

**Melrose Public Schools Strategy Overview
2020-2023**

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 6/2/17): 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 curriculum with a focus on personalized learning. 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 to content area standards and analyze the data to inform instructional practices that are responsive to a variety of students' needs. 1.b	Implement and expand current instructional practices within a multi-tiered support system to ensure that all students are provided targeted interventions and extension opportunities. 2.b	Expand and deepen the 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

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<p>Advance personalized learning instructional practices to support student agency, including inquiry-based, project-based learning, exhibitions, learner profiles, and digital portfolios. 1.c</p>	<p>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</p>	<p>Support culturally proficient and responsive communication with students and families regarding student learning and performance in an effort to promote student ownership of learning. 3.c</p>	<p>Strengthen school-based teams at each school to lead tiered systems that respond to students' social, emotional and academic needs. 4. c</p>
<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 responsive to the needs of all learners. 4.d</p>

See link for Google Doc version: <https://tinyurl.com/MPSSStrategyOverview>

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Goal 1: Curriculum, Planning, and Assessment:

Plan for student-centered, personalized, and self-directed learning through high-quality curriculum and varied systems of assessment.

Objective 1.a: Implement content area and habits of learning standards and scoring criteria by aligning curriculum with a focus on personalized learning.

	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	1.a.1.1 Create a self-assessment tool for teachers to identify knowledge and level of implementation of personalized learning. Collect pre-assessment data. Identify content areas of specific need or grade spans.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Instructional Coaches Personalized Learning Specialists	A shared vision for personalized learning is implemented. Educators increase their understanding of personalized learning.
	1.a.1.2 Curate a collection of exemplar units, lessons and strategies across grade spans and content areas that represent personalized learning models including examples of learning menus, playlists, and student-led conferences.	Personalized Learning Cohort Instructional Coaches Personalized Learning Specialists Curriculum Directors Grades 6-12	Examples of personalized learning provide resources for educators to support further implementation.
	1.a.1.3 Create structures that support standards based grading. <ul style="list-style-type: none"> • Revise the Habits of Learning at the K-12 after piloting at the middle and high school. • Revise and implement the science and social studies standards as reported on the elementary report card. • Support the conversion and creation of standards based gradebook in Aspen that can support standards based reporting at the secondary level. 	Assistant Superintendent for Teaching and Learning School Principal Middle School Principal Teachers grades 6-12	Educators provide students feedback on learning based on standards and support student growth towards proficiency.
	1.a.1.4 Implement a second year of Personalized Learning Cohort. Continue second year of first year cohort. Create additional examples from Personalized Learning Cohort.	Assistant Superintendent for Teaching and Learning Personalized Learning Specialists Instructional Coaches Personalized Learning Cohort	Teacher leaders support curation of best practices for personalized learning to increase their dissemination.

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		Teachers	
	<p>1.a.1.5 Develop curricular units and materials in Wellness, Arts, Social Studies, and Digital Literacy that are aligned to new standards and support goals for personalized learning.</p>	<p>Assistant Superintendent for Teaching and Learning Instructional Coaches Director of History Grades 6-12 Director of Wellness Wellness, History/Social Studies, Digital Literacy, and Arts Teachers</p>	<p>Curricular units are aligned with state Curriculum Frameworks in these disciplines that support an increase in culturally competent instruction and personalized learning approaches.</p>
<p>Year Two 2021-2022</p>	<p>1.a.2.1 Administer a self-assessment tool for teachers to identify implementation of personalized learning by grade span. Collect and analyze the data.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Instructional Coaches Personalized Learning Specialists</p>	<p>A shared vision for personalized learning is implemented. Educators increase their understanding of personalized learning.</p>
	<p>1.a.2.2 Increase examples of opportunities for teachers to experience models of personalized learning within the district via classroom observations, teaching video clips, units of instruction, and lesson plan strategies.</p>	<p>Superintendent Assistant Superintendent for Pupil Services Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12</p>	<p>Teachers observe model examples of personalized learning and will incorporate key practices in their own classes.</p>
	<p>1.a.2.3 Create structures that support standards based grading.</p> <ul style="list-style-type: none"> ● Report on the secondary level school report cards on the Habits of Learning. ● Implement standards based grading in sixth grade. ● Develop model classrooms for personalized learning and procedures for teachers to observe their colleagues. 	<p>Assistant Superintendent for Teaching and Learning School Principal Middle School Principal Teachers grades 6-12</p>	<p>Students receive feedback on learning based on standards and support student growth towards proficiency.</p>
	<p>1.a.2.4 Implement a third year of Personalized Learning Cohort. Continue implementation of previous years' cohorts. Create</p>	<p>Assistant Superintendent for Teaching and Learning Personalized Learning</p>	<p>Teacher leaders support curation of best practices for personalized learning to increase their dissemination.</p>

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	additional examples from Personalized Learning Cohort.	Specialists Instructional Coaches Personalized Learning Cohort Teachers	
	1.a.2.5 Extend curricular units and materials in Wellness, Arts, and Digital Literacy that aligned to new standards and support goals for personalized learning.	Assistant Superintendent for Teaching and Learning Director of Wellness Wellness, Digital Literacy, and Arts Teachers	Curricular units are aligned with state Curriculum Frameworks in these disciplines that support an increase in culturally competent instruction and personalized learning approaches.
Year Three 2022-2023	1.a.3.1 Administer a self-assessment tool for teachers to identify implementation of personalized learning by grade span. Collect and analyze the data.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Instructional Coaches Personalized Learning Specialist	A shared vision for personalized learning is implemented. Educators increase their understanding of personalized learning.
	1.a.3.2 Expand examples of opportunities for teachers to experience models of personalized learning within the district via classroom observations, teaching video clips, units of instruction, and lesson plan strategies.	Superintendent Assistant Superintendent for Pupil Services Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12	Teachers will observe model examples of personalized learning and will incorporate key practices in their own classes.
	1.a.3.3 Create structures that support standards based grading specifically implement standards based grading in seventh grade.	Assistant Superintendent for Teaching and Learning School Principal Middle School Principal Teachers grades 6-12	Educators provide students feedback on learning based on standards and support student growth towards proficiency.
	1.a.3.4 Implement a fourth year of Personalized Learning Cohort. Continue previous years' cohorts. Create additional examples from Personalized Learning Cohort.	Assistant Superintendent for Teaching and Learning Personalized Learning Specialists Instructional Coaches Personalized Learning Cohort	Teacher leaders support curation of best practices for personalized learning to support their dissemination.

