Medway Public Schools
Strategic Plan
2019–2024
Excellence for All: A Medway Mindset

Photo Credit: Tim Rice
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STRATEGIC PLAN STUDENT NAMES
The following students, faculty, and staff have been featured in this document:

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Molly Davis, Luke Taylor, Gracy Kelly, Thomas Nickerson, Addison Earle
Page 1
Justin Kearney, Anthony Celi
Page 6
Brady Abbott
Page 7
Medway High School Class of 2018
Page 8–9
Abdal Akojo, Riley Klaus
Page 11 (top)
Devin Bird, Ryan Hoyle, Jenna Westervelt, Mafalda Kaousher, Garrett O’Mara, Olivia Melanson
Page 11 (bottom)
Dan Rice, Emily Brady, Lydia Borstel
Page 12
Alexandra Chleboski, Connor Buckley, Prince Patel, Louis Hoffman, Kayleigh Jenner, Jack Williamson
Page 13
Ciara Maloney, Joseph Bellantuoni, Nyla Toubeau
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Kaitlyn Fitzgerald, Arabella Paglazzio, Matt Peterson, Anthony Volz, John Boujnaire, Catherine Higgins, Olivia Drenney, Trinity Johnson
Page 17
McGovern School Assembly
Page 18
Eliza Rossi, Eva McElroy
Page 21
Jacinda Lanni, Pierce Conly
Back Cover
Sue Laidlaw, Grade 2 teacher and her 2nd Grade Class
Excellence for All: A Medway Mindset

**BACKGROUND**
Beginning in Fall, 2014, and supported by the Medway School Committee, conversations regarding a developing plan for improvement within the district brought together a Strategic Planning Steering Committee to set the stage for future success. This team led conversations as part of an extensive Strategic Planning process, which involved more than 1000 members of our school and greater community. Contributors to these conversations and surveys effectively identified the strengths, weaknesses, and areas of opportunity which were framed in the first Medway Public Schools Strategic Plan, 2016–2019.

**STRATEGIC PLANNING MID-CYCLE REVIEW PROCESS**
During the 2017–2018 school year, following two years of progress and engagement in the 2016–2019 Strategic Plan, the leadership team, again supported by the Medway School Committee, engaged in a mid-cycle review process. The decision to conduct a mid-cycle review process provided a formalized opportunity to assess current progress and to make adjustments to the Strategic Plan.

A Strategic Planning Steering Committee representing parents, community members, educators, and leaders started this multi-month process with the goal of recommending refinements to the existing Strategic Plan. Similar to our first process of 2015–2016, comprehensive surveys, focus groups within the community and at each of our schools, and reflective conversations provided the essential feedback and foundation for the refinements to come. This updated process also included an opportunity for community members, faculty and staff, parents, and the leadership team to engage in learning about the global landscape. This learning involved research and conversations about student competencies and skills essential for success in this changing environment. With a sense of urgency created around the need to adjust our educational systems to more effectively respond to the current demands that await our students. This review process formalized Medway Public School’s Core Values and Core Competencies.

Like the 2016–2019 Strategic Plan, Excellence For All: A Medway Mindset, 2019–2024 contains aligned goals and formal strategies while also including a District Dashboard, which illustrate the measures that have been identified as valuable in helping the district demonstrate and monitor progress towards our goals.

While the document that resulted from this mid-cycle review process clearly reflects a compilation of what the Medway community values in regard to educating our children, this document represents the next set of steps in a continuing process, not an end, to our complex work. The goals and strategies that are outlined will continue to be a compass for the district in our improvement efforts.

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**A Snapshot of Medway Public Schools**

**MEDWAY SCHOOL DISTRICT, 2017–2018**

**STUDENT ENROLLMENT**
2,271 Students
14.6 to 1 Student/teacher ratio
18.5 Average class size
15.1% Special education
1.0% English language learners
$14,401.47 Per pupil expenditure

**ENROLLMENT BY RACE/ETHNICITY**

- 90.3% White
- 3.3% Hispanic
- 2.6% Asian
- 2.1% Multi-Race, Non-Hispanic
- 1.5% African American
- 0.1% Native American
- 0.1% Native Hawaiian, Pacific Islander

**CLASS OF 2017**
- 95.5% Student attendance
- 95.8% Graduation rate

**92% Attending college/university**
- 50.3% Private four year
- 43.9% Public four year
- 5.8% Public two year

**Steering Committee meeting**
- Focus group with McGovern, Burke-Memorial, and High School staff

**Leadership Team Strategic Plan synthesis work**

**School Committee**
- Approval of Plan
- School Committee presentation to School Committee

**CONTRIBUTORS**
- Parents
- Community members
- Educators
- Leaders
Dear Medway Community,

On behalf of the Medway Public Schools, we are proud to share the 2019-2024 Medway Schools Strategic Plan: Excellence for All: A Medway Mindset. We are grateful for the hard work of our educators, students, and parents in achieving the outcomes targeted in the district’s 2016-2019 Strategic Plan. We look forward to collaborating with our stakeholders to make the new strategic plan an integral part of our district’s daily operations.

