

# MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY18

Vision			
<ul style="list-style-type: none"> <li>o <i>Vision Statement (voted 6/27/17): Every student will be an engaged, challenged, enriched, and self-directed learner.</i></li> <li>o <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></li> </ul>			
Theory of Action			
If educators plan instruction with clear learning objectives, develop a culture and climate that fosters strong relationships within the school community, design a current and well-articulated curriculum, and apply the best instructional practices, then teaching and learning will advance and realize high levels of growth and personal success for all learners.			
Strategic Objectives			
<p><b>Curriculum, Planning, and Assessment: Develop and plan high quality curriculum and systems of assessment that enhance student centered, personalized, and self-directed learning.</b></p>	<p><b>Teaching All Students: Employ instructional practices that expect high expectations for content and performance, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of proficiency.</b></p>	<p><b>Responsive and Inclusive Environment: Create safe, supportive, and welcoming schools in which all students, staff, and members of the community can thrive.</b></p>	<p><b>Professional Culture and Community Engagement: Create a professional learning community that is invested in ongoing personal and collaborative growth and that partners with its stakeholders to support teaching and learning.</b></p>
Strategic Priorities			
<p>Update rubrics to reflect CBE (competency based education) and develop and pilot standards and scoring criteria for content area proficiencies and habits of learning. 1.a.</p> <p>Physical Education and Health have completed standards and scoring criteria. Department has reviewed physical education standards and plans to review health standards in January. In the spring, the department will review scoring criteria and make adjustments.</p> <p>Math department at the November professional development day completed their standards and wrote scoring criteria for one standard, Modeling. The department will review in January. A smaller group of the math department will begin writing scoring criteria for the other standards.</p>	<p>Further the implementation of principles of Universal Design for Learning and the integration of technology in order to support a variety of diverse learners. 2.a</p> <p>One cohort of teachers completed this fall an online overview of UDL. A second cohort will begin in January focused on UDL and Engagement.</p> <p>With other SEEM districts, applied for and received DESE Radar grant that will support multi district training in UDL with goal to increase inclusive practices across all grade spans.</p>	<p>Foster the capacity for teachers and students to build relationships in a safe and collaborative environment that respects cultures and differences among all students. Develop different options/avenues for discussing differences, problem solving, and dispute resolution. 3.a</p> <p>Established Social Emotional Learning Teams in all elementary schools based on the Instructional Support Team model.</p> <p>Collaborate with district and community colleagues in professional development that supports the implementation of community and restorative circles. Increase the implementation of community/restorative circles at all five elementary schools.</p> <p>Secondary administration using community circles to engage students in problem solving regarding building level</p>	<p>Improve culturally responsive communication to all stakeholders by exploring new technologies and options. Present opportunities to staff and provide support and guidance in expanding multiple means of communication and access. 4.a</p> <p>Collaborate with teachers, families and community representatives at seven schools to develop Accelerated Improvement Plans rooted in strategic objectives and community priorities.</p> <p>Professional development on using technology to support a variety of learners implemented this fall.</p> <p>In addition, new badges for online on-demand professional development for teachers were created. Team is meeting monthly to create new materials and help</p>