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		Teachers	
	1.a.3.5 Finalize curricular units and materials in Wellness, Arts, Social Studies, and Digital Literacy that aligned to new standards and support goals for personalized learning.	Assistant Superintendent for Teaching and Learning Instructional Coaches Director of History Grades 6-12 Director of Wellness Wellness, History/Social Studies, Digital Literacy, and Arts Teachers	Curricular units are aligned with state Curriculum Frameworks in these disciplines that support an increase in culturally competent instruction and personalized learning approaches.
Objective 1.b: Align formative and summative assessments to content area standards and analyze the data to inform instructional practices that are responsive to a variety of students' needs.			
	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	1.b.1.1 Create effective systems of collecting data for grade level teams to inform instruction, intervention groupings, grades 6-12, appropriate for each level.	Assistant Superintendent for Teaching and Learning Middle School Principal High School Principal Curriculum Directors Grades 6-12 Grades 6-12 Teachers	All teachers participate in data meetings and common planning time meetings that inform instruction and support the narrowing of the achievement gap.
	1.b.1.2 Implement learner profiles and personalized learning plans in grades 2-12. Curate examples at grades K-12 level.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 All grades 2-12 Teachers	Students increase their agency and ownership for their own learning by establishing their learner profiles and personalized learning plans.
	1.b.1.3 Complete digital portfolios in grades Grades 3-5, 6th grade, 9th grade with increasing student agency using learner profiles in the goal setting and reflection.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 Grades 3-5, 6th, and 9th grade	Students can provide evidence of their agency and their learning by curating evidence, setting goals, and reflecting on their learning.

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		teachers	
Year Two 2021-2022	1.b.2.1 Review and revise the systems of collecting data for grade level teams to inform instruction, intervention groupings, grades 6-12, appropriate for each level.	Assistant Superintendent for Teaching and Learning Middle School Principal High School Principal Curriculum Directors Gr Insades 6-12 Grades 6-12 Teachers	All teachers participate in data meetings and common planning time meetings that inform instruction and support the narrowing of the achievement gap.
	1.b.2.2 Implement personalized learning profiles in grades K-1. Continue implementation in grades 2-12.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 Grades K-12 Teachers	Students increase their agency and ownership for their own learning by establishing their learner profiles and personalized learning plans.
	1.b.2.3 Implement student-led portfolio showcases in grades 3-5, 8, 9-10, and 12.	Principals Curriculum Directors Grades 6-12 Teachers in Grades 5, 8, 10	Learners have increased student agency by presenting their learning with a wider audience beyond the classroom.
Year Three 2022-2023	1.b.3.1 Revise the systems of collecting data for grade level teams to inform instruction, intervention groupings, grades 6-12, appropriate for each level.	Assistant Superintendent for Teaching and Learning Middle School Principal High School Principal Curriculum Directors Grades 6-12 Grades 6-12 Teachers	All teachers participate in data meetings and common planning time meetings that inform instruction and support the narrowing of the achievement gap.
	1.b.3.2 Continue second year of personalized learner profiles in grades K-12. Support involvement of all families including those of diverse communities in the development of the personalized learner profiles.	Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialist Academic Facilitator Instructional Coaches Teachers in Grades K-12	Students increase their agency and ownership for their own learning by establishing their learner profiles and personalized learning plans.

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	1.b.3.3 Implement student-led portfolio showcases in grades K-12.	Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialist Academic Facilitator Instructional Coaches Teachers in Grades K-12	Learners have increased student agency by presenting their learning with a wider audience beyond the classroom.
Objective 1.c: Advance personalized learning instructional practices to support student agency, including inquiry-based, project-based learning, exhibitions, learner profiles, and digital portfolios.			
	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	1.c.1.1 Implement year 1 of the new social studies curriculum: <ul style="list-style-type: none"> ● Implement at least one newly aligned unit for social studies in grades K-5. ● Implement 6th/7th <i>Ancient World History I/II</i> ● Implement the new course, 9th grade <i>World Studies</i>. ● Pilot half year junior <i>Leaders in Civic Action</i> elective in Social Studies and a 6th grade A block class. 	Assistant Superintendent for Teaching and Learning Grades K-5 Elementary Teachers Director of History Grades 6-12 Grades 6-12 Social Studies Department Teachers	Social studies curriculum aligns with the 2018 History and Social Science frameworks and includes cultural competencies and inquiry based teaching.
	1.c.1.2 Implement exhibitions of student centered inquiry projects across content areas.	Assistant Superintendent for Teaching and Learning School Principals Grades 3-5 Library Media Specialists Curriculum Directors Grades 6-12 All Teachers	Student exhibitions provide audiences for inquiry projects and support the development of student voice.
	1.c.1.3 Implement learner profiles and personalized learning profiles and plans in grades 2-12. Curate examples at grades K-12 level.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 All Grades 2-12 Teachers	Student agency and ownership for their own learning are increased by establishing their learner profiles and personalized learning plans.

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Year Two 2021-2022	<p>1.c.2.1 Implement phase 2 of the Social Studies Curriculum:</p> <ul style="list-style-type: none"> ● Implement at least one additional aligned unit for social studies in grades K-5. ● Implement 10th grade <i>American Studies</i> ● Begin implementation of <i>Leaders in Civic Action</i> half year course for all juniors. 	<p>Assistant Superintendent for Teaching and Learning Grades K-5 Elementary Teachers Director of History Grades 6-12 Grades 6-12 Social Studies Department Teachers</p>	<p>Social studies curriculum aligns with the 2018 History and Social Science frameworks and includes cultural competencies and inquiry based teaching.</p>
	<p>1.c.2.2 Implement student-led portfolio showcases in grades 5,8, and 9-10. Continue to support student centered inquiry projects across content areas that will be one component of students' portfolios.</p>	<p>School Principals Curriculum Directors Grades 6-12 Teachers in Grades 5, 8, 10</p>	<p>Student exhibitions provide audiences for inquiry projects and support the development of student voice.</p>
	<p>1.c.2.3 Implement personalized learning profiles and plans in grades K-1. Continue implementation in grades 2-12.</p>	<p>Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 All grades K-12 Teachers</p>	<p>Student agency and ownership for their own learning are increased by establishing their learner profiles and personalized learning plans.</p>
Year Three 2022-2023	<p>1.c.3.1 Implement phase 3 of the new secondary Social Studies Curriculum:</p> <ul style="list-style-type: none"> ● Complete alignment for social studies curriculum in grades K-5. ● 11th grade <i>Modern Global History</i> course. 	<p>Assistant Superintendent for Teaching and Learning Grades K-5 Elementary Teachers Director of History Grades 6-12 Grades 6-12 Social Studies Department Teachers</p>	<p>Social studies curriculum aligns with the 2018 History and Social Science frameworks and includes cultural competencies and inquiry based teaching.</p>
	<p>1.c.3.2 Implement student-led portfolio showcase in grades K-12. Continue to support student centered inquiry projects across content areas that will be one component of students' portfolios.</p>	<p>School Principals Curriculum Directors Grades 6-12 Teachers in Grades 5, 8, 10</p>	<p>Student exhibitions provide audiences for inquiry projects and support the development of student voice.</p>
	<p>1.c.3.3 Continue second year of personalized learner profiles and plans in grades K-12. Support involvement of families in personalized learner profiles of their learners.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Personalized Learning</p>	<p>Student agency and ownership for their own learning are increased by establishing their learner profiles and personalized learning plans.</p>

