

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.

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
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	Web-based systems (e.g. Edline, Rediker, Cognite, Gradequick, and Atlas Curriculum Mapping)	On-going	(L)-Superintendent , (S)-Leadership Team
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/offering for elementary schools	Product Review	6/1/11	(L)-Curriculum Director, (S)-Leadership Team
Host brainstorming session with key community members to develop a partnership to establish an education foundation and/or an Alumni Association	Identify Partners and Date of Event	6/1/11	(L)-Superintendent , (S)-School Committee
Success Measures for 2015		Annual Benchmark	
<ul style="list-style-type: none"> District web-based student data management tool is implemented Computerized report card at elementary level, designed to accurately report skills and strategies obtained by students, is implemented District parents report increasingly favorable rating of school parent partnership on school effectiveness surveys to achieve a 90% rating District parents report increasingly favorable rating of the school system overall and their knowledge of the school system's goals on school effectiveness surveys to achieve a 90% rating 95% of community groups give the school system favorable rating related to knowledge of the school system's goals on annual feedback surveys 		<ul style="list-style-type: none"> Explore web-based tools Explore computerized report card options Establish baseline via survey Establish baseline via survey Establish baseline via survey 	

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.

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
Strategy 1. Implement curriculum at every grade level that is consistent and coordinated across grade levels and course sequences			
Establish vertical teams to begin curriculum mapping process	Atlas curriculum mapping District curriculum map	10/1/10	(L & I)-Curriculum Director, (S & I) Principals
Implement inquiry based science unit & complete Science curriculum review cycle.	Foss Science kits (Science curriculum)	02/15/11	(L & I)-Curriculum Director, (S & I) Principals
Fully implement Pre-K-5 literacy curriculum for curriculum and instruction consistency Pr-K-5.	Storytown (literacy curriculum)	06/30/11	(L & I)-Curriculum Director, (S) Principals, (i)-Teachers
Strategy 2. Provide highly effective instruction in every classroom using instructional models that challenge and supports learners at all achievement levels.			
Define and target expectations for effective instructional strategies based on educational research and best practice for use in all PreK-12 classrooms.	District common instructional strategies document	12/1/10-define 6/1/11-document	(L)-Curriculum Director, (S & I) Principals, and Curriculum Coordinators
Establish procedures to assess implementation of instructional strategies.	Guidelines for monitoring classroom use and effectiveness of instructional strategies	4/1/11	(L)-Curriculum Director, (S & I) Principals, and Curriculum Coordinators
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.			
Document PreK-12 expectations for use of grade level/ course common assessments to tailor instruction	Benchmark Assessments District Assessment system framework	3/1/11	(L)-Curriculum Director, (S & I) Principals, and Curriculum Coordinators
Success Measures for 2015		Annual Benchmark	
<ul style="list-style-type: none"> • A web-based curriculum map, showing horizontal and vertical articulation of Pre-K-12 curricula • 80% of Melrose students in the aggregate will have a student growth percentile of 40% or higher • 80% of Melrose students in subgroups will have a student growth percentile of 40% or higher in ELA and Math • PK-12 staff members trained in instructional models relative to their teaching responsibilities • Evidence instructional strategies from district professional development are effectively applied at all levels • Pre-K-12 assessment system in use • Common methods for using data established and in use by teachers and administrators 		<ul style="list-style-type: none"> ◆ Curriculum mapping process begun with previously trained staff. Concepts introduced to all staff. ◆ Baseline established- 54% Concepts introduced to all staff. ◆ Baseline established-45% Concepts introduced to all staff. ◆ Instructional models identified and training needs assessed ◆ Baselines established based on previous training: 20% ◆ Development underway ◆ Data use training begun 	

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 21st 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)-Superintendent, (S)-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	District technology benchmarks	6/1/11	(L)-Director of Technology (S)-Curriculum Director, Principals and Curriculum Coordinators, (I) Technology Associates
Provide professional development on technology integration	Performance assessment/product	On-going	(L)- Curriculum Director, (S)-Principals and Curriculum Coordinators
Strategy 3: Insure parity of educational facilities across the district.			
Identify and prioritize facility needs for school year 2010-2011			
Success Measures for 2015		Annual Benchmark	
<ul style="list-style-type: none"> 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. Technology skill goals and benchmarks for staff at all levels are implemented, to measure technological proficiency The district's five year plan for facilities, grounds, maintenance and capital expenditures annually updated and prioritized. 		<ul style="list-style-type: none"> Technology audit and survey Technology assessment results Report on progress made in meeting the needs of all learners as outlined in the Capital Plan 	

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.

