

MELROSE PUBLIC SCHOOLS: STRATEGY OVERVIEW FY16

Vision			
<p>We engage all students 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 curriculum aligned with state and national standards that challenges and prepares all learners from Pre K to 12 and beyond. The curriculum is research-based and consistently integrates best practices to provide a focus that is aligned horizontally and vertically across all grades and addresses the needs of all students. The Melrose Public Schools employs highly-qualified teachers and administrators who engage students in a positive and dynamic manner, are student-focused, and work individually and collaboratively to effectively deliver instruction and assessment and advance student performance in all areas of learning. <i>(excerpt: Melrose Public Schools Strategic Plan 2010-2015)</i></p>			
Theory of Action			
<p>If teachers plan instruction with clear learning objectives, build content expertise that is supported with a current and well-articulated curriculum, understand culturally proficient pedagogy and apply the best instructional practices, and frequently use assessment to monitor student progress, then teaching and learning will continuously advance and realize high levels of student performance for all learners.</p>			
Strategic Objectives			
<p>Planning: Employ purposeful and deliberate planning that is designed to enable all students to achieve a high level of content mastery and skill development.</p>	<p>Content and Curriculum: Provide rich, high-quality, and current content that foster the use of higher-level thinking skills and help all students to attain college and career readiness.</p>	<p>Instruction: Provide advanced learning that is student-centered and engaging through instruction that provides opportunities for enrichment and challenge and that is focused on student learning, growth, and achievement.</p>	<p>Assessment and Data: Create dynamic assessments that provide reliable and valid data that informs teaching and learning in order to advance student performance.</p>
Strategic Priorities			
<p>Consistently employ a common language, philosophy and methodology for planning and instruction.</p>	<p>Embed proficiency skills reflecting common core standards for literacy and math, depth of knowledge scaffolding, and 21st century skills into all content areas Pre K to 12.</p>	<p>Increase the capacity of staff to routinely and independently embed purposeful instructional practices into learning plans in order to increase mastery and skill proficiency for all students.</p>	<p>Collaborate with the MEA to establish student growth parameters for identified District Determined Measures (DDMs) by grade and content area.</p>
<p>Increase the opportunities for all staff to model and lead each other in planning curriculum and instruction, analyzing data, and problem solving solutions that benefit students.</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>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.</p>	<p>Complete the piloting of DDMs, collect assessment data, and make appropriate revisions for alignment to curriculum, primarily in Guidance, special education, and Visual and Performing Arts.</p>
<p>Provide professional development that supports highly effective teams (PLCs) actively engaged in curriculum mapping, data analysis, and self-reflection.</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>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>Expand and improve the capacity of data teams to analyze, disaggregate, and use data to to make necessary adjustments and changes to teaching and learning for both individual students and whole classes.</p>
<p>Develop a model for teacher induction that also supports opportunities for teacher leadership among veteran staff.</p>	<p>Improve teachers' capacity to provide instructional options that meet individual needs including, differentiation, compacting, and acceleration.</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>Expand the use of Aspen as the district's database for all student information, assessment data, and parent communication at all levels.</p>
<p>Provide professional development that increases capacity to include social emotional learning and culturally proficient instruction when planning.</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>Expand the options and opportunities for differentiated and targeted professional development based on teacher input and identified district, school, and educator goals.</p>	<p>Use multiple means of communication, including regularly updated Aspen pages to communicate proactively with students and families.</p>
<p>Begin the implementation of goal setting and individual learning plans for all students K-12.</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>Increase through training, modeling, and other supports the use of instructional technology in all aspects of teaching and learning.</p>	<p>Update Aspen grade book for grades 6-12 for families and students more than one and in a timely manner during the quarter.</p>