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		Specialist Academic Facilitator Instructional Coaches Teachers in Grades K-12	
Objective 1.d: Incorporate principles of Universal Design for Learning (UDL) in the planning of curriculum, instruction, and assessment.			
	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	1.d.1.1 Plan and implement professional development to support technology integration, UDL and SEL strategies that provide access to all learners.	Assistant Superintendent for Teaching and Learning Instructional coaches Personalized Learning Specialists Social Emotional Learning Specialist	Inclusion of UDL principles for planning of instruction and curriculum increases access to all students to the curriculum, instruction, and learning environment.
	1.d.1.2 Continue involvement of Roosevelt and Hoover in DESE Inclusive Practice Academy. Support the development of lessons that reduce barriers and meet learner variability. Extend involvement to high school.	Hoover School Principal Roosevelt School Principal High School Principal Teachers in Inclusive Practices Cohort	Teachers leaders support embedded coaching to increase implementation of inclusive practices.
Year Two 2021-2022	1.d.2.1 Support the increased implementation of UDL principles that allow content and instruction to be accessible for all but specifically meets the needs of students of students who struggle and in need of challenge.	Assistant Superintendent for Teaching and Learning Instructional coaches Personalized Learning Specialists SEL coaches	Inclusion of UDL principles for planning of instruction and curriculum increases access to all students to the curriculum, instruction, and learning environment.
	1.d.1.2 Continue involvement of Roosevelt, Hoover, and Melrose High School in DESE Inclusive Practice Academy. Implement lesson planning to reduce barriers and meet learner variability consistently and independently.	Hoover School Principal Roosevelt School Principal High School Principal Teachers in Inclusive Practices Cohort Teachers at Hoover, Roosevelt, and High School	Teachers leaders support embedded coaching to increase implementation of inclusive practices.
Year Three 2022-2023	1.d.3.1 Support continued implementation of the UDL principles through	Assistant Superintendent for Teaching and Learning	Inclusion of UDL principles for planning of instruction and curriculum increases access to

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	additional professional development opportunities.	Instructional coaches Personalized Learning Specialists SEL coaches	all students to the curriculum, instruction, and learning environment.
	1.d.3.2 Support schools involved in Inclusive Practice Institutes in sharing best practices across other schools to support creation of inclusive flexible learning environments that incorporate principles of UDL.	Hoover School Principal Roosevelt School Principal High School Principal Teachers in Inclusive Practices Cohort Teachers at Hoover, Roosevelt, and High School	Teachers leaders support embedded coaching to increase implementation of inclusive practices.

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Goal 2: Teaching All Students:

Design and respond to learner variability and interests, by employing culturally responsive, personalized, and inclusive instructional practices to ensure educational equity.

Objective 2.a: Strengthen the implementation of inclusive practices including UDL and technology integration to support personalizing of learning to differentiate for learner variability.

	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	2.a.1.1 Continue year two of bring-your-own-device in grades 6 and 9. (Grades 6,7,9 and 10 will have access to Chromebooks through bring-your-own-device initiative.) Open purchasing of Chromebook devices to all K-12 students.	Superintendent Chief Information Officer Technology staff MVMMS Principal MHS Principal	Students and teachers leverage technology as a tool for personalizing their learning.
	2.a.1.2 Plan and implement professional development to support technology integration, UDL and SEL strategies that provide access to all learners.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Social Emotional Learning Specialist	Training supports inclusion of UDL principles for planning instruction and curriculum responsive to the diverse needs of students.
	2.a.1.3 Continue involvement of Roosevelt and Hoover in DESE Inclusive Practice Academy. Support the development of lessons that reduce barriers and meet learner variability. Extend involvement to the high school.	Assistant Superintendent for Teaching and Learning Hoover School Principal Roosevelt School Principal High School Principal Teachers in Inclusive Practices Cohort	Opportunities for embedded coaching and support for teachers and build teacher leaders increase.
	2.a.1.4 Implement year one of the Technology Plan.	Superintendent Assistant Superintendent for Teaching and Learning Chief Information Officer Digital Literacy Specialists Technology Committee	Technology integration that supports the district's vision of personalized learning increases.
	2.a.1.5 Support the unleveling of the ninth grade and electives at the	High School Principal Curriculum Directors Grades	Teachers have increased capacity to support the differentiation of student needs using

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	high school by providing professional development to identified teachers.	6-12 Ninth Grade Teachers	principles of UDL and personalizing of student learning.
Year Two 2021-2022	2.a.2.1 Continue year three of bring-your-own-device in grades 6 and 9. (Grades 6-11 will have access to Chromebooks through bring-your-own-device initiative.) Open purchasing of Chromebook devices to all K-12 students.	Superintendent Chief Information Officer Technology staff Middle School Principal High School Principal	Students and teachers leverage technology as a tool for personalizing their learning.
	2.a.2.2 Support the increased implementation of UDL principles that allow content and instruction to be accessible for all but specifically meets the needs of students of students who struggle and in need of challenge.	Assistant Superintendent for Teaching and Learning Instructional coaches Personalized Learning Specialist Social Emotional Learning Specialist	Training supports inclusion of UDL principles for planning instruction and curriculum responsive to the diverse needs of students.
	2.a.2.3 Continue involvement of Roosevelt, Hoover, and Melrose High School in DESE Inclusive Practice Academy. Implement lesson planning to reduce barriers and meet learner variability consistently and independently.	Hoover School Principal Roosevelt School Principal High School Principal Teachers in Inclusive Practices Cohort Teachers at Hoover, Roosevelt, and High School	Opportunities for embedded coaching and support for teachers and build teacher leaders increase.
	2.a.2.4 Implement year two of Technology Plan.	Superintendent Assistant Superintendent for Teaching and Learning Chief Information Officer Digital Literacy Specialists Technology Committee	Technology integration that supports the district's vision of personalized learning increases.
	2.a.2.5 Disseminate the instructional practices of UDL and personalized learning of the unlevelled courses at MHS to other courses.	High School Principal Curriculum Directors Grades 6-12 Ninth Grade Teachers	Teachers have increased capacity to support the differentiation of student needs using principles of UDL and personalizing of student learning.
Year Three 2022-2023	2.a.3.1 Continue year four of bring-your-own-device in grades 6. (Grades 6-12 will have access to Chromebooks through bring-your-own-device initiative.) Open purchasing of	Superintendent Chief Information Officer Technology staff Middle School Principal	Students and teachers leverage technology as a tool for personalizing their learning.

