

MEDFIELD 2021

Medfield Public Schools Strategic Plan 2016-2021



MISSION STATEMENT

The Medfield Public School system will create a dynamic and collegial learning environment. Curriculum and instruction will guide students to achieve high standards and to meet the challenge of change. Through school, family, and community partnerships, students will be prepared to become responsible, sensitive, contributing citizens and lifelong learners.

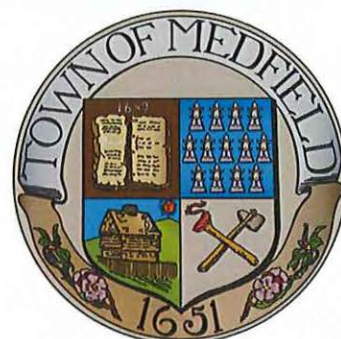


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SUPERINTENDENT LETTER



Dear Medfield Public Schools Community,

On behalf of the students, faculty, and staff of the Medfield Public Schools, I am proud to share "*Medfield 2021 - A Vision for the Future.*" *Medfield 2021* is a strategic plan that articulates the set of deliberate actions that will guide our next 5 years.

Medfield 2021 is a culmination of a year-long community conversation that shaped the direction of this plan. The data and feedback collected during the focus groups and survey were critical in the development of our five overarching goals and action items. I am thankful for our students, parents, faculty, staff, leadership team, community members, and town officials that took part in this process.

The Medfield Public Schools is central to the community and this was clear during the development of *Medfield 2021*. In Medfield, we are very proud of our tradition of excellence. *Medfield 2021* respects the past successes, but also helps strike a balance between wellness and the increased expectations and demands of a world class education.

There is no question that *Medfield 2021* is an ambitious endeavor. The importance of modeling the values of *respect, responsibility, communication, collaboration, and continuous improvement* cannot be understated. These values must drive behavior and permeate everything that we do as an organization.

It is also important to note that school safety measures are in place, reviewed and improved on a regular basis; therefore they are not included in the plan. Also, for many of our "actions" to be accomplished, we need continued, and in some cases, increased financial support from the Commonwealth of Massachusetts and the Town of Medfield.

I am excited to collaborate with the students, staff, and community as we work toward the success of *Medfield 2021*.

Sincerely,

Jeffrey J. Marsden
Superintendent of Schools

SCHOOL COMMITTEE LETTER

Dear Medfield Community,

It is with great enthusiasm and pride in our public education system here in Medfield that the School Committee announces the Strategic Plan for our district. This document is the culmination of over a year of effort by the committee, administration and, most importantly, the whole school community in Medfield. It commenced with the establishment last Fall of nine different focus groups comprised of parents, teachers, students, community groups/leaders and administrators. It continued with the collection of data from over 700 responses to an on-line survey. Those responses provided clear direction on what we are doing well, and therefore should be reinforced, and what areas need improvement. We have distilled those themes into five major initiatives for the next five years that reflect the values and priorities put forth by our community. Those are:

1. Enhancing a collaborative learning culture of continuous improvement for students and staff
2. Supporting and developing the health and social/emotional well-being of students and staff
3. Developing the whole child, recognizing the unique contributions and needs of all students
4. Reinforcing our contribution to the broader Medfield community by fostering a collaborative, communicative and consistent educational experience for all students
5. Continually investing in our facilities and equipment to optimize student learning

The 5-Year Strategic Plan, aptly called "Medfield 2021", will be the guiding document that will keep the School Committee focused on the goals outlined herewith. Our mission and intention is to always serve each child so that they may thrive academically, socially and emotionally; the whole child. And as a committee, and community, we expect our children to receive a first-rate and relevant education and to acquire 21st century skills so that they may leave our Medfield schools prepared to become contributing and fulfilled citizens of the world.

We are extremely fortunate to live in a district such as Medfield which is profoundly committed to education. The School Committee is humbled by the support for our schools, educators, administrators and students, from all residents of Medfield. It is with focus, understanding and attention to the needs of all of our students that we present this strategic plan.

The School Committee would like to thank Dr. Marsden for his insight, vision, and dedication to this plan and for his unwavering commitment to this district. Medfield is fortunate to have visionary leaders and talented educators who work tirelessly for our children every day. Additionally, we would be sorely remiss if we did not mention the support from you, the Medfield families, through countless hours of volunteerism, financial support and commitment to educating the whole child.

You have entrusted us to oversee the policies that guide our district. We are eager to embark on the initiatives set forth in Medfield 2021, and look forward to working with Dr. Marsden, the administration, and the Medfield community to bring these goals to fruition for our students, educators and families.

Sincerely,
2016-2017 School Committee

Maryanne Sullivan, *Chairperson*
Anna Mae O'Shea Brooke, *Vice Chairperson*
Timothy Bonfatti, *Recording Secretary*
Eileen Desisto, *Financial Secretary*
Christopher Morrison, *Member*

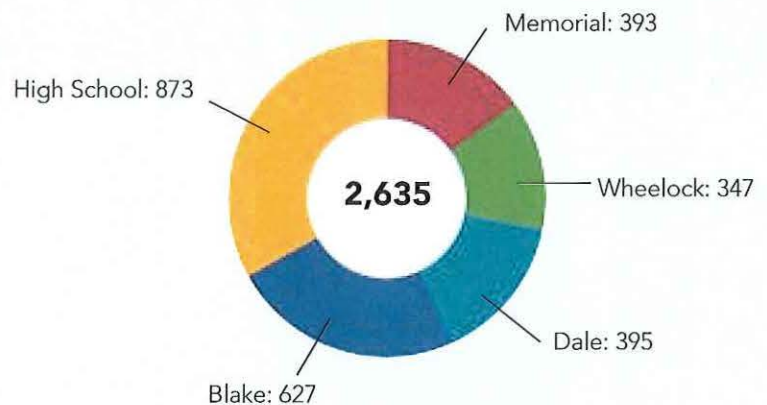
DISTRICT AT A GLANCE



PreK - 12

- Integrated pre-school (ages 3-5)
- 3 Elementary schools (grades K-5)
- 1 Middle School (grades 6-8)
- 1 High School (grades 9-12)