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
Strategy 1: The administrative leadership will continue to work together to maintain shared vision and goals based on a consensus model.			
On a monthly basis, the leadership team will review and revise actions taken in support of the Strategic Plan goals	Monitor Progress	On-going	(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	Capital Improvement Plan	On-going	(L)-Superintendent (S)- Leadership Team and School Committee
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	PTO meetings, Open House, School Site Council, newsletters, faculty meetings, public presentations and/or School Committee meetings	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.			
Clearly communicate the funding needs for the district	PTO meetings, Open House, School Site Council, newsletters, faculty meetings, public presentations and/or School Committee meetings	On-going	(L)-Superintendent (S)- Leadership Team and School Committee
Success Measures for 2015		Annual Benchmark	
<ul style="list-style-type: none"> • Collaborative efforts that support consensus building and distributed leadership implemented at school sites and across the school community to support goals of strategic plan. • Strategic Planning benchmarks reported to the School Committee and community annually and priorities for the following school year identified • Alternative funding sources and options are established 		<ul style="list-style-type: none"> • District-wide budget • Report presented • Report on progress made in and identifying funding sources 	

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.			
Use the results for spring 2010 Needs Assessment to tailor professional development activities for the upcoming school year as they relate to the district's Strategic Plan	Revised Professional Development Plan and Needs Assessment tool	10/1/10	(L)-Curriculum Director (S)-Leadership Team
Revise and communicate the current district-wide Professional Development Plan and Needs Assessment tool in the winter of 2011 in light of the Strategic Plan's priorities	Revise Professional Development Plan and Needs Assessment tool	2/1/11	(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 requested changes and continue to meet with MEA and MTA to promote benefits of new teacher supervision and evaluation tool	New staff evaluation instrument	01/01/11	(L) Superintendent (S) Leadership team and MEA
Success Measures for 2015		Annual Benchmark	
<ul style="list-style-type: none"> District annually publishes professional development plan, with clearly identified outcomes and linkage to plan priorities. District's professional development opportunities are rated as meaningful, productive and effective by 85% of participants 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 plan priorities. 		<ul style="list-style-type: none"> Publish Professional development plan Establish baseline for effectiveness Publish new teacher evaluation instrument 	

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.

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
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	Certificate of Completion	On-going	(L)_Superintendent (I)-Principals
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 program or school-sponsored event promoting diversity			
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	01/15/11 05/15/11	(L)_Superintendent (S)-Director Parent-Pupil Personnel and Principals
Success Measures for 2015		Annual Benchmark	
<ul style="list-style-type: none"> Decreased levels of bullying and harassment infractions measured by the number of referrals Students and staff at least annually participate in formal initiatives promoting awareness and sensitivity to diversity and celebration of student growth and accomplishment Staff, parents and students participate in shared-decision making through the schools, school councils, and district-wide committees. School district climate and culture monitored annually through student, teacher and parent surveys 		<ul style="list-style-type: none"> Baseline established Share district update on diversity School improvement plan Survey results 	

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.

Year 1 Actions	Strategic Initiatives or Products	Due Date	Person(s) Responsible (Lead, Implement, Support)
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 transitions-G.5-6, G.8-9, all elementary, early childhood-elementary.	Academic performance & skill information database of all entering 6 th graders, clustering criteria, visitation schedules MNAL	12/1/10	(L)- Director Parent-Pupil Personnel (S)-Principals, ETFs, Guidance and Curriculum Coordinators
Improve ways to share transition info with parents- G.5-6, G.8-9, all special education parents	Parent nights, information sharing letters and meetings	On-going	(L)- Director Parent-Pupil Personnel (S)-Principals, ETFs, Guidance and Curriculum Coordinators
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			
Identify and develop tools and structures that will establish options for Tier II interventions at Elem. & M.S. & Tier II referrals	Framework for tiered intervention system	6/1/11	(L)- Director Parent-Pupil Personnel (S)-Principals, ETFs, Guidance, Curriculum Coordinators, and 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 Parent-Pupil Personnel (S)- ETFs, (I)-Teachers
Strategy 5: Continue implementation of co-teaching model across the district			
Success Measures		Annual Benchmark	
<ul style="list-style-type: none"> 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. System-wide tiered academic and behavioral approaches are developed, piloted and implemented Procedures and criteria are developed and consistently in use for new special education program development and regular evaluation of all student support programs. Needs of low incidence special education population met through quality in-district program development and help to prevent unnecessary out of district placements High school guidance program evidences focused and expanded services. 		<ul style="list-style-type: none"> Determine baseline for satisfaction through survey results Identify and develop Tiered approaches Identify and develop procedures and criteria Description of district programs and population served Identify needs via survey and create plan 	

