculum development: assessment, planning, implementation, evaluation, and adjustment by September 2003.

2.10 \*Develop a plan to maintain the fine arts programs, library services, and athletic programs through budget cuts, as well as a plan to bring any programs that are cut back on line by November 2003.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

## **Strategic Focus #2: Curricula, Instruction, and Student Learning cont.**

2.11 Develop a plan for the implementation of the New England Association of Schools and Colleges Recommendations 1-8 under the Teaching and Learning Standard in the 2000 High School Accreditation Report. These recommendations include:

1. Use the (high school) mission and expectations for student learning (see plan addendum) as the basis for all the (high school) procedures, policies and decisions by high school personnel.
2. Identify successful levels of accomplishment and clarify the means by which such achievement will be determined for each of the school's stated academic expectations as articulated in the (high school) mission.
3. Ensure that all students understand the learning expectations of the school and where and how they are integrated into the curricula.
4. Establish a review process to ensure the mission and expectations for student learning reflect student needs, community expectations, the district mission and state standards.
5. Ensure that a high expectation for student learning applies to *all* students.
6. Eliminate the ongoing tracking of students.
7. Encourage all students to challenge themselves by taking the most challenging courses.

Present this plan to the Superintendent by November 2003.

2.12 \*Conduct a thorough analysis of the current High School grouping and

leveling practices to ensure that high levels of achievement are expected of all students. Research best practices, both in literature and in high performing districts. Make recommendations for implementation by November 2003.

2.13 \*Create specific assessment procedures for the community service graduation requirement and implement by November 2003.

2.14 \*implement the plan to address the New England Association of Schools and Colleges Recommendations 1-8 under the Teaching and Learning Standard in the 2000 High School Accreditation Report beginning December 2003.

2.15 Assess the use of and needs for supplies and materials to supplement instruction in all curriculums by discipline. Prioritize needs and integrate into the Curriculum Plan by December 2003 including a 2004-5 Budget request.

2.16 Develop a plan for the systematic replacement of textbooks and materials in all disciplines. Coordinate this with the curriculum plan by December 2003.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

## **Strategic Focus #2: Curricula, Instruction, and Student Learning cont.**

2.17 Create a five-year Technology plan as required by the Department of Education. Include assessments of current computer hardware and software, curriculum technology integration opportunities at all levels, classroom needs, the viability of current resource centers, student access, and teacher training. Conduct research on best practices regarding technology integration prior to developing the plan. Present this report to the Superintendent by December 2003.

2.18 Create a structure within the district for technology purchase, distribution, and maintenance by December 2003.

2.19 Evaluate the reading program K-12 and align with the English Language Arts framework. Include research on best practices and successful programs in other

districts. Make recommendations for changes, including professional development necessary for implementation by December 2003.

2.20 Assess the teaching of math skills K-12, and include an evaluation of the Mimosa program. Make recommendations for changes and professional development necessary for implementation by January 2004.

2.21 Complete the alignment of Math Department benchmarks with the Department of Education Mathematics Frameworks by January 2004.

2.22 Implement Year 1 of the Technology Plan beginning in January 2004.

2.23 \*Create a committee, including teachers, students and administrators to evaluate the High School schedule: include best practices and current research on high school scheduling; successful scheduling configurations in other districts; and enrollment data from the analysis of course enrollments. Include a budget analysis and cost implications of various configurations. Create a plan to address best practice in scheduling and include recommendations to accommodate potential budget cuts by June 2004.

2.24 Implement the Middle School MCAS Action Plan and the School Performance Evaluation Instrument by June 2004.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

### **Strategic Focus # 3: Recruit, Train, and Develop Quality Educational Staff to Provide Excellence in Teaching**

#### **Goals:**

- **We provide leadership that inspires high quality staff performance and accountability.**
- **We are committed to comprehensive staff development.**
- **We recruit and retain high quality staff.**

3.1 Evaluate current efforts to address teacher appreciation and teacher morale. Assess communication with teachers and make recommendations for changes by June 2003.

3.2 \*Assess the successes and opportunities in the current mentoring program. Research other existing mentoring programs. Develop a plan for expanding the involvement of experienced teachers with new teachers by August 1, 2003. Evaluate the current teacher mentor program and implement revisions to the teacher mentor program in September 2003.

3.3 Form a Professional Development Committee made up of teachers from all levels and representative administrators by September 2003. Charge the committee with the assessment of professional development needs, creating a 3 year program, and the ongoing evaluation of professional development activities.

3.4 Provide training for teachers on identification and referral process for students who are using alcohol and drugs or engage in other high risk behaviors by October 2003.