TOTAL ENROLLMENT



98.7 %
GRADUATION
RATE



Percentage attending college:

4-year Private:	58%
4-year Public:	35%
2-year Private:	1%
2-year Public:	1%

\$13,849
EXPENDITURE PER PUPIL

2.3
Students per computer



13.3 : 1

Student
to
Teacher Ratio*

* This is not class size

Superintendent:
Jeffrey J. Marsden

School Committee:
Maryanne Sullivan, Chairperson
Anna Mae O'Shea Brooke, Vice Chairperson
Timothy Bonfatti, Recording Secretary
Eileen Desisto, Financial Secretary
Christopher Morrison, Member

198
Total teachers

14
Administrators

52
Support Staff

167
Other Professionals

GOALS AND STRATEGIES

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COLLABORATIVE LEARNING

Medfield Public Schools is committed to a collaborative learning culture of continuous improvement for students and staff.

STRATEGY 1.1 - Professional Development

1.1.1 Development of a 3-year Professional Development Plan

Person(s)

Responsible: Professional Development Committee; Director of Curriculum; Superintendent

Timeline: Sept 2016 - June 2017. Completed by June 2017

Indicators: Completed data; Alignment with School Improvement Plans; School Committee Approval

Evaluation: Staff survey; Staff feedback; Common assessment/benchmark assessment;
Student performance on state assessment

1.1.2 Provide a menu of differentiated growth experiences

Person(s)

Responsible: Professional Development Committee; Director of Curriculum; Superintendent

Timeline: Sept 2017 - June 2020

Indicators: Professional Development course offerings; Online options

Evaluation: Staff Survey; Staff feedback; Staff performance; Student performance on state assessments

1.1.3 Increase opportunities for professional collaboration through the development and support of professional learning communities

Person(s)

Responsible: Principals; Director of Curriculum; Superintendent

Timeline: Sept 2016 - June 2021

Indicators: Building schedules; Agendas and minutes of meetings; Collaboration times increase each year

Evaluation: Team/Dept SMART goals; Teacher feedback; Staff performance based on Educator Evaluation; Student performance on state assessments

1.1.4 Redesign Professional Development Portal on district website

Person(s)

Responsible: Director of Curriculum

Timeline: Sept 2016 - June 2017

Indicators: Completion of Portal

Evaluation: Teacher feedback; Central Office feedback

1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 1.1 - Professional Development, *cont'd*

1.1.5 The school district will establish expectations and opportunities for Common Planning Time for teachers

Person(s)

Responsible: Principals and building-based administrators; Content Specialists and grade level leaders

Timeline: Ongoing

Indicators: Ensure compliance with Common Planning Time protocols, per contractual obligations; Clear expectations for content and usage of common planning time

Evaluation: Evidence of protocols in place; Agendas; Minutes

1.1.6 The school district will establish norms and implement procedures for Professional Learning Communities

Person(s)

Responsible: Leadership Team; Content Specialists and grade level leaders

Timeline: 2016 - 2017 school year

Indicators: Clearly stated norms for meetings; Introduction of PLC's through New Teacher Induction Program; Progress monitoring regarding assessment of actualization of PLC's

Evaluation: Evidence of procedures in place - norms, agendas, committees; Yearly review of PLC rubric

1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 2.1 - Human Resources

2.1.1 Attract, hire and retain the best teachers

Person(s)

Responsible: Leadership Team

Timeline: Ongoing

Indicators: Quality of candidates; Evaluation Ratings; Maintaining competitive salaries

Evaluation: Retention rate; Professional Teacher Status attainment

2.1.2 Collaborate with Medfield Teachers Association to establish a Unit B contract for department level evaluators

Person(s)

Responsible: Superintendent

Timeline: Sept 2017 - June 2019

Indicators: Completed contract

Evaluation: Survey results; Feedback from Unit B members

2.1.3 Educator Evaluation - Develop a new plan/process for the evaluation system. Revise the current rubric to reflect district values and priorities

Person(s)

Responsible: Leadership Team; Teachers; Union leaders

Timeline: Development Sept 2016 - June 2018; Implementation 2019

Indicators: Revised model; School Committee acceptance; Union acceptance; DESE acceptance; Retention rate; Evaluation ratings

Evaluation: Impact on student learning; Teacher/Evaluation or feedback; Pilot results

2.1.4 Revise current Induction and Mentoring model to reflect current DESE regulations

Person(s)

Responsible: Director of Curriculum; Leadership Team

Timeline: Ongoing, Sept 2016- June 2017

Indicators: Completed revised plan; Alignment with DESE regulations

Evaluation: Feedback from Leadership and teaching staff; All new teachers participate in program

1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 2.1 - Human Resources, *cont'd*

2.1.5 Induction/Mentoring- Provide systematic professional development for all new teachers during their first (three) years of employment

Person(s)

Responsible: Director of Curriculum

Timeline: Planning Sept 2016-June 2017; Implementation Sept 2017- June 2020

Indicators: New teacher feedback; Mentor/mentee feedback; Principals' feedback; Revised plan; School Committee approval