As you may know, a Strategic Plan is an important document that articulates organizational goals and strategies as well as the foundational values, vision, and mission for our district work. For us, this plan outlines the focus of our work over the next few years to further improve our schools in meeting the needs of all students. Its value is that it provides the framework for all decision making within the Medway Public Schools. The overall responsibility for achieving the goals outlined in the plan rests with the school committee; however, the superintendent is responsible for the oversight of the plan’s implementation including direct its implementation at the district, building, classroom, and staff level.

We are grateful to the incredibly supportive Medway community for our staunch support of our students and our district initiatives. We are fortunate to have such engaged parents and community members who have participated in surveys and focus groups for both the initial strategic plan and this successor plan. Our talented educators not only make a differences in our students’ learning every day in the classroom, but are always willing to give of their personal time to volunteer for committees to further the dialogue on what is in the best interest of our students. Lastly, our thanks extend to the Strategic Plan Steering Committee for all their time and effort on behalf of our students in the development of this document.

Over the many months of this strategic plan process, collaborative discussions afforded us the opportunity to engage in open and direct discussion about our district’s many strengths, and provided us with clarity regarding the improvements and opportunities that lie ahead for the Medway Public Schools. Building upon the foundation of the initial strategic plan, the 2019-2024 Strategic Plan refines our initiatives and adopts a set of core values and competencies. With these additions, we have further articulated the purpose, vision, and goals of the district, so we can meet the needs of our students now and prepare them for their life beyond Medway Public Schools.

We believe that this Strategic Plan represents the collective values held by our leaders, school committee, educators, parents, and the community. Although not encompassing of all of the work going on in our district, it does provide us with a critical framework that articulates and crystallizes the most important work of our district over the next five years. It is with great appreciation of the active and committed engagement of our community that we share our 2019-2024 Medway Public Schools Strategic Plan: Excellence for All: A Medway Mindset.

Sincerely,

Armand Pires, Ph.D.
Superintendent of Schools

Diane Borgatti, JD, M.Ed
Medway School Committee, Chair

Amanda Luizzi, Principal, Burke-Memorial
Brian Menna, Assistant Principal, Medway Middle School
Lauren Nasiiff, Medway School Committee
Megan O’Rourke, Teacher, Medway Middle School
Dorothy Pearle, Dean of Student Services, Medway High School
Armand Pires, Ph.D., Superintendent
Lisa Sheehan, Community Member
Ryan Sherman, Ph.D., Director of Wellness

MEMBERS OF THE STRATEGIC PLAN MID-CYCLE REVIEW
STEERING COMMITTEE

This committee, well representative of the various constituencies that allow us to do the hard work that needs to be done for the benefit of our learners, convened over a period of nearly six months to bring this work to life. With many thanks to:

ExCELLENCE For All, 2019–2024

A MEDWAY MINDSET, 2019–2024

EXCELLENCE FOR ALL
The Organization of the Strategic Plan

Excellence For All: A Medway Mindset, 2019–2024 provides a guide for setting direction for the school district in an integrated and coordinated manner. The plan is a powerful tool for maintaining an organizational focus. Excellence For All: A Medway Mindset, 2019–2024 sets the course for the organization in the ever-changing larger environment, promotes teamwork as goals are pursued, and invites participation that creates an investment for all stakeholders in the implementation process. The following are the descriptions of each of the key components in Excellence For All: A Medway Mindset, 2019-2024. On the pages that follow these descriptions, you will see each of these components outlined with more specificity.

WHAT OUR GRADUATES NEED
Core competencies
The biggest shift from conventional education models based on key knowledge, facts, and routines is a necessary shift to a more competency or mastery based system. This shift places higher value on specific skills to be acquired by learners in order to set them up for success in the 21st century—success in college and/or career, and, importantly, life. To identify these Core Competencies, the district explored the research linked to The Partnership for 21st Century Learning1 which asked us to create a Portrait of a Graduate—a process by which we narrowed down the priority competencies into those that Medway believes to be of highest value to our community.