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<p>Science has a draft of their standards. We will begin writing scoring criteria for science beginning in January.</p> <p>Humanities has drafted ELA and history standards. They will begin working on scoring criteria in January.</p> <p>GL revised presentational rubrics during summer PD and is using them will all writing and speaking assessments this year.</p> <p>Art is meeting in January to (hopefully) finalize integration of standards and scoring criteria.</p> <p>Music has posted stipend positions to finish developing scoring criteria</p> <p>Thre 7th Grade teachers (1 per team) are piloting a CBE based alternative grading &amp; feedback system in 2nd trimester.</p> <p>Habits of Learning have been revised throughout the fall. They have been shared twice with interested teachers for feedback. Approximately 14 teachers are piloting the Habits of Learning. The team will reconvene in February to give feedback that will support an additional revision.</p> <p>Four Melrose badges on structures that support CBE have been completed. The badges are meant to each be one hour online at your own</p>		<p>concerns.</p>	<p>increase the involvment of teachers.</p> <p>Teachers may now use different modes to provide parents and students information. Only requirement is that the options/links are on their Aspen pages.</p>
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<p>pace professional development on a specific topic.</p>			
<p>Continue to revise curriculum units and assessments that align to content area and habits of learning standards as well as integrate technology. 1.b Global Language performance task prompts are being revised for all exams and common assessments to reflect the principles of proficiency.</p> <p>General music and instrumental music continue to work on their common assessment tool which includes Google Forms and recording/storing technology.</p> <p>Middle school math is using enVision 2.0 which aligns with MCAS 2.0. Teachers are giving online assessments and are using prompts that are aligned with constructed response questions.</p> <p>Humanities department is assessing current Civics elective at MVMMS as a pilot for impending requirement that all middle school students complete a civics course.</p>	<p>Continue to implement and expand instructional practices and educational options that support students who are identified as at risk, or advanced learners so that we provide targeted intervention, challenge, and advancement for each student. 2.b</p> <p>In Global Languages, teaching for proficiency includes providing all students entry points to tasks as well as clear criteria for above target students to continue to expand their performance.</p> <p>Middle School and High School piloting flex block within schedule to provide additional instruction, opportunity for enhanced and extended tasks, and time for retesting and remediation.</p> <p>Small cohort of elementary teachers piloting cross class grouping in ELA and math.</p>	<p>Continue to build systems and structures that empower teachers to respond to the dynamic needs of students. 3.b</p> <p>Joint middle school/high school scheduling committee exploring how to further align schedules and provide flexibility for students and staff with goal to implement changes for 18-19 school year.</p> <p>Working with administrators and teachers to increase the number of staff across all buildings who are Sheltered English Immersion trained.</p>	<p>Demonstrate the capacity to reflect on and improve educational practice and collaborate effectively with colleagues to ensure that all students are participating in learning that meets their individual needs.4.b</p> <p>Staff at all levels engaged in year long training in “Collaborative Problem Solving” approach to understanding and addressing students with challenging behaviors.</p> <p>Increased participation by staff in working with pre-practicum and practicum students from seven local universities. Effective means by which staff reflect on their practice and make adjustments as they mentor the next generation of educators.</p> <p>Replaced Action Research Model with Collaborative Teacher Inquiry: Design Thinking for Educators as an approach for teams of teachers to address problems of practice.</p> <p>Continuing practice of online book study open to all staff. This year’s book is <i>Teach Like a Pirate</i>.</p> <p>District has joined two organizations: MAPLE</p>

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			<p>(Massachusetts Personalized Learning EdTech Consortium) and NESSC (New England Secondary School Consortium) League of Secondary Schools so that faculty can collaborate with a network of schools and districts engaged in personalized and proficiency based education.</p>
<p>Advance inquiry based and project based learning (PBL) through the use of multiple means of student driven engagement, representation and expression. 1.c</p> <p>Elementary Science Working Group continues to build out science curriculum, including the implementation of inquiry based and PBL as instructional strategies.</p> <p>Media Library Specialist and Academic Facilitators at MHS and MVMMS providing support to teachers to plan and implement PBL strategies.</p>	<p>Provide for multiple means of formative assessment and analyze the data to inform instructional practices and subsequently create flexible summative assessments that are responsive to a variety of students' needs. 2.c</p> <p>Pilot the use of technology programs such as Symphony Math, IXL, and Lexia to serve as a diagnostic tool, set goals with teachers, and use for progress monitoring.</p> <p>Individual teachers are exploring appropriate opportunities in which to offer multiple means of accessing information as well as demonstrating understanding.</p>	<p>Develop means and protocols that support culturally proficient and responsive communication with students and families about student learning and performance in an effort to promote a growth mindset, student agency, and habits of learning. 3.c</p> <p>Have completed translations of codes of conduct and programs of study. Have established protocols for translating information into districts two main languages: Portugese and French.</p> <p>Working with the city to create new website that will be more "user friendly" with links to important information for families and student, including translation application.</p> <p>Weekly meetings of parent ESL classes at the Lincoln completed fall session. Classes serve dual purpose of teaching English and helping families understanding their children's educational experience.</p>	<p>Employ multiple means of communication such as Google Classroom/Sites, Aspen Pages, conferences, school/department/grade level emails, surveys and progress reports to communicate effectively with students and families.4.c</p> <p>Global languages and art are experimenting with digital portfolios.</p> <p>Grade 4 and 5 are creating digital portfolios for their work.</p> <p>All English teachers in grades 6-12 have created digital portfolios with their students and have begun to curate and reflect upon their work.</p> <p>Grades 7-8 grade science teachers created portfolios in the first quarter that required students to document how they had meant certain standards.</p> <p>All grades 2-5 students will by the end of the year have received support and some instruction in typing using free online sources.</p>

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<p>Based on last year's work, develop and strengthen the implementation of PBIS (Positive Behavioral Interventions and Supports) Tiers II and III at each grade span level (Pre K, K-5, 6-8, 9-12). 1.d.</p> <p>Lincoln School continued its second year as part of a state funded PBIS professional development grant meant to strengthen tier I implementation.</p> <p>On the November professional development day, all grades 1-5 teachers attended sessions focused on the use of social emotional learning practices including restorative circles and collaborative problem solving.</p> <p>All special education teachers grades K-8 and preschool, PreKindergarten, and kindergarten teachers received a one day overview on the use of collaborative problem solving.</p> <p>All grades 6-12 guidance counselors and grades 9-12 special education teachers have had two days of professional development on the use of restorative justice practices including circles and restorative chats.</p> <p>After school professional development sessions on restorative circles and collaborative problem have been held to support their implementation.</p>	<p>Strengthen implementation of PBIS tiered systems of supports for both academics and behavior and that address the needs of students who require Tier II and Tier III supports. 2.d</p> <p>Professional development on the practices of restorative justice and collaborative problem solving has been provided in a variety of formats. Materials for the sessions have been created. Several in-house trainers able to provide the information to staff are available in the district.</p>	<p>Create safe learning spaces for students, families, and staff to discuss issues of equity within our school and wider community. 3.d</p> <p>Four sessions of after school professional development have been held to support teachers in developing cultural proficiency.</p> <p>The first session of classes of the adult ESL class was held on Friday mornings at the Lincoln School. Second session will begin in January.</p> <p>Increase in the implementation of restorative practices and collaborative problem solving at all building levels. Elementary schools have built in circles to daily schedule as well as using them for problem solving and/or addressing behaviors.</p> <p>As part of the three year federal Consolidated Youth Grant (\$659,280) with our community partner, Melrose Alliance Against Violence; the Strategic Plan has been approved by the Office of Violence Against Women. With this approval, MAAV will move forward with hiring two part-time counselors for the elementary schools to help to address the issue of exposure to violence and trauma.</p>	<p>Develop school-based teams to lead school efforts in strengthening tiered systems that support social emotional and academic needs. 4.d</p> <p>All elementary grades had fall data meetings in ELA and math to review student data and create instructional plans. From those meetings, additional meetings with small groups have been held to continually review student's progress including meetings with special education teachers at the Roosevelt, Lincoln, and Winthrop.</p> <p>High School PBIS team has been established and will meet four times a year. This is addition to the Critical Case Management Team that meets monthly.</p> <p>MVMMS has applied for a second Safe and Supportive Schools Grant (waiting to hear) so that they can continue the work from last year in building capacity and systems for working with diverse students' needs.</p>
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<p>Expand and strengthen coaching by administrators, content facilitators, instructional coaches, and elementary instructional leaders to support implementation of curriculum, planning, assessment and instruction.</p> <p>1.e Content Facilitators have regular meetings with Jacy Ippolito as consultant focused on use of protocols and how to provide coaching to colleagues.</p> <p>Safe and Supportive School Consultant, Jeffrey Benson, provides support to MS Administrative Team.</p> <p>Two site visits, one to a secondary campus and a second to an elementary school, held where personalized learning and competency based education was being implemented.</p>	<p>Foster student ownership of their own learning through goal setting, student choice, student-led conferences, and portfolios that promote independence and life-long learning.</p> <p>2.e Elementary students identify personal academic goals and post goal documents to share with peers and teachers.</p> <p>All grades 6-12 have a digital portfolio in ELA. Other subjects areas have in addition been adding to the portfolios.</p> <p>Students in grades 4-5 will have created digital portfolios by the end of the school year.</p> <p>Global Language teachers are experimenting with converting traditional portfolios into digital portfolios that include speaking.</p> <p>Secondary art teachers are incorporating digital portfolios into advanced and challenge art classes that include "Artist's Statement"</p>	<p>Analyze current resources, materials, and technology in order to provide equity and inclusivity.</p> <p>3.e During assistant superintendent/director walkthroughs a visual audit tool has been used to engender conversations about representation of a variety of cultures in classrooms at the middle and high school.</p> <p>District in conjunction with Chief Information Technology have completed inventory of computer equipment across district in order to determine current student:computer ratios and assess needs. Additional purchases were made as part of the summer renovation projects and in collaboration with the MVMMS PTO.</p>	<p>Encourage a growth mindset in staff to seek out feedback, resources, and other supports that strengthen their ability to fulfill professional responsibilities within the classroom and beyond.</p> <p>4.e Principals using community circles with staff to identify problems of practice at building level.</p> <p>Elementary Instructional Coaches have initiated a MPS twitter chat for sharing information and best practices.</p>