Evaluation: Retention rate; Feedback; Evaluation ratings (Proficiency as goal); All new teachers participate in program; All mentors participate in program

2.1.6 Reorganize structure of Human Resources/Responsibilities in Central Office

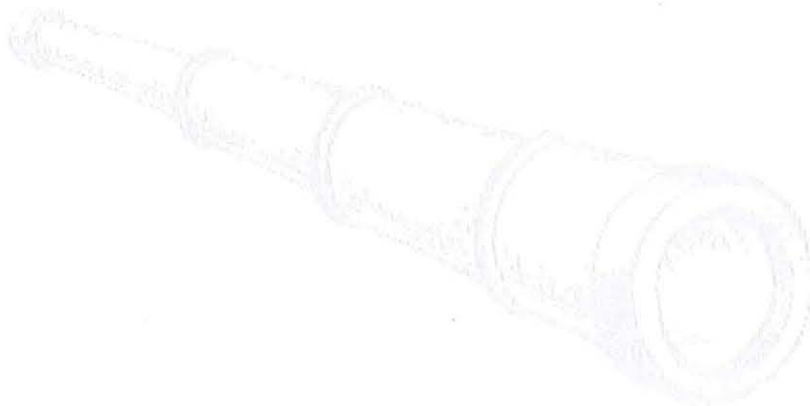
Person(s)

Responsible: Superintendent; Director of Operations

Timeline: Sept 2017- June 2018

Indicators: Improved communications; Staffing and/or responsibility changes; Implementation of software

Evaluation: Central Office feedback; Efficiency of process; New staff feedback



1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 3.1 - Curriculum

3.1.1 Curriculum Review Process - Develop and implement a clearly articulated process to review and revise curriculum PreK-12

Person(s)

Responsible: Superintendent; Director of Curriculum; Principals; Curriculum Coordinators

Timeline: Process development: Sept 2016 - June 2017; Implementation: Sept 2017 - June 2021

Indicators: Curriculum review plan; Establishment of Curriculum Review Committees

Evaluation: Percentage of alignment with MA Frameworks; Teacher/Content Specialist/Principal feedback; Grade level/Department discussions; Survey; Focus groups

3.1.2 Curriculum - Develop a consistently implemented and vertically aligned curriculum. Establish a Curriculum Committee that will annually review curriculum areas

Person(s)

Responsible: Superintendent; Director of Curriculum; Principals; Director of Student Services

Timeline: Ongoing; Sept 2017 - June 2021

Indicators: Curriculum maps/documents available to staff and parents; Learning Center curriculum alignment

Evaluation: Percentage of alignment with MA Frameworks; Teacher/Content Specialist/Principal feedback; Grade level/Department discussions; Survey; Focus groups

3.1.3 Integration - Explore an interdisciplinary approach to curriculum PreK-12

Person(s)

Responsible: Director of Curriculum; Principals; Content Specialists; Teachers

Timeline: Planning: Sept 2016 - June 2017; On-going implementation: Sept 2017 - June 2021

Indicators: Curriculum maps/documents; Meeting agendas; Educator Evaluation documentation

Evaluation: Increase the percentage of interdisciplinary units completed

1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 3.1 - Curriculum, *cont'd.*

3.1.4 STEAM - Strengthen and expand district offerings in Science, Technology, Engineering, Arts and Math

Person(s)

Responsible: Director of Curriculum; Principals; Science/Math Content Specialists; Art Content Specialist; Music Content Specialist; Teachers

Timeline: Planning: Sept 2016 - June 2017; Ongoing implementation: Sept 2017 - June 2021

Indicators: Curriculum maps/documentation PreK-12; Course of study (HS and MS); Implementation of NGSS (Next Generation Science Standards); Implementation of K-5 Math program (enVisionmath 2.0); Study Group recommendations; Plan documentation

Evaluation: Standardized test scores (MCAS 2.0, AP, SAT, ACT); Student achievement data; Student feedback

3.1.5 Elementary World Language Program - Review, plan, pilot and implement

Person(s)

Responsible: Director of Curriculum; World Language Content Specialist; World Language Study group

Timeline: Review: Sept 2016 - June 2017; Plan: Sept 2017 - 2018; Pilot: Sept 2018 - June 2019; Implement: Sept 2019 - June 2020

Indicators: Study Group recommendations; Plan documentation

Evaluation: Teacher feedback; Parent feedback; Student feedback; Percentage of students enrolled in each language; Student achievement data

**Education is not the filling of a pail,
but the lighting of a fire.**

- Yeats

1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 4.1 - Instruction and Assessment

4.1.1 Implement high quality instructional practices

Person(s)

Responsible: Principals; Teachers; Curriculum Coordinators; Content Specialist

Timeline: Ongoing Sept 2016 - June 2021

Indicators: Educator Evaluation documentation

Evaluation: Percent of teachers rated proficient/exemplary in Educator Evaluation documentation

4.1.2 Develop an elementary assessment calendar that coordinates assessments

Person(s)

Responsible: Director of Curriculum; Principals; Curriculum Coordinators

Timeline: Sept 2016 - June 2017; Ongoing

Indicators: Assessment calendar

Evaluation: Feedback from Principals; Feedback from Teachers; Documented assessment data

4.1.3 Implement a variety of assessments that include common assessments, benchmarks, summative, formative assessments and progress monitoring

Person(s)