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	Chromebook devices to all K-12 students.	High School Principal	
	2.a.3.2 Support continued implementation of the UDL principles through additional professional development opportunities.	Assistant Superintendent for Teaching and Learning Instructional coaches Personalized Learning Specialists SEL coaches	Training supports inclusion of UDL principles for planning instruction and curriculum responsive to the diverse needs of students.
	2.a.2.3 Support schools involved in Inclusive Practice Institutes in sharing best practices across other schools to support creation of inclusive flexible learning environments that incorporate principles of UDL.	Hoover School Principal Roosevelt School Principal High School Principal Teachers in Inclusive Practices Cohort Teachers at Hoover, Roosevelt, and High School	Opportunities for embedded coaching and support for teachers and build teacher leaders increase.
	2.a.3.4 Implement year three of Technology Plan.	Superintendent Assistant Superintendent for Teaching and Learning Chief Information Officer Digital Literacy Specialists Technology Committee	Technology integration that supports the district's vision of personalized learning increases.
	2.a.3.5 Assess the implementation of instructional practices of UDL and personalized learning at MHS.	High School Principal Curriculum Directors Grades 6-12 High School Teachers	Teachers have increased capacity to support the differentiation of student needs using principles of UDL and personalizing of student learning.

Objective 2.b: Implement and expand current instructional practices within a multi-tiered support system to ensure that all students are provided targeted interventions and extension opportunities.

	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	2.b.1.1 Implement community circles at the elementary level once per week and at least twice a month at the middle and high school throughout the year and build capacity to continue for use of restorative discipline.	School Principals District Based PBIS Team School Based PBIS Teams K-12 Teachers	Each school has a schedule for community circles to support SEL student needs.
	2.b.1.2 Establish a district based PBIS team and systems for reviewing	Assistant Superintendent for Teaching and Learning	Implementation of Tier I PBIS system in each school is strengthened.

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	the Tier I PBIS systems in all schools. Continue to identify ways to strengthen the capacity of all schools and staff to implement Tier I PBIS.	District Based PBIS Teams School Principals School Based PBIS Teams	
	2.b.1.3 Develop in-district special education programming to meet increased and varied student needs at each grade span including early childhood, elementary, middle and high school.	Superintendent Assistant Superintendent for Pupil Services School Principals Special Education Coordinators	Special education in-district based programming responds to increased and varied student needs.
	2.b.1.4 Curate examples of personalized learning profiles and plans that provide for targeted interventions and extensions.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Cohort Instructional Coaches Personalized Learning Specialists	Student agency and ownership for their own learning is evident in their learner profiles and personalized learning plans.
Year Two 2021-2022	2.b.2.1 Continue implementing community circles at the elementary level at least once per week and at least twice per month at the middle and high school throughout the year long and build capacity to continue for use of restorative discipline at Tier II and III.	School Principals District Based PBIS Team School Based PBIS Teams K-12 Teachers	Each school has a schedule for community circles to support SEL student needs.
	2.b.2.2 Continue with district based PBIS team to review the Tier II and III systems of all schools and to strengthen the capacity of all staff's understanding and development of restorative practices, collaborative problem solving, and FAIR plans.	Assistant Superintendent for Teaching and Learning District Based PBIS Teams School Principals School Based PBIS Teams	Implementation of Tier I PBIS system in each school is strengthened.
	2.b.2.3 Increase educator capacity to meet student needs with embedded professional development within program options for students with disabilities.	Superintendent Assistant Superintendent for Pupil Services School Principals Special Education Coordinators	Special education in-district based programming responds to increased and varied student needs.
	2.b.2.4 Disseminate examples of personalized learning profiles and plans that provide for targeted interventions and extensions.	Assistant Superintendent for Teaching and Learning School Principals	Student agency and ownership for their own learning is evident in their learner profiles and personalized learning plans.

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		Curriculum Directors Grades 6-12 Personalized Learning Cohort Instructional Coaches Personalized Learning Specialists	
Year Three 2022-2023	2.b.3.1 Strengthen implementation of restorative discipline practice for Tier II and III to support students' social emotional learning.	School Principals District Based PBIS Team School Based PBIS Teams K-12 Teachers	Each school has a schedule for community circles to support SEL student needs.
	2.b.3.2 Continue with district based PBIS to review Tiers I, II, and III systems of all schools and work to create an onboarding structure for incoming staff to understand all levels of PBIS.	Assistant Superintendent for Teaching and Learning District Based PBIS Teams School Principals School Based PBIS Teams	Implementation of Tier I PBIS system in each school is strengthened.
	2.b.3.3 Support the continued development of program options for students with disabilities at each grade spans to support the changes due to the increase in enrollment. Continue to increase educator capacity to meet student needs with embedded professional development.	Superintendent Assistant Superintendent for Pupil Services School Principals Special Education Coordinators	Special education in-district based programming responds to increased and varied student needs.
	2.b.3.4 Implement personalized learning profiles and plans that provide for targeted interventions and extensions.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Instructional Coaches Personalized Learning Specialists All Teachers	Student agency and ownership for their own learning is evident in their learner profiles and personalized learning plans.
Objective 2.c: Employ <i>Assessment for Learning</i> practices in order to respond to student needs, provide feedback, develop success criteria, and increase student agency.			
	Action Steps	Who's Responsible	Desired Outcome
Year One	2.c.1.1	Assistant Superintendent for	Students continue to develop the 21st Century

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2020-2021	<p>Increase the use of Habits of Learning grades K-12. Elementary teachers provide feedback on Habits of Learning during parent conferences. Secondary teachers increase feedback to students on Habits of Learning on their progress and/or report card.</p>	<p>Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialist Instructional Coaches Teachers in Grades K-12</p>	<p>skills outlined in the Habits of Learning.</p>
	<p>2.c.1.2 Curate additional examples of learning progressions, success criteria, next step rubrics, and other examples of student agency.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialist Instructional Coaches Teachers in Grades K-12</p>	<p>Students use learning progressions as a means to track their own learning to meet proficiency. Use examples of learning progressions and success criteria to support their continued implementation.</p>
	<p>2.c.1.3 Implement exhibitions of student centered inquiry projects across content areas.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Teachers grades 5, 8, 12 Curriculum Directors Grades 6-12</p>	<p>Learners in grades 3-12 can share their own learning with a wider audience beyond the classroom.</p>
Year Two 2021-2022	<p>2.c.2.1 Support students in identifying their progress on Habits of Learning. Secondary teachers remove participation and homework from grades and increase feedback on Habits of Learning instead.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialist Instructional Coaches Teachers in Grades K-12</p>	<p>Students continue to develop the 21st Century skills outlined in the Habits of Learning.</p>
	<p>2.c.2.2 Increase the use of learning progressions, success criteria, and next step rubrics across grades K-12 including linking these to students digital portfolios and grading.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12</p>	<p>Students use learning progressions as a means to track their own learning to meet proficiency. Use examples of learning progressions and success criteria to support their continued implementation.</p>