3.5 the use of a wide range of instructional strategies (i.e. practices that personalize instruction, make connections across disciplines, engage students as active self-directed learners, promote higher order thinking, promote depth of understanding), and provide opportunities for students to demonstrate the application of knowledge and learning by November 2003.

3.6 Conduct grant writing training for teachers by November 2003.

3.7 Evaluate the current professional development program including the process for gathering input from all teachers, including specialists relative to their professional development needs. Create a three-year plan for ongoing professional development, professional development related to curricula implementation, and technology training needs of all staff. Administrative Staff to review this plan annually as required by the Department of Education by January 2004.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

**Strategic Focus # 3: Recruit, Train, and Develop Quality Educational Staff to Provide Excellence in Teaching continued**

3.8 Evaluate the opportunities available to teachers to meet their PDP requirements. Report findings to the Administrative Team by January 2004.

3.9\*provide professional development for all faculty as required by the State Department of Education through the professional development plan beginning January 2004.

#### **Strategic Focus #4: Student Support Services**

##### **Goals:**

- **We provide quality tools and resources to support the teaching-learning process.**
- **We provide the resources for the social development of children.**

4.1 Evaluate the current administrative discipline practices and current data on discipline issues at each level. Assess differences in philosophy among the administrators related to discipline and to the administration of discipline policies. Gather data related to the students' perceived inequities in the administration of the discipline policy. Make adjustments necessary to enforce a zero tolerance policy regarding infractions clearly set out in the administrative policy. Set clear expectations for continuity and enforcement. Make recommendations for changes in enforcement and implementation or in policy to the Superintendent by June 2004. Include measurements for success and the process for post-implementation evaluation.

4.2 Pilot after-school programs at the Horace Mann and Winthrop Schools for the school year September 2003-June 2004. Evaluate quality, participation and viability as system-wide offerings for the next school year and make recommendations by May 2004.

4.3 Evaluate support services to students at the high school level including guidance, adjustment counselors, psychologists and drug and alcohol counselor. Assess current services, utilization of those services; discipline and attendance records; college preparatory counseling; and student needs both for psychological counseling services and for academic counseling services. Include teacher and

student input. Report findings and make recommendations for changes to the Superintendent and School Committee by November 2003.

4.4\*Create a plan to fund, update, and expand the print and non-print collection of the high school library media center to ensure that it supports all areas of the curricula by November 2003.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

#### **Strategic Focus #4: Student Support Services continued**

4.4a Create a plan to fund, update and expand the print and non-print collection of the elementary and Middle school library media centers to ensure that they support all areas of the curricula by November 2003.

4.5 that the programs and services of the high school library technology and media center are fully integrated throughout all areas of the curricula by November 2003.

4.5a Ensure that the programs and services of the elementary and Middle school library technology and media centers are fully integrated throughout all areas of the curricula by November 2003.

4.6 \*Evaluate the current “School to Career” programs and efforts, including the analysis of the high school guidance services to students. Consider opportunities through the Chamber of Commerce, and regional businesses. Research best practices and successful programs in other districts. Increase opportunities and aid provided to students to learn about opportunities and school career options. Make recommendations for changes to the High School Principal by November 2003.

4.7 Create a task force including high school student representatives to review the current student code of conduct and make recommendations for changes. Evaluate current methods of holding students accountable and make recommendations to the Discipline Study Committee by February 2004.

4.8 Create a system-wide task force including special education professionals, administrators, and parents. Assess the delivery of Special Education services and create a plan for ensuring full district compliance with state and federal regulations. Review all reports from the Department of Education and any previous evaluations done by outside consultants. Make recommendations to the Superintendent by January 2004.

4.9 \*Evaluate all current Individual Education Plans for compliance, ensuring that all plans meet student needs, federal and state regulations, and are readily accessible to the faculty and staff by January 2004.

4.10 Evaluate support services available to Special Needs Students in relationship to IEP requirements by January 2004. Create a structure which enables Special Education programs to comply with regulations and deliver appropriate services by February 2004.

4.11 Evaluate the Title I Program and the allocation of Federal Funds by March 2004.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

#### **Strategic Focus #4: Student Support Services continued**

4.12 Evaluate METCO and the allocation of state funds by March 2004.

4.13 Evaluate the screening and early identification processes for pre-schoolers, as well as the early identification for students already in the school system. Establish a clear process beginning with in-class modifications by regular education teachers, through the mandated Child Study Team, to the development of an IEP. Complete this assessment and make recommendations to the Administrator responsible for Special Education by June 2004.