Responsible: Director of Curriculum; Principals; Content Specialists; Teachers

Timeline: Ongoing Sept 2017 - June 2021

Indicators: List of assessments

Evaluation: Variety of assessment tools; Teacher feedback

4.1.4 Develop targeted support and instructional support responses to close achievement gaps. Implement appropriate differentiated interventions/enrichment

Person(s)

Responsible: Director of Curriculum; Principals; Content Specialists; Teachers

Timeline: Ongoing Sept 2016 - June 2021

Indicators: Revised District Curriculum Accommodation Plan; Updated Building Curriculum Accommodation Plan

Evaluation: Educator evaluation; Student achievement data

1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 4.1 - Instruction and Assessment, *cont'd.*

4.1.5 Provide differentiated professional development for staff on all forms of assessment and how to analyze data from assessments that will inform effective instruction

Person(s)

Responsible: Director of Curriculum; Principals; Content Specialists; Teachers

Timeline: Ongoing Sept 2016 - June 2021

Indicators: Professional Development offerings; Professional Development Plan

Evaluation: Student performance on state assessments; Student growth percentiles; Student progress reports; District level data

4.1.6 Revise elementary report cards. Examine formal and informal systems of feedback (6-12)

Person(s)

Responsible: Principals; Report Card Committee (Teachers, Parents, Principals)

Timeline: Sept 2016 - June 2018 (elementary); Sept 2016 - June 2019 (6-12)

Indicators: Completed report cards and interim reports

Evaluation: Articulation of content standards and learning skills for all disciplines



1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 5.1 - Technology

5.1.1 Maintain, expand and improve technologies and infrastructure to enhance student achievement and engagement

Person(s)

Responsible: Director of Technology; Leadership Team; Administrative Technology Team

Timeline: Ongoing Sept 2016 - June 2021

Indicators: Student/Staff feedback

Evaluation: Feedback; Digital Literacy; Lesson Integration; Updated Curriculum Maps

5.1.2 Finalize revision of PreK-12 Technology Plan

Person(s)

Responsible: Technology Admin Team

Timeline: Sept 2016 - June 2018

Indicators: Completed document

Evaluation: Alignment with DESE and ISTE requirements

5.1.3 Develop a district-wide framework for training in all programs and technologies

Person(s)

Responsible: Director of Technology; Director of Curriculum; Integration Specialists; Technology Assistants

Timeline: Ongoing Sept 2017 - June 2021

Indicators: Descriptors of training that have been implemented or are in process; Professional Development

Evaluation: Articulated cycle of Professional Development

1

COLLABORATIVE LEARNING, *cont'd.*

STRATEGY 5.1 - Technology, *cont'd.*

5.1.4 Develop and implement a phased-in approach for purchasing devices to support the 1-to-1 program (Grades 6-12)

Person(s)

Responsible: Superintendent; Director of Finance; Director of Technology; Principals

Timeline: Sept 2016 - June 2021

Indicators: Development and implementation of plan

Evaluation: Continued expansion of budget allocation; Meeting plan objectives on an annual basis

5.1.5 Establish a systematic approach to warehousing/maintaining student/staff data

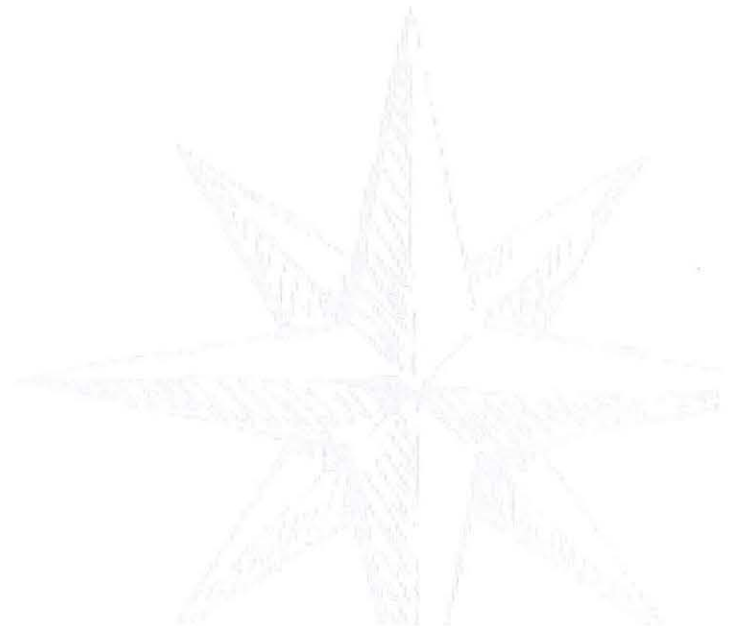
Person(s)

Responsible: Technology Department

Timeline: Ongoing, Sept 2017 - June 2021

Indicators: Access to shared data

Evaluation: Annual analysis/update regarding data availability



2

WELL-BEING

Medfield Public Schools is committed to supporting and developing the health and social/emotional well-being of all students and staff.

STRATEGY 1.1 - Develop social/emotional supports for students and staff.

