

**Melrose Public Schools**  
**Superintendent's Goals: 2009-2010**  
**August 11, 2009**

The Superintendent's goals for 2009-2010 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. The School Committee will invite at least one mid-year update such that the Superintendent can offer the community a sense of his progress on each goal.

- 1. Finalize the Strategic Plan with a focus on academic excellence and with the intent of making the Melrose Public Schools among the top districts in the state.**
  - Who is involved? Administrators, School Committee members, staff, parents, students, community members, other stakeholder groups as determined by the Superintendent, and the consultant.
  - What is the desired outcome? To create a roadmap for the district for the next five years.
  - Proficiency level: The Plan reflects the opinions, ideas and input of all stakeholders and the results are specific, achievable and measurable.
  
- 2. Finalize 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, parents, community 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.
    - \* Technology and media relations feature prominently in the plan.
  - Proficiency level: The Plan reflects a partnership between and among stakeholders so that a balance of information sharing is achieved and trust and support between and among the district and the community is shared.
  
- 3. Finalize a comprehensive plan designed to identify, recruit, hire, develop, and retain high-quality staff as they are key to academic excellence.**
  - Who is involved? Administrators, teachers, and other stakeholder groups as determined by the Superintendent.
  - What is the desired outcome?
    - \* Well-informed, motivated educators want to teach in Melrose.
    - \* Staff members are inspired to learn and grow professionally for the benefit of students, with administration supporting individual career growth and district succession planning to the extent possible.

- \* Development and collaborative opportunities reflect district teaching and learning goals.
  - \* High quality educators reside in an educational community of like-minded staff, consistently executing best teaching practices in a supportive, engaging and inspiring climate.
- Proficiency level: The Plan showcases the district’s dedication to, and demand for, high standards of teaching and learning.
- 4. Implement the K-8 Meeting the Needs of All Learners program, supporting academic excellence for each and every student.**
- Who is involved? Administrators, parents, teachers, and other stakeholder groups as determined by the Superintendent.
  - What is the desired outcome? Each individual student is supported and challenged in order to reach his/her full academic potential.
  - Proficiency level: The program incorporates a focus on individual student learning and improvement, with consistency across the district, and with vigilance toward improved student achievement.
- 5. Develop a plan to infuse the curriculum of the Melrose Public Schools with technology in support of academic excellence.**
- Who is involved? Administrators (including, but not limited to, principals and the Curriculum Director), the Melrose Technology Director and staff, teachers, parents, and other stakeholder groups as determined by the Superintendent.
  - What is the desired outcome? All students will access, learn and master the information literacy and technological skills they need to evolve from a content-based learning environment to an inquiry-based learning environment with the intention of graduating students who are prepared to successfully navigate post-secondary challenges that incorporate a solid technological foundation.
  - Proficiency level: The Plan reflects a dedication to using current (and exploring evolving) high-quality technological resources and materials, and setting and measuring expectations and results in the interest of improving student learning outcomes.

### **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 and one for performance, both on a 0 – 4 scale.

Completion:

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

Performance:

- 4 – Outstanding
- 3 – Good
- 2 – Average/Neutral
- 1 – Needs improvement
- 0 – Not satisfactory