#### **Strategic Focus #5: Leadership and Governance**

**Goals:**

- **We provide students with a healthy and safe learning environment.**
- **We achieve “Adequate Yearly Progress” at all schools according to the standards set by the Massachusetts Department of Education.**
- **We provide leadership that inspires high quality staff performance and accountability.**
- **We recruit and retain high quality staff.**
- **We ensure collaboration and communication among staff and across all schools in the district.**
- **We promote reciprocal communication between the school system and the community.**
- **We support collaborative relationships between the school system and the city departments and city organizations.**
- **We partner with families to enhance student success.**
- **We utilize strategic planning to guide our work and we use the plan to benchmark our progress.**

5.1 Develop a mission statement for the elementary level with level-appropriate goals. Make the mission universally applicable to all Melrose elementary schools. Complete by September 2003.

5.2 Develop a mission and level-appropriate goals for the Early Childhood Center by September 2003.

5.3 \* Charge the Faculty Excellence Committee with creating a plan to increase dialogue and involve teachers in decision making. Include an assessment of the use of faculty meeting time. Present findings to the whole staff at a faculty meeting by November 2003.

5.3 a Expand the Faculty Excellence Committee to the elementary and Middle schools with the charge to increase dialogue and involve teachers in decision making. Include an assessment of the use of faculty meeting time. Present findings to the whole staff at a faculty meeting by November 2003.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

**Strategic Focus #5: Leadership and Governance continued**

5.4 Evaluate the quality and amount of supervision of students in the halls, lunchroom and playgrounds. Report findings and make recommendations for changes to the Administrative Team by December 2003.

5.5 Evaluate the exit interview process for both staff and students and determine how the exit data is being utilized. Standardize the process to include both the appropriate Principal or Principals and the Superintendent of Schools. Utilize a standard set of questions for each and maintain a file on staff exiting the system. Standardize this process by May 2003.

5.6 Evaluate the current communication practices which intend to cascade information into the system and to increase dialogue at every level. Make recommendations that ensure administrators, teachers, staff, and students are informed with regularity about the successes, decisions, events, and issues in the district. Make recommendations to the Superintendent by June 2003.

5.7\* Review the Department of Education teacher standards to ensure that all applicable standards are included in performance appraisal documents and that the performance appraisal process is standard system-wide. Ensure that the faculty evaluation process serves to improve instruction. Make recommendations for contract negotiations. Complete this report to the School Committee by June 2003.

5.8 Reorganize the Central Office to ensure the timely and appropriate implementation of all federal and state laws and mandates and to provide the efficient and effective coordination and implementation of all system-wide education responsibilities by June 2003.

5.9 Hire a self-supporting grant writer by June 2003.

5.10 Assess the needs for secretarial and administrative support for all Central Office and Administrative positions in the district. Make recommendations by June 2003.

## **Strategic Focus #6: Budget and Finances**

Goals:

- **We are committed to fiscally responsible development and management of the budget.**
- **We promote reciprocal communication between the school system and the community.**
- **We support collaborative relationships between the school system and the city departments and city organizations.**

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

## **Strategic Focus #6: Budget and Finances**

6.1 Review and evaluate the budget development process. Include a thorough review of the education reform laws, the role of the School Committee, the role of School Councils and the responsibilities of the Superintendent of Schools and other Administrators. Create a budget development process that is efficient and effective, operates within the intent of the Education Reform Act of 1993 and keeps the community informed and educated. Complete this work by October 1, 2003.

6.2 Recommend a new budget development process in the 2003-2004 school year.

6.3 Develop a budget education document and process for the community. Make documentation user friendly and self-explanatory so that it can be distributed to parents through the schools and to the community as determined in this development process. Complete the budget document by April 30 for use in the 2003-4 school year.

6.4 Implement the new process for educating the community on the budget in March 2004.

## **Strategic Focus # 7: School-Community Relations**

Goals:

- **We are committed to fiscally responsible development and management of**

**the budget.**

- **We promote reciprocal communication between the school system and the community.**
- **We support collaborative relationships between the school system and the city departments and city organizations.**
- **We partner with families to enhance student success.**

7.1 Create a plan to educate the public on the needs of the district by June 2003.

7.2 Work with city officials and other related groups to build commitment to the city school system's continuous improvement. Begin this work in a formalized way by June 2003.

7.3 Create a community-wide task force that brings together all groups working with youth at-risk issues to address the issues of drugs, alcohol, and other at-risk behaviors by students. Include a cross section of parents, administration, teachers, students, and members of the community-at-large as well as police, health advisory, the High School Excellence Initiative Council, the Council of Clergy, the Alliance Against Violence and other relevant community organizations. Evaluate and learn from the past experiences, successes, and failures of other community task forces such as, the Community Coalition,

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

### **Strategic Focus # 7: School-Community Relations continued**

Youth Task Force, and SOS to ensure the success of this task force. Create the Task Force by September 2003.