1.1.1 Review social competency and bullying prevention programs at the elementary and secondary levels to determine effectiveness

Person(s)

Responsible: Principals; Wellness Content Specialist; Guidance/Psychologists; Teachers; Director of Curriculum

Timeline: Fall 2017

Indicators: Completed evaluation of existing programs

Evaluation: Reduction in the amount of bullying referrals; Survey data from students; Staff feedback

1.1.2 Explore different approaches such as PBIS and Mindfulness

Person(s)

Responsible: Principals; Wellness Content Specialist; Guidance/Psychologists; Teachers; Director of Student Services

Timeline: Fall 2018

Indicators: Establish committee to review and evaluate programs

Evaluation: Identification and recommendation of program implementation

1.1.3 Review the Metrowest Health and Safety Survey data to identify student needs for PreK-12

Person(s)

Responsible: Wellness and Guidance Content Specialists; Principals; Superintendent; Director of Student Services

Timeline: Fall 2017

Indicators: Completed review of the survey results

Evaluation: Identification of programs and supports for students

1.1.4 Continue to offer guest speakers for the community and staff and units of study to positively impact students

Person(s)

Responsible: Teachers; Building Administrators

Timeline: Review annually

Indicators: Invites speakers; Course offerings

Evaluation: Development and/or modification of curriculum

2

WELL-BEING, *cont'd.*

STRATEGY 1.1 - Develop social/emotional supports, *cont'd.*

1.1.5 Identify areas of need with regards to health and wellness of staff

Person(s)

Responsible: Principals; Content Specialists; Professional Development Committee

Timeline: Review annually

Indicators: Professional Development offerings and resources

Evaluation: Staff feedback; Survey data

1.1.6 Implement a C.A.R.E.S at the High School

Person(s)

Responsible: Director of Student Services; High School Principal; Director of Guidance; Coordinator of Social Emotional Learning

Timeline: Fall 2016

Indicators: Reduction in number of students requiring hospitalization; Students are able to successfully transition back into the classroom

Evaluation: Student/family feedback; Staff feedback



2

WELL-BEING, *cont'd.*

STRATEGY 2.1 - Collaboration

2.1.1 The district will promote and support collaboration with parents/guardians

Person(s)

Responsible: Leadership Team

Timeline: Review annually

Indicators: Outside speakers; Parent forums; Principals'/Guidance coffees

Evaluation: Parent/guardian feedback

2.1.2 The district will promote and support collaboration with outside agencies

Person(s)

Responsible: Leadership Team

Timeline: Review annually

Indicators: Partnerships with Medfield PD; Norfolk District Attorney's Office; Medfield Youth Outreach; Department of Children and Families; Department of Public Health

Evaluation: All schools will help foster interactions between students/families and outside agencies

2.1.3 Review the townwide Wellness Coalition (Medfield Cares About Prevention)

Person(s)

Responsible: Superintendent; Director of Student Services

Timeline: Spring 2018 - June 2020

Indicators: Development of a targeted approach to working as a coalition

Evaluation: Agenda driven meetings; Definition of roles and responsibilities; Development of a multi-year plan for focus areas

2

WELL-BEING, *cont'd.*

STRATEGY 3.1 - Establish safe and healthy protocols

3.1.1 Hiring Personnel - Resource Officer, Guidance at the elementary level; Adjustment Counselor at the secondary level

Person(s)

Responsible: Leadership Team

Timeline: Review annually

Indicators: Staffing at each school appropriately reflects the needs of the students

Evaluation: Student data; Teacher feedback; Student feedback; Parent feedback

3.1.2 Review current workload structures (testing schedules, homework, school schedules)

Person(s)

Responsible: Leadership Team; Content Specialists; Classroom Teachers

Timeline: Fall 2017

Indicators: Reduction of student/staff stress levels

Evaluation: Survey data; Student/Staff feedback; Parent feedback

It's not enough to be busy, so are the ants. The question is, what are we busy about?

- Henry David Thoreau

3

THE WHOLE CHILD

Medfield Public Schools is committed to developing the whole child, recognizing the contributions and needs of all students.

STRATEGY 1.1 - Create a district-wide special education vision and mission statement

1.1.1 Define each building's vision and mission statement for Special Education

Person(s)

Responsible: Director of Student Services; Special Education Coordinators; Principals

Timeline: Sept 2016

Indicators: Development of a district-wide vision and mission

Evaluation: Review of current building vision and mission; Coordinate with all stakeholders to identify priorities and needs

1.1.2 Conduct focus groups with special education staff and administrators

Person(s)

Responsible: Director of Student Services; Special Education Coordinators

Timeline: Ongoing

Indicators: Engage stakeholders in discussions around vision and mission

Evaluation: Patterns and themes developed from focus groups; Use themes to drive vision and mission

1.1.3 Align special education vision and mission with each building's vision and mission

Person(s)

Responsible: Director of Student Services; Principals; Special Education Coordinators; Director of Curriculum; Superintendent

Timeline: Spring 2017

Indicators: Development of vision and mission

Evaluation: Review of individual building vision and mission; Align themes and patterns with building vision and mission; Develop district special education vision and mission statement

3

THE WHOLE CHILD, *cont'd.*

STRATEGY 2.1 - Medfield Public Schools will reorganize the Special Education administrative and staffing structure to maximize support for students, staff and families

2.1.1 Examine current administrative structure of Special Education and effectiveness of the structure

Person(s)

Responsible: Leadership Team; Special Education Coordinators

Timeline: Sept 2016 - June 2018

Indicators: Administrative and staffing structure will maximize support for students, staff and parents

Evaluation: Examine the effectiveness of the coordinator job responsibilities; Development of a Special Education organizational chart; Updated job descriptions for each role; Parent survey about effectiveness of team process

2.1.2 Examine staffing patterns and configuration of Special Education teachers and related service providers across the district

