

# MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY16

## FY 16 Strategic Overview December Update

### Vision

...s in learning, raising the aspirations of all students by embracing them in a learning environment designed to meet the needs of all learners. We provide a comprehensive national standards that challenges and prepares all learners, Pre-K to 12 and beyond. The curriculum is research-based and consistently integrates best practices to provide vertically across all grades and addresses the needs of all students. The Melrose Public Schools employs highly-qualified teachers and administrators who engage students are student-focused, and work individually and collaboratively to effectively deliver instruction and assessment and advance student performance in all areas of learning. (*Strategic Plan 2010-2015*)

### Theory of Action

...tion with clear learning objectives, build content expertise that is supported by a current and well-articulated curriculum, understand culturally proficient pedagogy, apply theory use assessment to monitor student progress, then teaching and learning will continuously advance and realize high levels of student performance for all learners.

### Strategic Objectives

<p>...oseful and deliberate ed to enable all high level of content oment.</p>	<p><b>Content and Curriculum:</b> Provide rich, high-quality, and current content that fosters the development of higher-level thinking skills and helps all students to attain college and career readiness.</p>	<p><b>Instruction:</b> Provide advanced learning opportunities that are student-centered and engage all learners in activities that offer enrichment and challenge and that are focused on student learning, growth, and achievement.</p>	<p><b>Assessment and Data:</b> Use assessments that provide data that informs teaching to advance student performance.</p>
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### Strategic Priorities

<p>...common language, ology for planning</p> <p>...structional practices in es K-5.</p> <p>...structional practices in</p> <p>...adership Team on Google site a resource for sharing s and MPS examples.</p> <p>...new teachers use format and UbD (sign) to plan</p> <p>...sson template to ed differentiated</p>	<p>Embed proficiency skills reflecting common core standards for literacy and math, depth of knowledge scaffolding, and 21st century skills in all content areas, Pre-K to 12.</p> <p>Employ project based learning (PBL) planning structure at all levels of instruction, Pre-K to 12.</p> <p>During the summer, leadership team and some teachers received training on project based learning (PBL).</p> <p>Several PBL units underway in middle and high school.</p> <p>Planning for an elementary social studies PBL unit in grade 5 is underway.</p>	<p>Increase the capacity of staff to routinely and independently embed purposeful instructional practices in learning plans in order to increase mastery and skill proficiency among all students.</p> <p>Instructional support plans developed for every classroom in grades K-5. The plans outlined strategies and supports for students in need and those in need of additional challenge.</p> <p>Data meetings were held in ELA and math in the middle school to identify supports and instructional practices.</p>	<p>Collaborate with the MEA to establish growth parameters for identified Determined Measures (DC) content area.</p> <p>Elementary parameters for are in place.</p> <p>Secondary Math teachers parameters for growth for identified DDM series for the current year.</p> <p>At secondary level, parameters are still in place. More parameters for each course are being negotiated.</p>
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## MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY16

<p>ers are building Stage ng Vertical</p>			
<p>ties for all staff to ther in planning ion, analyzing data, olutions that benefit</p> <p>ies and ELA are on study this year as</p> <p>in DESE Data Toolkit Team. Google site for data analysis.</p> <p>ff share and model as well as use the problem solve at</p>	<p>Continue the development of curriculum maps using UbD, focusing on stage three development, the detailed learning plans. Integrate technology and project based learning into curriculum maps.</p> <p>Summer PD session on PBL has inspired staff at the secondary level to implement projects this year. Library Media Specialists and Academic Facilitators have been great supporters of this.</p> <p>Franklin staff will spend the year learning about PBL and develop units in science and engineering through the year. As a first step, Franklin has focused on developing questions for inquiry with students.</p> <p>Our HS Math Advanced Algebra/Trigonometry course was converted to a PBL course. Library Media Specialists and Academic Facilitators are co-planning with the Math teacher and director..</p> <p>MS Math teaches are collaborating with Library Media Specialists and Academic Facilitators to create a PBL project at each grade level.</p> <p>Math and Business teachers are scheduling individual or group sessions to collaborate on the continuation of UBD maps with director.</p>	<p>Improve the implementation of instructional practices and educational options that support students who are English Language Learners, students with disabilities, at risk, or advanced learners so that we provide targeted intervention, challenge, and advancement at all levels. Piloting Director as a coach model in Global Languages for high needs students in Grade 8.</p> <p>Global Languages also piloting a new scheduling approach for students who want to continue to language study but are unable to move up to Honors. Students repeat a a course but at the Honors level. Early feedback is positive.</p> <p>Elementary teachers collaborating to expand options in Envision math series for enhancement activities for specific units.</p> <p>Math teachers received professional development over the summer and ongoing professional development throughout the school year on routinely and effectively provide differentiated instruction using varied grouping structures. All MS Math teachers set providing differentiated instruction to support intervention and enrichment as their professional practice goal.</p>	<p>Complete the piloting of D assessment data, and make revisions for alignment to c in Guidance, special education and Performing Arts. Secondary department make on revisions to curriculum based on data.</p> <p>Guidance is using the implementation Individual Learning Plans ( for this school year.</p> <p>ELA and math assessments currently being revised to r MCAS 2.0 format and expanded</p> <p>Middle school math teachers administering 6 benchmark the year and performing a</p>

## MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY16

<p>development that e teams (PLCs) riculum mapping, data ction.</p> <p>ial development has lementary ELA and at the global languages, studies, and math</p> <p>ng the teacher action ollaboration with a teachers to take over</p> <p>im first cohort of n continue to develop oped new projects as ir first year.</p>	<p>Implement the recommendations of the Social Studies/History Program review, including sequence for K-5 and the development of UbD planning in K-12.</p> <p>Implementation of the social studies action plan is in progress. Additional changes in programming being explored including possible electives and a two year AP U.S. History offering.</p> <p>New sequence of units being implemented this year in grades K-5.</p> <p>Core instructional practices in social studies have been identified in grades K-5.</p> <p>Social studies notebooks to support inquiry have begun in grades K-5. Draft rubric for the social studies notebooks has been developed. Teachers will use the rubric throughout the year to evaluate implementation of the notebooks.</p>	<p>Deepen the structures and fidelity of practice of the district's Massachusetts Tiered System of Support (MTSS) procedures and protocols, including the District Curriculum Accommodation Plan (DCAP), Individual Student Support Plans, Critical Case Management, and collaboration between multiple service providers.</p> <p>Addition of Individual Student Support Plan (ISSP) in ELA and math to MTSS process provides teachers with a specific plan for remediation and extension in grades PreK-5. Plans will be reviewed and updated in January.</p>	<p>Expand and improve the c teams to analyze, disaggr to to make necessary adju changes to teaching and le individual students and wh</p> <p>Questioning protocol adde data analysis meetings. th for every teacher is "who a (advanced) students? How How did you support them</p> <p>Secondary level departm summative data that impac and analyzing individual s targeting struggling and ac All elementary schools hav needs data analysis group</p> <p>Data meetings in math anc at middle school this fall to of year assessments.</p> <p>Math teachers, special ed guidance counselors, Matt and Special Education dire data team at the MS that a student data, class data, a improve student outcomes</p>
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## MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY16