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		Personalized Learning Specialist Instructional Coaches Teachers in Grades K-12	
	2.c.2.3 Increase exhibitions of student centered inquiry projects across content areas to serve as a capstone of learning for student's portfolios.	Principals Curriculum Directors Grades 6-12 Teachers in Grades K-12	Learners in grades 3-5, 8, 9-10, and 12 can share their own learning with a wider audience beyond the classroom.
Year Three 2022-2023	2.c.3.1 Develop students' capacity to effectively provide feedback to peers on Habits of Learning.	Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialist Academic Facilitator Instructional Coaches Teachers in Grades K-12	Learners plan for their own learning to indicate proficiency on a set of standards. Teachers support learners with resources.
	2.c.3.2 Provide students with learning progressions, success criteria, and next step rubrics to support students in tracking their own learning progress towards proficiency.	Teachers in Grades 3-12	Learners operate with a high level of independence and agency, creating and completing their own assessments.
	2.c.3.3 Identify additional opportunities for exhibitions of student centered inquiry projects across content areas to also serve as a capstone of learning for student's portfolios.	Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialist Academic Facilitator Instructional Coaches Teachers in Grades K-12	Learners in grades K-12 can share their own learning with a wider audience beyond the classroom.
Objective 2.d: Cultivate student ownership of their learning through goal setting, student choice, student-led conferences, and digital portfolios that promote independence and life-long learning.			
	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	2.d.1.1 Implement learner profiles and personalized learning plans in grades 2-12. Curate examples at the grades K-1 level.	Assistant Superintendent for Teaching and Learning Instructional Coaches	Students increase their student agency and ownership for their own learning by establishing their learner profiles and

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		Personalized Learning Specialists Curriculum Director Grades 6-12 All grades 2-12 Teachers	personalized learning plans.
	2.d.1.2 Complete in grades 3-5, 6th grade, 9th grade digital portfolios with increasing student agency using learner profiles in the goal setting and reflection.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 All grades 3-5, 6th, and 9th grade teachers	Students can provide evidence of their student agency and their learning by curating evidence, setting goals, and reflecting on their learning.
	2.d.1.3 Pilot student-led conferences by members of personalized learning cohort.	Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Cohort Teacher Curriculum Directors Grades 6-12	Learners can share their own learning with a wider audience beyond the classroom.
Year Two 2021-2022	2.d.2.1 Implement personalized learning profiles in grades K-1. Continue implementation in grades 2-12.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 All grades K-12 Teachers	Students increase their student agency and ownership for their own learning by establishing their learner profiles and personalized learning plans.
	2.d.2.2 Increase student ownership for digital portfolios in grades 3-12 with students making their own choices for items in their digital learning portfolio.	Assistant Superintendent for Teaching and Learning Instructional Coaches Personalized Learning Specialists Curriculum Director Grades 6-12 Teachers in Grades 3-12	Students can provide evidence of their student agency and their learning by curating evidence, setting goals, and reflecting on their learning.

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	<p>2.d.2.3 Expand pilot and share examples of student-led conferences by members of personalized learning cohorts.</p>	<p>Principals Curriculum Directors Grades 6-12 Teachers in Grades 5, 8, 10</p>	<p>Learners can share their own learning with a wider audience beyond the classroom.</p>
<p>Year Three 2022-2023</p>	<p>2.d.3.1 Continue second year of personalized learner profiles and plans in grades K-12. Support involvement of families in personalized learner profiles of their learners.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialist Academic Facilitator Instructional Coaches Teachers in Grades K-12</p>	<p>Students increase their student agency and ownership for their own learning by establishing their learner profiles and personalized learning plans.</p>
	<p>2.d.3.2 Increase student ownership for digital portfolios in grades K-12 with students making their own choices for items in their digital learning.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialist Academic Facilitator Instructional Coaches Teachers in Grades 3-12</p>	<p>Students can provide evidence of their student agency and their learning by curating evidence, setting goals, and reflecting on their learning.</p>
	<p>2.d.3.3 Provide supports and structures for wider implementation of student-led conferences across the district.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialist Academic Facilitator Instructional Coaches Teachers in Grades K-12</p>	<p>Learners in grades K-12 can share their own learning with a wider audience beyond the classroom.</p>

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Goal 3: Responsive and Inclusive Environment:

Design safe, supportive, and student-centered schools in which all students, staff, and members of the community can thrive.

Objective 3.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.

	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	3.a.1.1 Provide building specific support on embedding social emotional structures, such as community circles, restorative circles, collaborative problem solving, and FAIR plans, by utilizing PBIS Tier I, II, and III systems throughout grades K-12.	Assistant Superintendent for Teaching and Learning School Principals School Based PBIS Teams District PBIS Team	Fidelity of Tier I-III PBIS in each school increases as measured by PBIS Fidelity Tool.
	3.a.1.2 Implement tools to measure potential cultural bias in protocols, practices, and instructional materials. Address needs identified through additional materials, resources, and professional development. Complete at least one equity walkthrough in each building.	Superintendent Assistant Superintendent for Teaching and Learning Assistant Superintendent for Pupil Services School Principals Curriculum Directors Grades 6-12 All PreK-12 Educators	Increased opportunities for the curriculum and instruction to reflect the community's diversity is observed in equity walkthroughs.
	3.a.1.3 Align student supports through well-established Student Support Teams in each school building using ongoing review of student data to determine student and school needs.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	By aligning student supports, academic achievement and social emotional learning outcomes improved.
Year Two 2021-2022	3.a.2.1 Continue embedding school specific social emotional structures, such as community circles, restorative circles, collaborative problem solving, and FAIR plans, into Tier I, II, and III.	Assistant Superintendent for Teaching and Learning School Based PBIS Teams School Based Leadership Teams Student Councils	All educators participate in creating a safe, supportive, and collaborative environment for all students.
	3.a.2.2	Superintendent	Opportunities for the curriculum and

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	Analyze data from the first administration of culture bias tool and equity walks to determine additional departments, schools, or grade spans in need of support. Implement professional development and resources to support needs.	Assistant Superintendent for Teaching and Learning Assistant Superintendent for Pupil Services School Principals Curriculum Directors Grades 6-12 All PreK-12 Educators	instruction to reflect the community's diversity increased from previous year.
	3.a.2.3 Increase access to available student supports identified by each school's Student Support Teams through their analysis of student data that determines student and school needs.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	By aligning student supports, academic achievement and social emotional learning outcomes continue to improve.
Year Three 2022-2023	3.a.3.1 Refine building specific support to embed social emotional structures, such as community circles, restorative circles, collaborative problem solving, and FAIR plans, into Tier I, II, and III throughout grades K-12.	School Administration School Based PBIS Teams School Based Leadership Teams Student Councils	All elementary schools have a successful system in place for collecting PBIS data to be used for planning purposes. All elementary schools hold school-wide assemblies that reflect data collected and address areas of focus in the school culture
	3.a.3.2 Analyze data from the second administration culture bias tool and equity walks to determine additional departments, schools, or grade spans in need of supports. Implement professional development and resources to support needs.	Superintendent Assistant Superintendent for Pupil Services Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All PreK-12 Educators	Opportunities for the curriculum and instruction to reflect the community's diversity increased from previous year.
	3.a.3.3 Evaluate the effectiveness of Student Support Teams in meeting student and school needs using a school based assessment. Plan to address areas of need in schools, departments, or grades.	Assistant Superintendent for Pupil Services Middle and High School Principals Middle and High School Student Support Teams	Improved efficacy of student support teams as measured by the Integrated Student Support Self-Assessment is achieved.
Objective 3.b: Expand and deepen the implementation of PBIS (Positive Behavioral Interventions and Supports) at all levels to continue supporting the development of students' social emotional learning.			