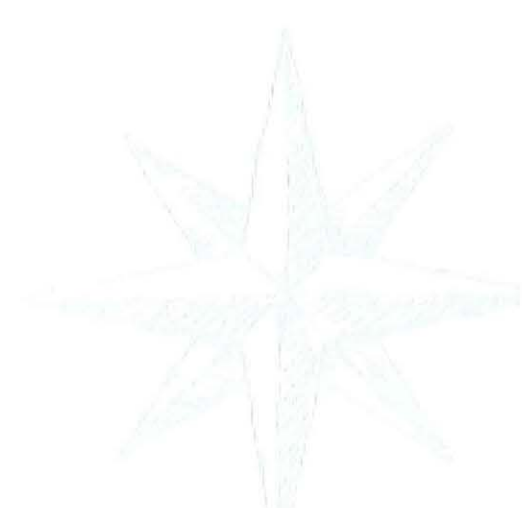
Person(s)

Responsible: Leadership Team; Special Education Coordinators

Timeline: Sept 2016 - June 2018

Indicators: Staff structure will maximize support for students, staff and parents

Evaluation: Level of service per building which allows staff to provide appropriate direct service to students and consultation to staff and parents



3

THE WHOLE CHILD, *cont'd.*

STRATEGY 3.1 - Expand on and develop ways to recognize all students across all disciplines

3.1.1 Examine current recognition practices across schools

Person(s)

Responsible: Leadership Team

Timeline: Sept 2017

Indicators: Documentation of recognition practices

Evaluation: Develop a common database across the district identifying recognition ceremonies at each school; Creation of a subgroup to examine recognition practices

3.1.2 Continue to offer Medfield Public Schools students a wide variety of school activity/club opportunities

Person(s)

Responsible: Leadership Team; Teachers

Timeline: Sept 2017 - June 2020

Indicators: Professional Development course offerings; Online options

Evaluation: Staff Survey; Staff feedback



3

THE WHOLE CHILD, *cont'd.*

STRATEGY 4.1 - Increase the amount and consistency of social and emotional supports

4.1.1 Review existing staffing patterns and develop a consistent approach to supports across buildings

Person(s)

Responsible: Superintendent; Principals; Director of Student Services; Content Specialists

Timeline: Sept 2016 - June 2021

Indicators: Increase overall support for students; Develop and implement a consistent curriculum and program offerings across buildings

Evaluation: Creation of a social/emotional curriculum map; Consistent implementation of curriculum across buildings; Creation of a vision and mission for special education and social/emotional learning

4.1.2 Review the current curriculum and practices related to whole child development

Person(s)

Responsible: Director of Curriculum; Director of Student Services; Principals; Content Specialists

Timeline: Ongoing

Indicators: Increased availability of curriculum materials and professional development; Alignment to standards

Evaluation: Database of materials and curriculum available

3

THE WHOLE CHILD, *cont'd.*

STRATEGY 5.1 - Continue to develop instructional strategies for ELL students

5.1.1 Provide Professional Development in the area of instructional strategies for ELL students

Person(s)

Responsible: Director of Student Services; ELL Teachers; Principals

Timeline: Ongoing

Indicators: Increased professional development offerings

Evaluation: Cross-disciplinary professional development offerings including general and special education teachers, related service provider and specialists

5.1.2 Examine staff configurations of ELL staff

Person(s)

Responsible: Superintendent; Director of Student Services; Principals

Timeline: September 2016

Indicators: Increase overall support for students and staff

Evaluation: Organizational chart of service providers

5.1.3 Engage parents of ELL students in school activities

Person(s)

Responsible: Principals; ELL staff

Timeline: Ongoing

Indicators: Increase in parent involvement

Evaluation: Parent night presentations geared specifically for parents of ELL students; Explore providing supports for parents during school activities

3

THE WHOLE CHILD, *cont'd.*

STRATEGY 6.1 - Increase course offerings for all students

6.1.1 Review current course of studies and schedule at secondary level

Person(s)

Responsible: Director of Curriculum; Secondary Principals

Timeline: Ongoing

Indicators: Exploration of all course offerings at the secondary level

Evaluation: Addition or subtraction of offerings based on interest and enrollment



4

COMMUNITY

Medfield Public Schools is committed to contributing to a vibrant community by fostering collaborative, communicative, and consistent education for all students.

STRATEGY 1.1 - Medfield Public Schools will provide effective systems of external and internal communications

1.1.1 The school district will establish and implement communication protocols for Medfield Public Schools staff

Person(s)

Responsible: Leadership Team

Timeline: 2017 - 2018

Indicators: Established guidelines for appropriate electronic communication; Standards for reporting of committee results to all staff and constituents; Creation of individual communication plans for any major changes or initiatives in district practices

Evaluation: Implementation of communication guidelines; Survey results; Training and evidence of implementation as set forth in each plan; Training and evidence of website maintenance

1.1.2 The school district will establish and implement communication systems/protocols for the Medfield Public Schools parent/guardian community.

Person(s)

Responsible: Leadership Team

Timeline: 2017 - 2019

Indicators: Improved school and district websites; Strategic use of social media and electronic communication tools; Evidence of training; Expansion of parent education and engagement to meet the unique needs of all the families in the Medfield Public Schools community; Established systems of feedback for all parents/guardians

Evaluation: Observation and parent feedback; Observation and adherence to Medfield Public Schools systems/protocols; Agendas from parent education opportunities

4

COMMUNITY, *cont'd.*

STRATEGY 1.1 - Medfield Public Schools will provide effective systems of external and internal communications, *cont'd.*

1.1.3 The school district will establish and implement communication systems/protocols and opportunities for engagement with the greater Medfield community

Person(s)

Responsible: Leadership Team

Timeline: 2017 - 2019

Indicators: Coordination with local media; Provision of opportunities for communication to foster better appreciation and education of workings of Medfield Public Schools; Regular communication outreach to the greater Medfield community

Evaluation: Meet to clarify communication protocols/safety requirements with media; Evidence of communication opportunities; Evidence per communication tools utilized

Effort is one of those things that gives meaning to life. Effort means you care about something, that something is important to you and you are willing to work for it.

