

MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY20

Vision			
<ul style="list-style-type: none"> ○ <i>Vision Statement (voted 6/27/17): Every student will be an engaged, challenged, enriched, and self-directed learner.</i> ○ <i>Mission Statement (voted 6/27/17): The Melrose Public Schools will provide and sustain a thriving and dynamic teaching and learning environment, preparing every student to excel in their authentic life and global citizenship, as supported by an engaged community.</i> 			
Theory of Action			
If educators design a safe, supportive, and responsive student-centered learning environment, then students will own their learning and acquire the academic and social-emotional skills to realize personal success and contribute meaningfully to their communities.			
Strategic Objectives			
<p><u>Curriculum, Planning, and Assessment:</u> Plan for student-centered, personalized, and self-directed learning through high quality curriculum and varied systems of assessment.</p>	<p><u>Teaching All Students:</u> Design and respond to learner variability and interests, by employing culturally responsive, personalized, and inclusive instructional practices.</p>	<p><u>Responsive and Inclusive Environment:</u> Design safe, supportive, and student-centered schools in which all students, staff, and members of the community can thrive.</p>	<p><u>Professional Culture and Community Engagement:</u> Foster a professional learning community that supports ongoing personal and collaborative growth to support teaching and learning.</p>
Strategic Priorities			
Implement content area and habits of learning standards and scoring criteria by aligning assessments and curriculum with a focus on personalized learning and technology. 1.a	Strengthen the implementation of inclusive practices including UDL and technology integration to support personalized learning to differentiate for learner variability. 2.a	Build capacity for teachers and students to strengthen relationships to support a safe, supportive and collaborative environment that respects cultures and differences among all students. 3.a	Improve culturally responsive two-way communication to all stakeholder. Present opportunities to staff and provide support and guidance in expanding multiple means of communication and access. 4.a
Align formative and summative assessments and analyze the data to inform instructional practices that are responsive to a variety of students' needs. 1.b	Implement and expand instructional practices within a multi-tiered support system for all students, so that we provide targeted intervention, challenge, and advancement for each student. 2.b	Expand and deepen implementation of PBIS (Positive Behavioral Interventions and Supports) that support the development of students' social emotional learning competencies. 3. b	Increase collaboration among new and veteran educators across teams and schools and encourage educators to share best practices, resources, and ideas in order to enhance student learning.4.b
Advance personalized learning opportunities, including but not limited to inquiry-based and project based learning. 1. c	Employ <i>Assessment for Learning</i> practices in order to respond to student needs, provide feedback, develop success criteria, and increase student agency. 2.c	Support culturally proficient and responsive communication with students and families about student learning and performance in an effort to promote student ownership of learning. 3.c	Strengthen school-based teams at each school to lead tiered systems that respond to students' social, emotional and academic needs. 4. c

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<p>Incorporate principles of Universal Design for Learning (UDL) in the planning of curriculum, instruction, and assessment. 1.d</p>	<p>Cultivate student ownership of their learning through goal setting, student choice, student-led conferences, and digital portfolios that promote independence and life-long learning. 2.d</p>	<p>Vet any and all resources for bias, preconceived notions and cultural responsiveness in order to provide a safe, supportive, and student-centered environment. 3.d</p>	<p>Through modeling, feedback and collaboration, support all staff in the development of personalized curriculum, planning, assessment, and best instructional practices. 4.d</p>
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