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	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	3.b.1.1 Establish systems for reviewing the Tier I PBIS systems in all schools to identify ways to strengthen the capacity of all staff.	Assistant Superintendent for Teaching and Learning School Principals School PBIS Teams District PBIS Teams	Each school has clearly articulated a Tier I PBIS system as supported by the district based PBIS team.
	3.b.1.2 Align student supports through well-established Student Support Teams in each school building using ongoing review of student data to determine student and school needs.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	Improved efficacy of student support teams as measured by the Integrated Student Support Self-Assessment is achieved.
Year Two 2021-2022	3.b.2.1 Continue to review the Tier II and III systems of all schools to strengthen the capacity of all staff's implementation of restorative practices, collaborative problem solving, and FAIR plans.	Assistant Superintendent for Teaching and Learning School Principals School PBIS Teams District PBIS Teams	Each school has clearly articulated and supported Tier II and III PBIS systems as supported. School based PBIS systems include use of restorative practices, collaborative problem solving, and FAIR plans.
	3.b.2.2 Increase access to available student supports identified by the school based Student Support Teams through their analysis of data.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	By aligning student supports, academic achievement and social emotional learning outcomes are increased.
Year Three 2022-2023	3.b.3.1 Continue to review the Tier II and III systems of all schools to strengthen the capacity of all staff's implementation of restorative practices, collaborative problem solving, and FAIR plans.	Assistant Superintendent for Teaching and Learning School Principals School PBIS Teams District PBIS Teams	Each school has clearly articulated three tiers of their PBIS system as supported by the district based PBIS team. School based PBIS systems include use of restorative practices, collaborative problem solving, and FAIR plans.
	3.b.3.2 Evaluate the effectiveness of Student Support Teams in meeting student and school needs using a school based assessment. Plan to address areas of need in schools, departments, or grades.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	Improved efficacy of student support teams as measured by the Integrated Student Support Self-Assessment is achieved.
Objective 3.c: Support culturally proficient and responsive communication with students and families regarding student learning and performance in an effort to promote student ownership of learning.			
	Action Steps	Who's Responsible	Desired Outcome

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Year One 2020-2021	3.c.1.1 Implement self-assessment by educators using equity tools including cultural bias tools and equity walks to identify strengths and needs. Plan to address specific areas of need. Implement at least one equity walk at each school during the school year.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	School strengths and needs for culturally proficient instruction and two-way communication are identified.
	3.c.1.2 Support collaboration with diverse family communities with specific outreach efforts including METCO, ELL, and Special Education Advisory Councils.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Director of METCO ELL Teachers METCO Parent Advisory ELL Parent Advisory SEPAC	Improved communication lines and collaboration with diverse family communities support the needs of their children.
	3.c.1.3 Increase opportunities for teachers and staff to build cultural competence through professional development.	Assistant Superintendent for Teaching and Learning Curriculum Directors Grades 6-12 All Teachers	Teachers develop their knowledge of cultural competency within their instruction and curriculum.
Year Two 2021-2022	3.c.2.1 Continue the self-assessment of all educators using equity tools including cultural bias tools and equity walks to identify strengths and needs. Analyze results of self-assessment. Address specific areas of need. Implement at least two equity walks of each school.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	Improved communication lines and collaboration with diverse family communities support the needs of their children.
	3.c.2.2 Assess the collaboration with diverse family communities with specific outreach efforts including METCO, ELL, and Special Education Advisory Councils via focus groups and surveys. Increase collaboration that supports two-way integration.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Director of METCO ELL Teachers METCO Parent Advisory ELL Parent Advisory	Opportunities for families, students, and educators that support goals of two-way integration are increased from the previous year.
	3.c.2.3	Assistant Superintendent for	Teachers develop their cultural competency

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	Continue opportunities for teachers and staff to build cultural competence through professional development.	Teaching and Learning Curriculum Directors Grades 6-12 All Teachers	within their instruction and curriculum.
Year Three 2022-2023	3.c.3.1 Analyze self-assessment data on equity tools of all educators for the past two years including cultural bias tools and equity walk. Address specific areas of need. Implement at least two equity walks at each school.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	Identify areas of strength and need to support schools, department, leaders, and all educators to provide for culturally proficient instruction and two-way communication.
	3.c.3.1 Support opportunities for diverse families to be partners with schools and programs.	Superintendent Assistant Superintendent for Pupil Personnel Assistant Superintendent for Teaching and Learning School Principals Director of METCO ELL Teachers METCO Parent Advisory ELL Parent Advisory	Opportunities to collaborate with families to support the needs of their children are increased.
	3.c.3.3 Assess the professional development provided to support cultural competence. Identify strengths and needs. Address needs identified by school or departments.	Assistant Superintendent for Teaching and Learning Curriculum Directors Grades 6-12 All Teachers	Teachers develop their cultural competency within their instruction and curriculum.
Objective 3.d: Vet any and all resources for bias, preconceived notions and cultural responsiveness in order to provide a safe, supportive, and student-centered environment.			
	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	3.d.1.1 Using the textbook inventory tool, review books and cultural materials for cultural proficiency and bias. Identify specific content areas, departments, or schools with needs and plan to address needs.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	Additional curricular materials are representative of the diversity of our community and beyond.

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	<p>3.d.1.2 Support curriculum development opportunities for students to engage in perspective taking from a variety of lenses including those of culturally diverse groups.</p>	<p>Assistant Superintendent for Teaching and Learning Curriculum Directors Grades 6-12 Instructional Coaches All Teachers</p>	<p>The curriculum provides students access to diverse perspectives and to see themselves represented in the materials.</p>
<p>Year Two 2021-2022</p>	<p>3.d.2.1 Address curriculum or material needs to support inclusion of cultural diverse perspectives and bias reduction as identified in specific content areas, departments, or schools.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers</p>	<p>Additional curricular materials are representative of the diversity of our community and beyond.</p>
	<p>3.d.2.2 Implement curricular opportunities for students to engage in perspective taking from a variety of lenses including those of culturally diverse groups.</p>	<p>Assistant Superintendent for Teaching and Learning Curriculum Directors Grades 6-12 Instructional Coaches All Teachers</p>	<p>The curriculum provides students access to diverse perspectives and to see themselves represented in the materials.</p>
<p>Year Three 2022-2023</p>	<p>3.d.3.1 Continue assessment of curriculum and materials for bias and inclusion of diverse perspectives using inventory. Address needs identified in specific content areas, curriculum, and schools.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers</p>	<p>Additional curricular materials are representative of the diversity of our community and beyond.</p>
	<p>3.d.3.2 Implement curricular opportunities for students to engage in perspective taking from a variety of lenses including those of culturally diverse groups.</p>	<p>Assistant Superintendent for Teaching and Learning Curriculum Directors Grades 6-12 Instructional Coaches All Teachers</p>	<p>The curriculum provides students access to diverse perspectives and to see themselves represented in the materials.</p>

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Goal 4: Professional Culture and Community Engagement:

Foster a professional learning community that promotes ongoing personal and collaborative growth to support teaching and learning.