7.4 Charge the Youth At-Risk Behavior Community Task Force with creating a plan for an ongoing program to educate the community and address the issues of substance abuse in the student body. Include a process for tracking and evaluating results. Implement the program by September 2004.

7.5 Support the current community education association, Launch, with a clear charter, Board of Directors, administrative representation, a regular meeting schedule, and clear annual goals. Consider using the organization's efforts to

supplement, rather than supplant educational needs. Research other successful community education organizations for charters, fund raising programs, and utilization of funds by September 2003.

7.6 Review current rental and use practices for all facilities. Consider opportunities for revenue generating use of school facilities. Make recommendations for use and policy changes by December 2003.

7.7 Create a Communication Task Force to evaluate the communication between home and school. Involve all school councils and the PTO in this evaluation. Research newsletters and successful practices in other districts. Consider a system-wide newsletter to educate parents about system-wide information and successes. Create a plan for ongoing communication with parents and periodic communication with the community-at-large by December 2003.

7.8 Conduct an assessment of opportunities to utilize volunteers in the school district. Explore ways to expand the district's relationship to The Bridge Volunteer Program by June 2004.

7.9 Develop a plan for maximum utilization of the web site, linking schools, parents, and community. Gather information on successful school web sites in other communities. Include a plan for web site management by June 2004.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

## **Year Two (2004-2005) of the Strategic Plan**

### **Strategic Focus #1: Facilities and Physical Plant**

1.1 Develop a plan for the use of vacant school buildings and present to the School Committee March 2005.

### **Strategic Focus #2: Curricula, Instruction, and Student Learning**

2.1 Reconstitute, staff, and fund new summer institute curriculum development to implement curriculum development and training by July 2004.

2.2 Implement Year 2 of the Pre-K-12 Curriculum Plan in 2004-2005.

2.3 Implement Year 2 of the Technology Plan in 2004-2005.

2.4 Create a Committee in July 2004 of elementary teachers and administrators to explore the value-added of multi-age classrooms and the practice of looping (teachers staying with a class for two years). Research best practice and other districts with model programs. Include an analysis of budget implications and funding requirements. Make recommendations to the Superintendent by December 2004.

2.5 Develop and implement a maintenance and replacement plan for all technology hardware, software, textbooks and equipment by September 2004.

2.6 Implement changes in the elementary math curriculum by September 2004.

2.7 Create a plan for implementation of mathematics course changes, including any professional development needs. Set measurements for evaluation of improvements. Implement the plan by September 2004.

2.8 Implement changes to the elementary reading program by September 2004.

2.8 \*Implement the recommendations to change grouping and leveling practices by September 2004.

2.9 Implement changes in MCAS analysis and application at the High School by September 2004.

2.10 Implement changes in MCAS analysis and application at the elementary level by September 2004.

2.11 Conduct an analysis of current and eliminated grants. Determine the impact of funding changes on current programs. Recommend program adjustments and identify budget needs by November 2004.

\* Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

## **Strategic Focus #2: Curricula, Instruction, and Student Learning cont**

2.12 \* Conduct an analysis of methods of student assessment used in the system, with the intent of increasing the variety of student assessment methods used across the curricula. Create a plan to introduce and utilize new assessment methods. Coordinate this effort with the professional development plan. Make recommendations to the Administrative Team by December 2004.

2.13 Evaluate the health program and all other programs that educate students on drugs, alcohol, smoking, and other student health/at-risk issues. Research best practices, and examine successful health curriculums from other districts. Create a consistent DOE approved K-12 program and approach to drugs, alcohol, and other relevant student health issues. Include staffing assessment and parent education segments. Make recommendations for changes in curriculum to the Administrative Team by December 2004.

2.14 Evaluate the system-wide writing program and align with the English Language Arts frameworks. Make recommendations for changes by January 2005.

2.15 Present the health/student at-risk curriculum program and/or changes to the School Committee by February 2005.

2.16 Evaluate the current process for utilizing MCAS results at the high school and create a written document detailing the action plan for utilizing MCAS results January 2005.

2.17 Evaluate the current process for utilizing MCAS results at the elementary

level and create a written document detailing MCAS results utilization by January 2005.

2.18 Assess program options and support for non-college bound students including regional vocational opportunities. Assess the student population and the needs of non-college bound students. Make recommendations to the Superintendent for course changes and/or additions to program or services by January 2005.

2.19 Assess the need for system-wide enrichment/gifted and talented initiatives. Utilize the Horace Mann program as a possible proto-type. Research best practices and successful programs in other districts. Make recommendations to the Superintendent by January 2005.

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### **Strategic Focus # 3: Recruit, Train, and Develop Quality Educational Staff to Provide Excellence in Teaching**

3.1 Evaluate the teacher mentor program by June 2004. Make recommendations for adjustments and implement by September 2004.

