



# Medway Public Schools Strategic Plan 2019-2024

School Committee First Reading, December 6, 2018

*While our children only represent 25% of the  
population, they represent 100% of our future!*

~ Battelle for Kids

# Today's Goals

- Overview of our process
- Review the DRAFT elements that will be included in the Plan
- Next steps...

# Our Process

- Exploration of skills and competencies needed for future success
- Research on 21st Century Skills
- Focus groups seeking reflection on strengths, weaknesses and opportunities
- Review of other Strategic Plan documents
- Collaborative dialogue with Steering Committee and Leadership Team to synthesize learnings

# Our Process Timeline

- May 3, 2018: Steering Committee meeting
- May 9, 2018: Focus group with middle school staff
- May 14, 2018: Community forums
  - Focus group with high school and middle school students
  - Focus group with town officials
- May 17, 2018: School Committee focus group
- June 5, 2018: Focus group with McGovern staff
- June 6, 2018: Focus group with Memorial staff
- June 12, 2018: Focus group with high school staff
- June 19, 2018: Steering Committee meeting
- July 9, August, 2018: 2018 Leadership Team Strategic Plan synthesis work
- August 20, 2018: Steering Committee meeting
- September 26, 2019: Steering Committee meeting
- October 16, 2018: Steering Committee meeting

## What We Do:

*Mission:* The Medway Public Schools, in partnership with the community, creates an academically challenging, safe and supportive learning environment that promotes the pursuit of excellence for all.

## What We Aspire to Become:

*Vision:* The Medway Public Schools aspire to provide all students with a comprehensive, equitable academic program that engages, challenges, and supports all students to apply knowledge, develop talents and skills, think independently, work collaboratively, and become informed, responsible, and productive citizens of a global community.

# Mission and Vision

*The Medway Public Schools believe in...*

...active, continuous learning

...equity and empowerment

...relationships characterized by trust  
and mutual respect

...comprehensive wellness

*...for all*

Core Values

## Communication:

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Use multiple media and technologies, and know how to assess impact and their effectiveness
- Communicate effectively in diverse environments (including multilingual and multicultural)

## Critical Thinking:

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes
- Solve different kinds of unfamiliar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

## Collaboration:

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## Creativity:

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts
- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

## **Goal #1: IMPROVED LEARNING**

Improve the learning of all. (This is the CENTRAL goal)

## **Goal #2: SOCIAL / EMOTIONAL WELLNESS**

Foster the social, emotional, and healthy development of all.

## **Goal #3: INNOVATIVE TEACHING and LEADERSHIP**

Ensure evidenced-based best practices and encourage innovation in teaching and leading.

## **Goal #4: POSITIVE LEARNING CULTURE**

Cultivate a professional and student culture that values respect, trust, collaboration, and effective communication.

# Core Strategies

- Ensure consistent instructional plans with well defined learning outcomes focused on depth of understanding and critical thinking. *(Goal 1)*
- Systematically measure, analyze, and act upon student learning data. *(Goal 1)*
- Delineate and continuously improve Medway's tiered system for academic and behavioral supports. *(Goal 1)*
- Support the continued development and effective implementation of articulated SEL curriculum PK -12. *(Goal 2)*
- Enhance partnerships with families and the greater community. *(Goal 2)*
- Embed 21st century skills, competencies into PK-12 learning experiences. *(Goal 3)*
- Facilitate differentiated professional development aligned with district, school, and educator goals. *(Goal 3)*
- Promote and demonstrate a commitment to a growth mindset and continuous learning. *(Goal 4)*
- Equip all faculty, staff, and students with the knowledge and skills to respectfully engage our students, parents and greater community. *(Goal 4)*

# Additional Elements

- **Metrics:** A district level “dashboard” that will provide desired outcomes, indicators, and 2018 baseline measurements.

An example:

*Outcome:* All students reading on grade level by the end of 1st grade

*Indicator:* % of students reading at grade level by the end of 1st grade

*2018 baseline:* 72%

- **Conditions for Success:** Text that addresses the role that policies, resource allocation, fiscal stability, culture and climate and communication play in creating a strong foundation for this work.
- **Leadership:** Letter from the School Committee and/of Superintendent
- **Acknowledgments:** Steering committee, greater community, faculty and staff, students, educational support groups (MSPTO, MEPTO, MFPA, SEPAC, MFE, etc.)
- **Demographics:** Historical and relevant information about our community

# Next Steps

- School Committee Review and approval
- Unveiling of Plan at January 22 Professional Development Day for all faculty and staff
- Communication of plan with greater community
- Alignment of district and school annual improvement efforts with Plan
- On-going reflection and dialogue



# Questions?

Thank you!