Objective 4.a: Improve culturally responsive two-way communication to all stakeholders. Present opportunities to staff and provide support and guidance in expanding multiple means of communication and access.

Year One 2020-2021	Action Steps	Who's Responsible	Desired Outcome
	<p>4.a.1.1 Support collaboration with diverse family communities with specific outreach efforts including METCO, ELL, and Special Education Advisory Councils.</p>	<p>Superintendent Assistant Superintendent for Pupil Personnel Assistant Superintendent for Teaching and Learning School Principals Director of METCO ELL Teachers METCO Parent Advisory ELL Parent Advisory</p>	<p>Communication lines are opened with our diverse families and their communities. Opportunities to collaborate with families to support the needs of their children are increased.</p>
	<p>4.a.1.2 Support self-assessment of all educators using equity tools including bias tools and equity walks to identify strengths and needs in communication with families. Plan to address specific areas of need. Implement at least one equity walk at each school during the school year.</p>	<p>Superintendent Assistant Superintendent for Pupil Personnel Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers</p>	<p>Educators provide for culturally proficient instruction and two-way communication with families.</p>
	<p>4.a.1.3 Identify common communication tools that support all families with access to information. Assess and refine list of tools.</p>	<p>Superintendent School Principals All Teachers School Parent Teacher Organizations</p>	<p>Multiple means of communication with all families increase.</p>
	<p>4.a.1.4 Create opportunities through professional development that allow staff to share openly and safely perspectives on issues of diversity across race, culture, gender, religion, and sexual orientation.</p>	<p>Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers</p>	<p>Opportunities allow staff to discuss openly and safely a wide range of perspectives across race, culture, gender, religion, and sexual orientation.</p>

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Year Two 2021-2022	4.a.2.1 Assess the collaboration with diverse family communities with specific outreach efforts including Special Education, METCO, and ELL Advisory Councils. Increase collaboration that supports two-way integration.	Superintendent Assistant Superintendent for Pupil Personnel Assistant Superintendent for Teaching and Learning School Principals Director of METCO ELL Teachers METCO Parent Advisory ELL Parent Advisory	Opportunities to collaborate with families to support the needs of their children are increased.
	4.a.2.2 Continue the self-assessment of all educators using equity tools including cultural bias tools and equity walks to identify strengths and needs. Analyze results of self-assessment. Address specific areas of need. Implement at least two equity walks of each school.	Superintendent Assistant Superintendent for Pupil Personnel Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	Communication lines with diverse family communities and collaboration to support the needs of their children are increased .
	4.a.2.3 Implement and support wider use of common communication tools with all families that support access to information.	Superintendent School Principals All Teachers School Parent Teacher Organizations	Communication with all families is expanded through use of multiple means.
	4.a.2.4 Extend opportunities through professional development that allow staff to share openly and safely perspectives on issues of diversity across race, culture, gender, religion, and sexual orientation.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	Opportunities allow staff to discuss openly and safely a wide range of perspectives across race, culture, gender, religion, and sexual orientation.
Year Three 2022-2023	4.a.3.1 Support opportunities for diverse families to be partners and serve as leaders within their schools and programs.	Superintendent Assistant Superintendent for Pupil Personnel Assistant Superintendent for Teaching and Learning School Principals Director of METCO ELL Teachers METCO Parent Advisory	Opportunities to collaborate with families to support the needs of their children are increased.

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		ELL Parent Advisory	
4.a.3.2 Analyze self-assessment data on equity tools of all educators for the past two years including cultural bias tools and equity walk. Address specific areas of need. Implement at least two equity walks at each school.		Superintendent Assistant Superintendent for Pupil Personnel Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	All educators provide for culturally proficient instruction and two-way communication.
4.a.3.3 Assess use of common communication tools with parents that support all families access to the information. Make revisions to communication tools based upon assessment.		Superintendent School Principals All Teachers School Parent Teacher Organizations	Communication with all families is expanded through use of multiple means.
4.a.3.4 Strengthen the created professional development that have increased the opportunities for staff to share openly and safely perspectives on issues of diversity across race, culture, gender, religion, and sexual orientation.		Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 All Teachers	Opportunities allow staff to discuss openly and safely a wide range of perspectives across race, culture, gender, religion, and sexual orientation.

Objective 4.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.

	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	4.b.1.1. Revise new teacher curriculum to reflect personalized learning practices. Evaluate impact at the end of the year.	Assistant Superintendent for Teaching and Learning New Teacher Leaders	New teachers incorporate approaches to personalized learning within their instruction.
	4.b.1.2 Implement second year of second year of Personalized Learning Cohort. Continue the second year for the first year cohort. Curate additional examples from Personalized Learning Cohort.	Assistant Superintendent for Teaching and Learning Personalized Learning Specialists Instructional Coaches Personalized Learning Cohort	Teacher leaders support curation of best practices for personalized learning to support dissemination of practices.
	4.b.1.3 Continue curation of examples of personalized learning across practices including creation of an online video library of best practices to support onboard new teachers and support all	Assistant Superintendent for Teaching and Learning Personalized Learning Specialists Instructional Coaches	Examples of personalized learning provide models for educators to replicate in their classrooms.

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	teachers.	Personalized Learning Cohort New Teacher Leaders Curriculum Directors Grades 6-12	
Year Two 2021-2022	4.b.2.1 Implement a new teacher program to support personalized learning district goals based upon data from the previous year.	Assistant Superintendent for Teaching and Learning New Teacher Leaders	New teachers incorporate approaches to personalized learning within their instruction.
	4.b.2.2 Implement third year of Personalized Learning Cohort. Continue previous years' cohorts. Curate examples from Personalized Learning Cohort.	Assistant Superintendent for Teaching and Learning Personalized Learning Specialists Instructional Coaches Personalized Learning Cohort	Teacher leaders support curation of best practices for personalized learning
	4.b.2.3 Develop model classrooms for personalized learning and procedures in which teachers will have the opportunity to observe colleagues.	Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialists Instructional Coaches New Teacher Leaders Personalized Learning Cohort Curriculum Directors Grades 6-12	Opportunities to observe instruction in action increase educators' understanding of personalized learning.
Year Three 2022-2023	4.b.3.1. Implement a new teacher program that supports personalized learning district goals based upon data from the previous year.	Assistant Superintendent for Teaching and Learning New Teacher Leaders	New teachers incorporate approaches to personalized learning within their instruction.
	4.b.3.2 Implement fourth year of additional Personalized Learning cohort. Continue previous years' cohorts. Curate examples from Personalized Learning Cohort.	Assistant Superintendent for Teaching and Learning Personalized Learning Specialists Instructional Coaches Personalized Learning Cohort	Teacher leaders support curation of best practices for personalized learning to support dissemination of practices.
	4.b.3.3 Ensure at least three model classrooms per school at the elementary or three model classrooms for each department at the secondary level.	Assistant Superintendent for Teaching and Learning School Principals Personalized Learning Specialists Instructional Coaches New Teacher Leaders Personalized Learning Cohort Curriculum Directors Grades 6-12	Opportunities to observe instruction in action increase educators' understanding of personalized learning.