1 Source: Partnership for 21st Century Skills, P21

WHAT WE WANT TO ACCOMPLISH
Strategic goals
Strategic Goals are broad goal statements that define the prioritized areas for growth and if achieved, allow the district to realize its collective vision. Building on the prioritized needs and opportunities for the district, the Strategic Planning Steering Committee generated 20 broad goal areas or “Overarching Goals.” They then prioritized four of those goals to shape the general direction of the Medway Public Schools in the years ahead.

WHAT WE WILL MEASURE
District dashboard
Qualitative and quantitative information serves to inform us of our progress towards reaching our goals. The Medway Public Schools District Dashboard contains both. It includes those measures that we believe to be of high value in our work—both in communicating successes as well as in highlighting areas of need of continued attention or refinement.

WHAT WE DO
The mission statement
Mission Statements explain who an organization is and its fundamental reason for existing. They are:

- Place in time descriptions:
  Mission Statements can and will change
- Fundamental questions for all organizations to ask:
  - What you do?
  - Who benefits from your work?
  - What are the results of your work?
  - What are the core values of your organization?
  - What are the challenges of the organization?

WHAT WE ASPIRE TO BECOME
The vision statement
A Vision Statement articulates the hopes and dreams of a school district encapsulated in a single, inspirational thought. When reading it, people should understand where the Medway Public Schools are going and be inspired to join the movement. It is not a business plan; it is, in the end, a common framework on which to build the goals and action plan, a rallying statement that keeps everyone focused on the gold ring. It is also a driving force behind all of the overarching goals.

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Medway Public Schools

CORE VALUES
- Comprehensive Wellbeing
- Equity and Empowerment
- Relationships characterized by trust and mutual respect
- Active, continuous Learning

FOR ALL!

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.

VISION
The Medway Public Schools aspires 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.

What we do

What we aspire to become

Photo Credit: Brian Menna
The committee analyzed a long list of competencies and skills deemed impactful for student success. We have adopted the 4 Cs as Core Competencies that we will work to embed throughout our students' PK-12 learning experiences. These competencies: Communication, Collaboration, Critical Thinking, and Creativity, should be regarded highly by all educators in their work to design meaningful learning experiences for students.

### Communication
- Articulate thoughts and ideas
- Listen effectively
- Use multiple media and technologies
- Communicate effectively

### Collaboration
- Work effectively and respectfully
- Seek compromise
- Share responsibility

### Critical Thinking
- Reason
- Analyze complex systems
- Evaluate
- Synthesize connections
- Interpret and draw conclusions
- Reflect critically
- Solve familiar problems
- Question

### Creativity
- Utilize creation techniques
- Generate ideas
- Elaborate, refine, analyze, and evaluate
- Incorporate perspectives
- Learn through failure
- Make tangible and useful contributions
The four goals that follow represent the identified focus areas for improvement for the Medway Public Schools. #1 Goal: Improved Learning is written differently to acknowledge that our primary function as a school district is this area of focus. The other three goals are areas that serve to support success of the #1 Goal.

### Core Strategies

The strategies that have been identified as pathways to success on our goals touch each area and individual within our school system. These strategies have been noted as high leverage in research associated with change and improvement efforts. From these strategies, action plans will be developed as part of School and District Improvement Plans well into the future.

**THE AREAS OF FOCUS TO ACHIEVE THE GOALS**

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

**Goal #2: Social and 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**.
The list of measures below represents what we are calling our District Dashboard. These measures are both qualitative and quantitative outcomes that have been determined to best represent a cross section of metrics connected to 2019–2024 goals. We will provide an annual report that delineates the rate of progress on each of the indicators.

### PK-12 SCHOOL PROGRAMS
- Implemented full day, tuition free kindergarten for all
- Implemented new kindergarten screener
- Facilitated social/emotional screener in grades K-4
- Adopted Responsive Classroom in grades K-4
- Increased recess in grades K-4
- Added recess in grades 5-8
- Supported the development of Instructional Leadership Teams at McGovern and Burke-Memorial
- Implemented 1:1 digital learning take home program in grades 8 and 9
- Adopted World of Difference program at middle and high schools

### CURRICULUM
- Implemented new diagnostic assessment for grades 2-8 in English Language Arts and Mathematics
- Introduced a process for examining student learning information at all levels
- Established adoption and implementation plan for 2016 Massachusetts Science Frameworks
- Completed curriculum review processes in history and Social Sciences, digital learning, and Mathematics

### WELLNESS
- Secured Director of Wellness
- Partnered with Family Continuity to provide on-site, private mental health counseling
- Adopted Interface Referral Services to improve access to private mental health supports
- Enhanced capacity of co-teaching practices

### SUPPORT PROGRAMS
- Established outside of school day programming to support targeted needs
- Established school, family and community collaborative organization, THRIVE
- Established partnership with EDCO IDEAS program to support district work around cultural proficiency

### COMMUNICATIONS
- Initiated faculty and staff survey
- Established formal staff recognition practices
- Enhanced communication practices including the regular publication of community, school committee, and faculty and staff updates from the district
ACHIEVEMENT GAP
An achievement gap often refers to the level of performance between all students and students with one or more of the following characteristics: economic disadvantage, special education needs, and/or English learner needs.

