

**Melrose Public Schools**  
**Superintendent's Goals: 2008-2009**  
**September 9, 2008**

The Superintendent's goals for 2008-2009 are intended to forward the mission of the Melrose Public Schools, focusing on achievement of academic excellence by our students. They are intended to be substantial enough to allow for clear and measurable improvement in our district while respecting the demands of the Superintendent's day-to-day responsibilities. It is expected that the School Committee will offer a mid-year evaluation such that the Superintendent and the community can get a sense of his progress on each goal.

**1. Update the Strategic Plan with a focus on academic excellence.**

- Who is involved? Administrators, School Committee members, staff, students, community members and other stakeholder groups as determined by the Superintendent.
- What is the desired outcome? To create a roadmap for the district for the next five years.
- How is progress measured?
  - \* Evaluate the current Strategic Plan.
  - \* Delineate and present the process and timeline to update the Plan.
  - \* Conduct at least one public forum for comment.
  - \* Create a new Strategic Plan.
- Proficiency level
  - \* The timeline as delineated is being followed and the details of the Plan are specific, achievable and measurable.

**2. Refine and expand a systematized communication plan to achieve information sharing in our community related to the achievement of academic excellence.**

- Who is involved? Administrators, School Committee members, volunteers, local media, the mayor's office, staff, students and other stakeholder groups as determined by the Superintendent.
- What is the desired outcome?
  - \* The community understands the vision, mission, goals/objectives, initiatives, implementations, successes/challenges and plans to improve the Melrose Public Schools.
  - \* The community understands how to communicate with school administration.
- How is progress measured?
  - \* Create a timeline for a comprehensive plan.
  - \* Create the evaluation instrument.
  - \* Perform an initial measurement with respect to our communications.
  - \* Determine elements to be included in the plan and the timeframe for actions.
- Proficiency level
  - \* Determination of initial benchmarks is complete followed by implementation of the plan and setting of new benchmarks as appropriate.

**3. Create a comprehensive plan designed to recruit, hire, develop and retain high-quality staff as they are a key to academic excellence.**

- Who is involved? Administrators, teachers and other stakeholder groups as determined by the Superintendent.
- What is the desired outcome?
  - \* The best and brightest teachers want to teach in Melrose.
  - \* Increase the overall quality, experience and tenure of teaching staff.
- How is progress measured?
  - \* Create a template and timeline for a comprehensive plan.
  - \* Identify available and pertinent data items.
  - \* Gather available data.
- Proficiency
  - \* Determination of initial benchmarks is complete followed by implementation of the plan and setting of new benchmarks as appropriate.

**4. Develop a facilities rental plan designed to maximize revenue in support of staffing, programming and materials that support academic excellence.**

- Who is involved? Administrators, School Committee members and other stakeholder groups as determined by the Superintendent.
- What is the desired outcome?
  - \* Revenue is increased.
  - \* Increase use of facilities for school-sponsored events.
- How is progress measured?
  - \* All rentable facilities and concession spaces are identified.
  - \* Create a template and timeline for a comprehensive plan.
  - \* Annual revenue targets per facility are set.
- Proficiency
  - \* Determination of initial benchmarks is complete followed by implementation of the plan and setting of new benchmarks as appropriate.

### **Goal Assessments**

In order to appropriately assess accomplishment of the goals, a score will be assigned by Committee members for each “How is Progress Measured” item. There will be two ratings, one for completion (with both a 1 – 5 score) and one for performance (with an A – E score).

Completion:

- 1 - Fully completed
- 2 – Substantially completed
- 3 – Partially completed
- 4 – Substantially incomplete
- 5 – Not started

Performance:

- A – Exemplary
- B – Very good
- C – Satisfactory
- D – Weak effort
- E – Not satisfactory