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Objective 4.c: Strengthen school-based teams at each school to lead tiered systems that respond to students' social, emotional and academic needs.			
	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	4.c.1.1 Support school based PBIS team for reviewing the Tier I PBIS systems in all schools and continue to identify ways to strengthen the capacity of all staff.	Assistant Superintendent for Teaching and Learning School Principals School PBIS Teams District PBIS Teams	Each school has clearly articulated a Tier I PBIS system as supported by district based PBIS team.
	4.c.1.2 Align student supports through well-established Student Support Teams in each school building through ongoing review of student data to support the capacity of all staff to meet the needs of all students.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	Student Support Teams review data to identify student and school needs.
	4.c.1.3 Train staff at the secondary level on the available tiered interventions for academic and social emotional learning needs.	Assistant Superintendent for Pupil Services Middle and High School Principals Middle and High School Student Support Teams Curriculum Directors Grades 6-12	Student Support Teams at the middle and high school communicate the available academic and social emotional learning tiered interventions.
Year Two 2021-2022	4.c.2.1 Support school based PBIS teams to review their Tier II and III systems of all schools and to strengthen the capacity of all staff's understanding and development of restorative practices, collaborative problem solving, and FAIR plans.	Assistant Superintendent for Teaching and Learning School Principals School PBIS Teams District PBIS Teams	Each school has clearly articulated a Tier II and III PBIS system as supported by district based PBIS team.
	4.c.2.2 Increase the capacity of staff to review student data in teams to support the identification of student interventions that meet needs.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	Student Support Teams at the middle and high school communicate the available academic and social emotional learning tiered interventions.
	4.c.2.3 Support secondary level staff through teams to review data and match students to the appropriate tiered interventions for academic and social emotional learning needs.	Assistant Superintendent for Pupil Services Middle and High School Principals Middle and High School Student Support Teams Curriculum Directors Grades 6-12	Student's supports at the middle and high school are clearly articulated for students, teachers, and families.

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Year Three 2022-2023	4.c.3.1 Support school based teams to review their Tier II and III systems and to strengthen the capacity of all staff's understanding and development of restorative practices, collaborative problem solving, and FAIR plans.	Assistant Superintendent for Teaching and Learning School Principals School PBIS Teams District PBIS Teams	Each school has clearly articulated all tiers of their PBIS system as supported by the district based PBIS team.
	4.c.3.2 Evaluate the effectiveness of teams to review student data and match students to interventions. Plan to address areas of need in schools, departments, or grades.	Assistant Superintendent for Pupil Services School Principals School Student Support Teams	Student Support Teams revise their plans based upon review of data on their effectiveness.
	4.c.3.3 Strengthen the skills of secondary level staff through teams to review data and match students to the appropriate tiered interventions for academic and social emotional learning needs.	Assistant Superintendent for Pupil Services Middle and High School Principals Middle and High School Student Support Teams Curriculum Directors Grades 6-12	Student Support Teams at the middle and high school support full implementation of tiered academic and social emotional learning interventions.
Objective 4.d: Through modeling, feedback and collaboration, support all staff in the development of personalized curriculum, planning, assessment, and best instructional practices responsive to the needs of all learners.			
	Action Steps	Who's Responsible	Desired Outcome
Year One 2020-2021	4.d.1.1. Support school leaders in implementing and supporting personalized learning in their schools.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialists Instructional Coaches	School leaders increase their skills so that they can encourage and coach educators in their schools and departments to implement personalized learning instruction in their classrooms.
	4.d.1.2 Create a self-assessment tool for teachers to identify implementation of personalized learning. Collect pre-assessment data. Identify content areas of specific need or grade spans.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialists Instructional Coaches	A shared vision for personalized learning is implemented. Educators increase their understanding of personalized learning.
	4.d.1.3 Curate additional examples of personalized learning across practices including creation of an online video library of best	Assistant Superintendent for Teaching and Learning School Principals	New teachers can implement instructional practices for personalized learning using the additional resources.

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	practices to support onboarding of new teachers and support all teachers.	Curriculum Directors Grades 6-12 Instructional Coaches Personalized Learning Cohort Personalized Learning Specialist Academic Facilitator	
Year Two 2021-2022	4.d.2.1 Encourage, support, and celebrate risk-taking and experimentation for educators to apply personalized learning instructional practices.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialists Instructional Coaches	School leaders encourage and coach educators to implement personalized learning instruction in their classrooms.
	4.d.2.2 Implement a self-assessment tool for teachers to identify implementation of personalized learning by grade span. Collect and analyze the data.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialists Instructional Coaches	A shared vision for personalized learning is implemented. Educators increase their understanding of personalized learning.
	4.d.2.3 Develop model classrooms for personalized learning and procedures in which teachers will have the opportunity to observe colleagues.	Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Instructional Coaches Personalized Learning Cohort Personalized Learning Specialist Academic Facilitator	The examples of personalized learning provide resources for educators to support their further dissemination.
Year Three 2022-2023	4.d.3.1. Formalize a professional learning culture which engages faculty in successful learning strategies, successes and failures that is responsive to needs of all learners.	Superintendent Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Personalized Learning Specialists Instructional Coaches	School leadership encourages, supports, manages, and celebrates risk-taking and experimentation for teachers to apply new learning.
	4.d.3.2 Implement a self-assessment tool for teachers to identify implementation of personalized learning by grade span. Collect	Assistant Superintendent for Teaching and Learning School Principals	A shared vision for personalized learning is implemented. Educators increase their understanding of personalized learning.

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	<p>post assessment data. Compare results. Address areas of need with professional development and support.</p>	<p>Curriculum Directors Grades 6-12 Personalized Learning Specialists Instructional Coaches</p>	
	<p>4.d.3.3 Ensure at least three model classrooms per school at the elementary or three model classrooms for each department at the secondary level.</p>	<p>Assistant Superintendent for Teaching and Learning School Principals Curriculum Directors Grades 6-12 Instructional Coaches Personalized Learning Cohort Personalized Learning Specialist Academic Facilitator</p>	<p>The examples of personalized learning provide resources for educators to support their further dissemination.</p>