BLENDED LEARNING
Blended learning refers to the combination of in-class learning and online learning.

COMPETENCY
The term competency is another name for skill or ability.

DIFFERENTIATED
Differentiated means that there is a recognition that individuals enter with varied knowledge, content and skills. A differentiated model respects these differences and responds appropriately with targeted supports and learning.

EQUITY IN EDUCATION
Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances—for example gender, socioeconomic status or ethnic origin—should not be an obstacle to achieving educational potential. The second is inclusion, or ensuring a basic minimum standard of education for all—for example, everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined.

EXPERIENTIAL LEARNING
Learning that is considered “experiential” contain all the following elements: reflection, critical analysis and synthesis, opportunities for students to take initiative, make decisions, and be accountable for the results, opportunities for students to engage intellectually, creatively, emotionally, socially, or physically, a designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes (Experiential Learning Center, UC Denver, 2016).

GLOBAL ECONOMY
A global economy is defined as the people or nations of the world and how connected they are by modern technology as well as interdependent economically, socially and politically.

HEALTH AND WELLNESS
Health and wellness incorporates a multitude of areas both within and outside of the academic domain including, but not limited to, health and physical education curriculum, nutrition, mental health supports and services, nursing, community education, etc.

IDEAS
IDEAS stands for Initiatives for Developing Equity and Achievement for Students. IDEAS is a branch of EDCO Collaborative and their mission is to “support member and non-member districts as they focus on culturally proficient schools and classrooms.”

INCLUSION
Inclusion in education is defined as an approach whereby students with learning disabilities spend most, if not all, of their time in schools in the same environments as their peers who do not have learning disabilities. Additionally, inclusivity is no longer solely defined by physical and cognitive disabilities but also includes a full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences (“What is Inclusive Design?” Inclusive Design Research Centre. OCAD University. Retrieved 13 November 2015).

INQUIRY BASED LEARNING
Inquiry based learning is a structure where learning begins with a question, problem or scenario and supports the development of critical thinking skills.

PARTNERSHIP FOR 21ST CENTURY LEARNING
http://www.battelleforkids.org/networks/p21

PROFESSIONAL LEARNING COMMUNITY
A professional learning community is 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. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (All Things PLC, Solution Tree, 2016).

SOCIAL EMOTIONAL WELLNESS
Social emotional wellness refers to the behavioral health of an individual.

STEM
The acronym STEM means Science, Technology, Engineering, Mathematics.

WORKSHOP MODEL
The workshop model is a framework that allows educators to structure learning time to allow for gradual release of responsibility from teacher to student.

Appendix
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 aspires 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.

CORE VALUES
- active, continuous learning
- equity and empowerment
- relationships characterized by trust and mutual respect
- comprehensive wellness

FOR ALL!

GOALS
What we want to accomplish
1. Improved Learning
   - Improve the learning for all.
2. Social and Emotional Wellness
   - Foster the social, emotional, and healthy development of all.
3. Innovative Teaching and Leadership
   - Ensure evidence-based best practices and encourage innovation in teaching and learning.
4. Positive Learning Culture
   - Cultivate a professional and student culture that values respect, trust, collaboration, and effective communication.

CORE STRATEGIES
What we want to accomplish
- Instructional plans: Ensure consistent instructional plans with well defined learning outcomes focused on depth of understanding and critical thinking.
- Student data: Systematically measure, analyze, and act upon student learning data.
- Tiered system: Delineate and continuously improve Medway’s tiered system for academic and behavioral supports.
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- Commitment: Promote and demonstrate a commitment to a growth mindset and continuous learning.
- Engagement: Equitably and respectfully engage our students, parents, and greater community.

CORE COMPETENCIES
What our graduates need
- Communication
  - Articulate thoughts and ideas
  - Listen effectively
  - Use multiple media and technologies
  - Communicate effectively
- Critical Thinking
  - Reason
  - Analyze complex systems
  - Evaluate
  - Synthesize connections
  - Interpret and draw conclusions
  - Reflect critically
  - Solve familiar problems
- Creativity
  - Utilize creation techniques
  - Generate ideas
  - Elaborate, refine, analyze, and evaluate
  - Incorporate perspectives
  - Learn through failure
  - Make tangible and useful contributions

Photo Credit: Amanda Luizzi