- Carol Dweck

4

COMMUNITY, *cont'd.*

STRATEGY 2.1 - Medfield Public Schools will develop consistent educational opportunities for all students

2.1.1 The school district will establish and implement consistent protocols and systems for grade-to-grade and school-to-school transitions

Person(s)

Responsible: Superintendent; Director of Curriculum; Director of Student Services; Principals

Timeline: 2017 - 2019

Indicators: Regularly scheduled meetings and timelines for discussions and transitions; Results of collaboration with special education and service providers

Evaluation: Feedback from parents and from staff regarding transitions; Observations by administration

2.1.2 The school district will establish and implement consistent grade level or content-specific guidelines/protocols/practices at all levels

Person(s)

Responsible: Director of Curriculum; Director of Student Services; Principals; Content Specialists and Grade Level Leaders

Timeline: 2016 - 2020

Indicators: Established Professional Development curriculum cycle; Curriculum objectives and outcomes per each discipline and grade level, if applicable; Published common expectations; BCAPS and DCAP

Evaluation: Agendas and minutes from meetings; Documents that correlate to the curriculum work

2.1.3 The school district will appropriately allocate resources across all departments and schools

Person(s)

Responsible: Leadership Team

Timeline: 2016 - 2021

Indicators: Budget Process; Needs assessment; Transparent communication with all constituents (staff and community); Planning meetings with all administration

Evaluation: Documented budget process; Realization of completed process; Community meetings, Site Council meetings, Administrative meetings, etc

5

FACILITIES & EQUIPMENT

Medfield Public Schools is committed to continued investments in the facilities and equipment to optimize student learning.

STRATEGY 1.1 - Establish a 20-year Town/School Capital Maintenance Master Plan

1.1.1 To create a plan that meets the needs of the Town and Medfield Public School long-term capital planning goals that will be maintained through the online facilities management system

Person(s)

Responsible: Director of Finance and Operations; Assistant Town Administrator; Director of Facilities; Director of Technology

Timeline: 2016 - 2017

Indicators: A successful working plan that addresses the immediate need and long-term project capital needs for the Town/School

Evaluation: The planned annual investment in Town/School infrastructure

1.1.2 To develop a preventative maintenance schedule in order to extend the life cycle of a building

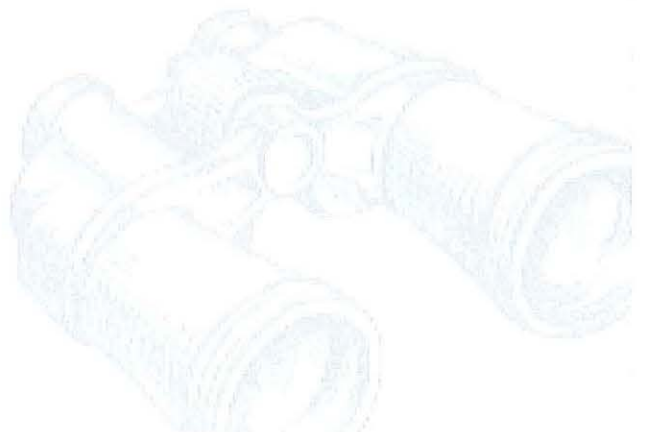
Person(s)

Responsible: Director of Facilities; Director of Finance and Operations; Assistant Town Administrator

Timeline: 2017 - 2019

Indicators: More efficiently run department

Evaluation: Cost savings



5

FACILITIES & EQUIPMENT, *cont'd.*

STRATEGY 2.1 - Development of a plan for a successful transition to a shared school/town building and grounds maintenance

2.1.1 To combine the role of Director of Facilities with the Town

Person(s)

Responsible: Superintendent; Town Administrator; Director of Finance and Operations; Assistant Town Administrator; BOS; School Committee

Timeline: 2016 - 2017

Indicators: The establishment of a combined Facilities/Energy management department

Evaluation: The planned annual investment in Town/School infrastructure; To maintain and protect the Town's capital investments

2.1.2 To determine and identify the resources required to adequately service the facilities needs of both School and Town Departments

Person(s)

Responsible: Superintendent; Town Administrator; Director of Finance and Operations; Assistant Town Administrator; BOS; School Committee

Timeline: 2016 - 2020

Indicators: The development of a comprehensive maintenance plan which will seek to address preventative and scheduled maintenance needs of all buildings

Evaluation: Establishment of a maintenance schedule

2.1.3 Hiring, training and retention of highly skilled licensed trades people

Person(s)

Responsible: Superintendent; Town Administrator; Director of Finance and Operations; Assistant Town Administrator

Timeline: 2016 - 2020

Indicators: Reduction in the over reliance of outsourcing services; Reduction in overall project cost; Increasing institutional knowledge of systems

Evaluation: Long-term retention of licensed trades people

5

FACILITIES & EQUIPMENT, *cont'd.*

STRATEGY 3.1 - Maintaining Technology Infrastructure to support all instructional and facilities needs

3.1.1 Continue the expansion of the wireless network at the Elementary schools

Person(s)

Responsible: Superintendent; Director of Finance and Operations; Director of Technology

Timeline: 2016 - 2018

Indicators: Increased capacity for larger number of students to receive instruction utilizing wireless devices simultaneously

Evaluation: Completion of project; Increased capacity for larger number of students to receive instruction utilizing wireless devices simultaneously

3.1.2 Continue the installation of wall mounted projectors in all Elementary instructional classrooms

Person(s)