<p>teacher induction that includes opportunities for teacher and paraprofessional staff.</p> <p>Develop or revise a plan for teacher leadership. Increase responsibility for instructional discipline with mentees.</p>	<p>Improve teachers' capacity to provide instructional options that meet individual needs including, differentiation, compacting, and acceleration.</p> <p>Global Language Department and Salem State University meeting regularly to establish dual enrollment for Spanish for next school year. Students will be able to receive college credit for the completion of a course at MHS.</p> <p>Dual enrollment in Latin with UMASS/Boston in place allowing students to receive college credit for completion of course at MHS.</p> <p>Middle school math teachers receive ongoing professional development and feedback from classroom visits on differentiating to meet individual needs.</p>	<p>Expand and improve instructional supports for teachers such as demonstration or lab classrooms, lesson study, peer observation, instructional rounds, collaboration, and teacher led professional activities.</p> <p>All elementary schools have lesson studies as part of their school improvement plans.</p> <p>After data meetings in grades K-5, staff encouraged to visit other schools and classroom to support implementation of instructional practices.</p> <p>Third cohort of teachers trained to participate in district walk-throughs. First walk-throughs of the year are currently underway. Google site created to support walk through training.</p> <p>Secondary ELA and social studies teachers are conducting joint lesson studies.</p> <p>Piloting focused team support in Math for grades 6-8 as well as an opportunity for all Math and Business teachers to observe peers, co-teach and/or plan lessons collaboratively with director, and observe model lessons.</p>	<p>Expand the use of Aspen database for all student information, assessment data, and parent communication at all levels.</p> <p>By end of last year, all staff trained on Aspen pages. Training for ongoing. With addition of new staff, questions about which to use for communication needs to be addressed.</p>
<p>Development that includes social and culturally proficient learning.</p> <p>Identified which core support SEL (social and emotional) practices.</p> <p>Sharing and practices into UbD Stage</p> <p>Participated in day long training on responsiveness.</p>	<p>Implement the Melrose Five Year Strategic Instructional Technology Plan, with a focus on the steps identified as priorities for the upcoming school year.</p> <p>A district technology committee has been formed. The group established a Google site for sharing information and to support collaboration among members.</p> <p>A staff technology survey was administered this fall and will be analyzed into the winter.</p> <p>Teacher standards have been shared as a component of the Google Apps training this fall.</p> <p>Technology committee developed examples of the teacher standards to aid in their implementation across the district.</p> <p>Technology committee will begin drafting student benchmarks aligned to ISTE standards this winter.</p>	<p>Expand the options and opportunities for differentiated and targeted professional development based on teacher input and identified district, school, and educator goals.</p> <p>PD day in October ran differentiated offerings for elementary teachers.</p> <p>Addressing with Labor-Management how to implement differentiated PD for instructional technology across the district.</p> <p>All K-12 staff participated in 4 hours of training on Google Apps for Education in the fall. Google trainings this fall provided for beginner and advanced levels with multiple opportunities to explore different components of Google Apps for Education.</p> <p>Third cohort of teachers engaged in RETELL. All administrators have completed SEI administrator training.</p> <p>Monthly ELL workshop series implemented to support integration of ELL strategies among RETELL training teachers and others.</p>	<p>Use multiple means of communication including regularly updated communication proactively with families.</p> <p>Teachers are creating Google classes.</p> <p>Staff are increasingly communicating on Twitter for direct communication with students.</p> <p>Communication consultant session with principals to help with communications internally.</p> <p>Google sites used as a tool for documentation and sharing development activities.</p>

## MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY16

	<p>Equipment has arrived and is being prepared for roll out. Contractor to do wiring at the high school has been hired.</p>		
<p>ion of goal setting and is for all students K-12.</p> <p>are setting goals in g with students.</p> <p>our Plan for College t goals. Grades 9-12 their Individual</p>	<p>Expand the use of science and engineering practices, focusing on science inquiry in order to improve the content and mastery of science, technology, and engineering in K-12.</p> <p>Strengthen writing in science and social studies. Teachers in grades K-5 will review science and social studies notebooks and writing at faculty meetings and grade level meetings throughout the year.</p> <p>New rubric for grades K-5 for science and social studies notebooks have been developed and will be used throughout the year to evaluate science and social studies notebooks.</p> <p>Teachers in grades K-5 use CER (claims, evidence, reasoning) framework to support students in writing conclusions in science and social studies.</p> <p>Grade K-5 committee formed to review and begin process of outlining K-5 science units.</p> <p>Melrose is collaborating with neighboring districts to create common units in science in grades K-12. Elementary principals participate in walk-throughs five times during the fall to observe science and social studies instruction.</p> <p>Science Individual and Group student learning goals have been developed or modified to address growth on district and state standardized assessments by implementing more inquiry-based activities.</p> <p>Professional practice goals are more aligned to increasing varied and differentiated writing opportunities.</p> <p>Team of MPS educators enrolled in the Gateway Project through Boston Museum of Science to support identification of resources for science, engineering, and technology.</p>	<p>Increase through training, modeling, and other supports the use of instructional technology in all aspects of teaching and learning.</p> <p>Secondary academic facilitator and secondary media library specialists continue to lead effort to increase the use of instructional technology across all curricula.</p> <p>Social Studies/History and ELA grades 6-12 have created multiple lessons embedding technology.</p> <p>Noodle Tools used throughout grades 6-12 as a web based tool for note-taking and writing of research projects.</p>	<p>Update Aspen grade book families and students more timely manner during the c</p> <p>We are working with the L Committee to define "timel the differences in the asse among classes (i.e., ELA v</p>

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<p>Teachers at the Franklin have had two sessions of a year long focus on developing inquiry based science and engineering units.</p>		
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