3.2 Gather input from all Special Needs Staff and create a three year plan for the professional development of Special Needs staff by September 2004. Evaluate the needs of all staff relative to training required to fully implement new curriculums implemented since 2001 by September 2004.

3.3 Implement a plan to bring all staff up to date with current curricula beginning September 2004.

3.4 Implement the plan to provide professional development to the Special Needs staff beginning first quarter of the 2004-2005 school year.

### **Strategic Focus #4: Student Support Services**

4.1 Develop a plan to educate students and parents about changes in the discipline policy and implementation by August 2004.

4.2 Make adjustments to the playground equipment at the Early Childhood Center. Involve the parent council and other interested parent organizations in funding/working on making the modifications to the playground according to the specifications of the School Department. Complete the work by September 2004.

4.3 Make recommendations for changes to the JEP development and implementation process per the evaluations conducted in this area by August 2004.

4.4 Create a plan to institute the new code of conduct and determine how to measure improvement by September 2004.

4.5 Implement changes to the Title I program by September 2004.

4.6 Assess student safety and security issues at the elementary level in all elementary schools, including monitoring practices, play ground supervision, building accesses, and available resources. Evaluate district compliance to all police and fire regulations. Make recommendations to ensure the safety and security of all students by October 2004.

4.7 Create a Transition Study Committee to assess the degree to which students' educational, social and emotional needs are met in the transitions between levels of the system (elementary to middle school and middle school to high school). Report findings to the Administrative Team and make recommendations to the Superintendent by November 2004.

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#### **Strategic Focus #4: Student Support Services continued**

4.8\*Evaluate the current safety plan. Investigate the safety concerns of students at the Middle and High Schools. Include the development of a plan to ensure safety

of students as they arrive and depart from school, and walk to athletic fields by November 2004.

4.9 Create a task force to evaluate elementary report cards. Research current best practices. Make recommendations to the Superintendent for changes by November 2004.

4.10 Evaluate support services to students at the middle school level including the Superintendent and School Committee by December 2004.

4.11 Make recommendations for changes in safety practices to the Administrative Team by December 2004.

4.12 Evaluate support services to students at the elementary level including guidance, adjustment counselors, and psychologists. Assess current services, utilization of those services; discipline and attendance records; college preparatory counseling; and student needs both for psychological counseling services and for academic counseling services. Include teacher and student input. Report findings and make recommendations for changes to the Superintendent and School Committee by December 2004.

4.13 Evaluate the 2003-2004 Kindergarten program and make recommendations for adjustments to the Superintendent by December 2004.

4.12 Implement the revised discipline practices by September 2004.

4.13 Conduct a survey on behavioral issues in the classroom. Begin by November 2004. Provide the results to the task force working on a K-12 program on improving student behaviors by March 2005.

4.15\*Fund the plan update, and expand the print and non-print collection of the library media center to ensure that it supports all areas of the curricula by March 2005.

4.16 Create an implementation plan for changes in attendance policy including notification of parents and education of students by June 2005.

4.17 Implement safety changes by June 2005.

4.18 Implement the recommendations of the Transition Study Committee by June 2005.

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### **Strategic Focus #5: Leadership and Governance**

5.1 Implement all aspects of the culture task force program by September 2005.

5.2 Develop a process for evaluating grant opportunities, including sustainability in the system by November 2004.

5.3 Create a district-wide culture task force including teachers, administrators, high school students, and school council representatives to explore the ways to institute the district-wide values, address morale issues, and raise standards of behavior and conduct in the system. Include an evaluation of all current programs, practices, and policies that exist in the system. Research programs in other systems such as Teaching Tolerance and opportunities available through the Human Rights Commission, and organizations such as, but not limited to, Facing History and The Stone Center. Make recommendations for a system-wide program by December 2004.

5.4 Create a sub-committee of the Culture Task Force to create a K-12 program to be integrated into the curricula for fostering respect and valuing differences among and between students, teachers and administration. Potential programs should also address issues of bullying and conflict management. Examine best practices in other districts and current programs available for these purposes. Make recommendations to the Administrative Team by February 2005.

5.5 Standardize the interview and hiring process. Provide a standard package of information about the district to all applicants. Ensure follow through. Articulate the process by February 2005.

5.6 Explore external resources and grant opportunities to support a culture change program by June 2005.

5.7 Provide a training program for all staff on CPR, AED, Heimlich Maneuver, administering Epi-pen, and other universal precautions with a goal of training 100% of the staff by 2007.

### **Strategic Focus #6: Budget and Finances**

6.1 Investigate grant resources that might support the Resource Officer position. Decide on funding source for reinstatement in September 2005.

6.2 Develop a five year budget plan that is reflective of the strategic plan and the applicable portions of the city master plan by December 2004.

6.3 Work with city officials and other related groups to build commitment to the city school system's continuous improvement. Develop a five year revenue plan that supports the city's educational resources by February 2005.

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### **Strategic Focus #6: Budget and Finances continued**

6.4 Investigate grant opportunities for the development and implementation of a character development program by May 2005.

### **Strategic Focus # 7: School-Community Relations**

7.1 Evaluate the current sign-off process for informing parents regarding school policies, procedures and practices related to all student conduct. Examine best practices and procedures in other districts. Make recommendations for changes by August 2004.

7.2 Implement a new process for informing parents on student conduct by September 2004.

7.3 Investigate methods of soliciting periodic feedback from parents and students on instruction and curricula. Make recommendations to the Superintendent by March 2005.

### **Year Three (2005-2006) of the Strategic Plan**

#### **Strategic Focus #1: Facilities and Physical Plant**

#### **Strategic Focus #2: Curricula, Instruction, and Student Learning**

2.1 Implement Year 3 of the Curriculum Plan in 2005-2006.

2.2 Implement Year 3 of the Technology Plan in 2005-2006.

2.3 Evaluate the Math curriculum changes by July 2005.

2.4 Make any necessary adjustments to the Math curriculum and implement by September 2005.

2.5 Implement the writing program changes by September 2005.

2.7 Evaluate the implementation of homework policy and current practice K-12. Assess the utilization of the web site for homework assignments. Make recommendations for changes to the Administrative Team by September 2005.

2.8 Implement changes to the health curriculum by September 2005.

2.9 Implement pilot enrichment and gifted and talented programs as recommended in the report of the previous year by September 2005.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

## **Strategic Focus #2: Curricula, Instruction, and Student Learning cont.**

2.10 Evaluate the changes to the math curriculum and implement adjustments by December 2005.

2.11 Evaluate the impact of changes in the reading program and make adjustments or recommendations as needed by December 2005.

2.12 Evaluate the early childhood offerings. Report findings and make recommendations for changes to the Superintendent by December 2005.

## **Strategic Focus # 3: Recruit, Train, and Develop Quality Educational Staff to Provide Excellence in Teaching**

3.1 Explore the options, opportunities, and benefits of job sharing. Include an assessment of the impact on service to students and a financial impact statement. Make recommendations to the Superintendent by January 2006.

## **Strategic Focus #4: Student Support Services**

4.1 Conduct a thorough evaluation of inclusion programs and practices at all levels in the district. Include research on best practices and successful programs in other districts. Review all relevant state and federal regulations. Make recommendations for changes, including a staffing and budget analysis and implications. Deliver the report to the Superintendent by October 2005.

4.2 Implement the attendance policy changes by September 2005.

4.3 the plan to fund, update, and expand the print and non-print collection of the library media center to ensure that it supports all areas of the curricula by November 2005.

4.4 Create a system-wide plan for a self-supporting before and after-school

programs. Utilize the recommendations from the pilot programs at Horace Mann and Winthrop school programs. Explore opportunities for additional partnerships with the YMCA. Research best practices and successful programs in other communities, including funding methods. Make recommendations to the Superintendent by December 2005.

4.5 Evaluate the impact of new discipline procedures and practices by December 2005.

4.6 Evaluate high school athletic offerings both inter-scholastic and intramural, as well as all other extra-curricula alternatives for students. Make recommendations for changes to the Superintendent by December 2005.

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#### **Strategic Focus #4: Student Support Services continued**

4.7 Evaluate the impact of the new code of conduct by December 2005.

4.8 Evaluate the nursing staffing and needs at all levels of the system. Make recommendations to the superintendent by December 2005.

4.9 Create a plan to fund, update, and expand the print and non-print collection of the middle school library media center to ensure that it supports all areas of the curricula by December 2005.

4.10 Evaluate teacher and student feelings of safety by June 2006.

4.11 Evaluate changes in the attendance policy and practice by June 2006.

4.12 Evaluate the college recruiting program and the opportunities for students to learn about colleges and universities both at regional fairs and through secondary education visits to Melrose. Research best practices in communities where the

percentage of students going on to 4-year colleges exceeds 90%. Make recommendations to the High School Principal by June 2006.

### **Strategic Focus #5: Leadership and Governance**

5.1 Collaborate with the Melrose Police Department to reinstate the High School Resource Officer. Reinstate by September 2005.

5.2 Provide a training program for all staff on CPR, AED, Heimlich Maneuver, administering Epi-pen, and other universal precautions with a goal of training 100% of the staff by 2007.

5.3 Implement changes in guidance and counseling services per the recommendations of the report on support services to students by September 2005.

5.4 Pilot a program to address issues of respect, differences, bullying, and conflict management according to the recommendations of the Task Force and Administration in the September 2005-2006 school year.

### **Strategic Focus #6: Budget and Finances**

6.1 \*Provide the salaries for all coaches and co-curricular activities and supplies, materials, equipment, and maintenance of equipment from within the regular operating budget by September 2005.

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### **Strategic Focus # 7: School-Community Relations**

7.1 Conduct an inquiry with the families of the 630 (20%) students currently

enrolled in private schools to determine their reasons for not attending the public school system. Report findings to the School Committee by October 2005.

7.2 Create a plan and a process for developing school/business partnerships that will provide both career exploration opportunities and also serving as potential sources of specialized funding. Create the plan by November 2005.

## **Year Four (2006-2007) of the Strategic Plan**

### **Strategic Focus #1: Facilities and Physical Plant**

#### **Strategic Focus #2: Curricula, Instruction, and Student Learning**

2.1 Implement Year 4 of the Curriculum Plan in 2006-2007.

2.2 Implement Year 4 of the Technology Plan in 2006-2007.

2.3 Evaluate the Middle School Performance Evaluation Instrument by September 2006.

2.4 Implement recommended changes to the early childhood offerings beginning September 2006.

### **Strategic Focus # 3: Recruit, Train, and Develop Quality Educational Staff to Provide Excellence in Teaching**

3.1 Implement recommendations for job sharing, if viable, by September 2006.

### **Strategic Focus #4: Student Support Services**

4.1 Ensure that the programs and services of the middle school library technology and media center are fully integrated throughout all areas of the curricula by September 2006.

4.2 Create a plan to fund, update, and expand the print and non-print collection of the elementary school library media centers to ensure they support all areas of the curricula by November 2006.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

### **Strategic Focus #5: Leadership and Governance**

5.1 Provide a training program for all staff on CPR, AED, Heimlich Maneuver, administering Epi-pen, and other universal precautions with a goal of training 100% of the staff by 2007.

5.2 Evaluate the culture program by June 2007.

### **Strategic Focus #6: Budget and Finances**

### **Strategic Focus # 7: School-Community Relations**

7.1 Determine what changes need to be made to attract and keep Melrose young people in the Melrose Public School System. Create a plan by September 2006.

## **Year Five (2007-2008) of the Strategic Plan**

### **Strategic Focus #1: Facilities and Physical Plant**

### **Strategic Focus #2: Curricula, Instruction, and Student Learning**

2.1 Implement Year 5 of the Curriculum Plan in 2007-2008.

2.2 Implement Year 5 of the Technology Plan in 2007-2008.

2.3 Develop a new 5-year Technology Plan for implementation 2008-2013.

2.4 Develop a new 5-year Curriculum Plan for implementation 2008-2013.

2.5 Create a study committee of teachers, parents, and administrators to research and evaluate the issue of class size. Utilize current literature, local and national schools of education, a budget impact evaluation, and space assessment. Provide a report to the Superintendent and the School Committee by November 2007

**Strategic Focus # 3: Recruit, Train, and Develop Quality Educational Staff to Provide Excellence in Teaching**

**Strategic Focus #4: Student Support Services**

4.1 Ensure that the programs and services of the elementary library and media center are fully integrated throughout all areas of the curricula by September 2007.

\*Denotes items specifically identified in the New England Schools and Colleges High School Accreditation Report of 2000. Not complying with recommendations can result in loss of High School Accreditation.

**Strategic Focus #5: Leadership and Governance**

5.1 Develop a new 3-5 year strategic plan for the district.

**Strategic Focus #6: Budget and Finances**

**Strategic Focus # 7: School-Community Relations**

7.1 Implement the plan to attract and keep Melrose young people in the Melrose Public Schools by September 2007.

7.2 Conduct a community-wide survey and a survey to parents to evaluate

improvements in the school district. Utilize questions from the 2002 survey to enable direct comparison to 2002 data, and add additional questions as appropriate. Utilize this data for the next strategic plan. Conduct the survey in November 2007.

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### Alphabetical Keyword Index to Strategic Plan Objectives in Version 3-31-03

<b>Keyword</b>	<b>Strategic — Focus</b>	<b>Objective #</b>	<b>Target Year</b>
administrative discipline practices, evaluation and policy	4	1	1
administrative support, need for	5	10	1
after-school programs, Elementary (Hoover/Winthrop) pilot and evaluate	4	2	1
alcohol use see high risk behaviors			1
assessment model, curriculum strands, school-wide	2	6	1
athletic services, maintain and bring back	2	10	1
at-risk issues, community task force to address	7	3	1
at-risk see also Youth At-Risk Behavior Community Task Force			
budget process, development of community education program	6	3	1

budget process, evaluation and review	6	1	1
budget process, recommendations	6	2	1
budget process, implementation of community education program	6	4	1
building revitalization	1	7	1
capital improvements, plan for	1	6	1
career guidance services, High School, evaluation of	4	6	1
Central Office Reorganization	5	8	1
communication practices, evaluation of	5	6	1
communication with teachers, assessment of	3	1	1
communication, home and school	7 7 —	7	1
community education association (Launch), support for		5	1

### **Alphabetical Keyword Index to Strategic Plan Objectives in Version 3-31-03**

#### **Keyword**

conduct, code of, review, High School

configuration, school

continuous improvement of school system, city official commitment to

counseling see support services or career guidance services

course enrollments, High School

curriculum development, process

curriculum plan, attachment to Strategic Plan

curriculum plan, PreK- 12

custodial needs

decision making, teacher involvement in see Faculty Excellence Committee

district-wide needs, plan for public education

drug use see high risk behaviors

education of the public see district-wide needs or budget process

equipment, educational

evaluation of teachers see teacher standards/evaluation

exit interview, staff and student

facility issues, Middle School  
 facility rental and use practices, review of  
 Faculty Excellence Committee

Fine arts program, maintain and bring back

### Alphabetical Keyword Index to Strategic Plan Objectives in Version 3-31-03

<b>Keyword</b>	<b>Strategic Focus</b>	<b>Objective #</b>	<b>Target Year</b>
grant writer, self-supporting, hiring of	5 —	9	1
grant writing, teacher training	3	6	1
grouping/leveling practices, High School	2	12	1
high risk behaviors, teacher training on identifying	3	4	1
housing plan, Middle School closing	1	3	1
IEP see Individual Education Plans			
Individual Education Plans, evaluation of	4	9	1
instructional strategies, monitoring	3	5	1
internet, availability and access	1	4	1
Launch see community education association			
library media center collection, Elementary, plan for	4	4c	
library media center collection, High School, plan for	4	4a	1
library media center collection, Middle School, plan for	4	4b	

library media center services, maintain and bring back	2	10	1
library technology and media center, integrated with K-12 curricula	4	5	1
maintenance needs	1	9	1
materials and supplies, assessment	2	15	1
materials and textbooks, replacement	2	16	1
math dept. benchmarks, alignment	2	21	1
math skills, assess teaching of, elementary	2	20a	1

### **Alphabetical Keyword Index to Strategic Plan Objectives in Version 3-31-03**

<b>Keyword</b>	<b>Strategic Focus</b>	<b>Objective #</b>	<b>Target Year</b>
math skills, assess teaching of, High School	2	20c	1
math skills, assess teaching of, Middle School	2	20b	1
MCAS Action Plan, Middle School, completion	2	4	1
MCAS Action Plan, Middle School, implementation	2	24	1
mentoring of teachers program	3	2	1
Metco program, evaluation of	4	12	1
mission statement, Early Childhood Center	5	2	1
mission statement, Elementary Schools, universal	5	1	1
NEASC recommendations, implementation of plan for	2	14	1

NEASC recommendations, plan for 1-8, High School	2	11	1
PDP requirements, opportunities for teachers to meet	3	8	1
Performance Evaluation Instrument, Middle School, completion	2	5	1
Performance Evaluation Instrument, Middle School, implementation	2	24	1
pre-K screening	4	13	1
professional development, formation of committee	3	3	1
professional development, program evaluation	3	7	1
professional development, provision of	3	9	1
reading program, K- 12, evaluation and alignment	2	19	1
rental of facilities see facility rental and use practices			
revenue generation from rental of school facilities see rental of facilities			

### Alphabetical Keyword Index to Strategic Plan Objectives in Version 3-31-03

<b>Keyword</b>	<b>Strategic Focus</b>	<b>Objective #</b>	<b>Target Year</b>
schedule, High School, evaluation and plan	2	23	1
screening see pre-K screening			
secretarial support see administrative support			
special education TEP see Individual Education			

Plans			
special education screening see pre-K screening			
special education services, assessment and plan	4	8	1
special needs, support services for students, evaluation	4	10	1
standards for teachers see teacher standards/evaluation			
supervision, student	5	4	1
supplies and materials, assessment	2	15	1
support services, High School	4	3	1
teacher appreciation/morale efforts	3 —	1	1
teacher involvement in decision making, see Faculty Excellence Committee			
teacher standards/evaluation	5	7	<b>1</b>
teachers, communication with, assessment of	3	1	1
teachers, mentoring program	3	2	1
technology plan, implementation of Year 1	2	22	1
technology council, combined city and school	2	3	1
technology services, integration	2	2	1
technology, availability and access	1	4	1