Responsible: Superintendent; Director of Finance and Operations; Elementary Principals
Town Administrator; BOS; School Committee;

Timeline: 2016 - 2018

Indicators: Provide consistency with access to instructional media throughout the district

Evaluation: The percentage of classrooms outfitted with wall mounted projectors

3.1.3 Establish a separate building control network specific to building automation

Person(s)

Responsible: Director of Technology; Director of Facilities; Director of Finance and Operations

Timeline: 2016 - 2018

Indicators: Ability for the Facilities Department to access building systems remotely and effectively, to troubleshoot with vendors more effectively

Evaluation: Completion and operation of a dedicated building control network

3.1.4 To continue the update of an integrated security network in all buildings

Person(s)

Responsible: Superintendent; Director of Finance and Operations; Elementary Principals

Timeline: 2016 - 2019

Indicators: Continue to update a centrally-managed security system that provides a complete overview of the status of each building

Evaluation: Completion and operation of system

5

FACILITIES & EQUIPMENT, *cont'd.*

STRATEGY 4.1 - If approved by MSBA, School Committee will advocate to move the Dale Street School Project forward

4.1.1 Renovation or relocation of Dale Street School will be determined by a feasibility study

Person(s)

Responsible: Superintendent; Town Administrator; Director of Finance and Operations; Assistant Town Administrator; BOS; School Committee

Timeline: 2016 - 2021

Indicators: Successful approval of state funding grant

Evaluation: Completion of project

4.1.2 Construction and completion of new school

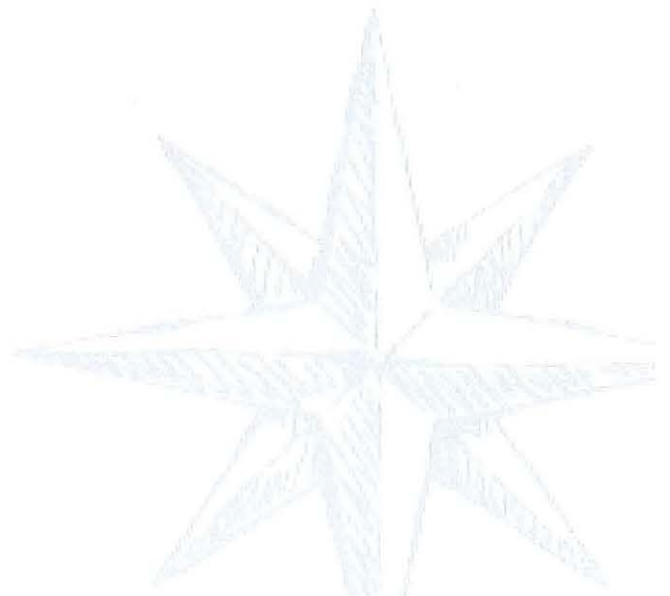
Person(s)

Responsible: Superintendent; Town Administrator; Director of Finance and Operations; Assistant Town Administrator; BOS; School Committee

Timeline: 2016 - 2021

Indicators: Construction of new elementary facility

Evaluation: Completion of the project



GLOSSARY OF TERMS

Strategic planning is a process in which organizational leaders determine their vision for the future as well as identify their goals and objectives for the organization. The process also includes establishing the sequence in which those goals should fall so that the organization is enabled to reach its stated vision.

ACTFL - American Council on the Teaching of Foreign Languages is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction.

BCAP - Building Curriculum Accommodation Plan - BCAP was designed keeping in mind the vision, mission and core values. It provides a list of resources and accommodations available to students and classroom teachers. The BCAP provides a process to support struggling learners.

DCAP - District Curriculum Accommodation Plan - Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools.

DESE - Department of Elementary and Secondary Education is the state education agency for Massachusetts. It is responsible for the public education at the elementary and secondary levels and is governed by the Massachusetts Board of Education.

ELL - English Language Learners are students who are learning the English language in addition to their native language.

ISTE - International Society for Technology in Education supports students, educators and leaders with clear guidelines on the skills needed to transform learning for teaching.

NGSS - Next Generation Science Standards are K-12 science content standards. The standards set the expectations for what students should know and to be able to do. The NGSS were developed by states to improve science education for all students.

PBIS - Positive Behavior Interventions and Support is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

GLOSSARY OF TERMS, *cont'd.*

SMART - Specific, Measureable, Achievable, Realistic, and Timely - objectives that will help you prioritise work, monitor progress and celebrate people's achievements. Keeping things SMART helps people focus on what's important and what needs to be done.

Collaborative Learning - is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product.

Common Planning Time refers to a period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together to improve instruction, share best practices and plan curriculum and lessons together.

Curriculum Review Process - the purpose of reviewing our curriculum is to improve the quality of the teaching by understanding and strengthening our curriculum development and effective instruction.

Differentiated - tailoring instruction to meet individual needs. Teachers differentiate content, process, products, and the learning environment. The ongoing assessment and flexible grouping makes this a successful approach to instruction.

Interdisciplinary - Interdisciplinary instruction entails the use and integration of methods and analytical frameworks from more than one academic discipline to examine a theme, issue, question or topic. Interdisciplinary education makes use of disciplinary approaches to examine topics, but pushes beyond by: taking insights from a variety of relevant disciplines, synthesizing their contribution to understanding, and then integrating these ideas into a more complete framework of analysis.

Leadership Team is made up of the Superintendent, Building Principals, the Director of Finance and Operations, The Director of Curriculum, the Director of Student Services

Professional Learning Communities - An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

The whole child approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged