



**Dedham Public Schools**

*Home of America's first tax supported, free public school*

# **Dedham Public Schools Strategic Plan 2008 –2013**

**Committed to the achievement of all students  
Dedicated to excellence in teaching**

# Strategic Plan 2008 - 2013

## **DISTRICT CORE VALUES:**

### *Academic Excellence*

- The educators, parents and citizens of Dedham are partners in a commitment to academic excellence to prepare students to succeed in a global society.

### *Positive Learning Environment*

- Our schools provide a safe environment that fosters curiosity, creativity and positive attitudes. Students develop best when they are encouraged and feel supported in an open, collaborative environment.

### *Respect*

- By enriching learning and developing responsible citizens, we respect the dignity and diversity of all individuals and all cultures.

### *Support and Open Communication*

- The schools create opportunities to share ideas, resources, and responsibility among students, parents, school personnel, town officials and residents.

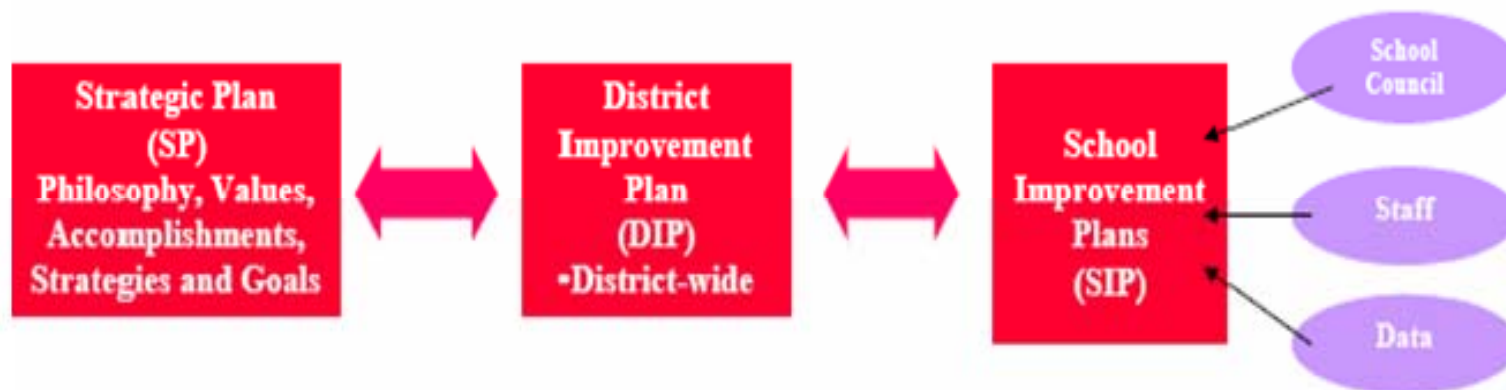
## **MISSION STATEMENT:**

- The mission of the Dedham Public Schools, in partnership with the community, is to promote excellence in learning, self-discipline, and motivation.

## **VISION:**

- Each graduate of the Dedham Public Schools will confidently pursue personal excellence through continued independent inquiry and learning and exhibit socially responsible decision-making within a dynamic and diverse global community.

**Dedham Public Schools  
District Improvement Plan  
2008- 2013**



## INTRODUCTION

- The District Improvement Plan includes an Action Plan Summary for each target area of the Core Values. Each target area includes the goal statement reflecting the Core Values, Mission and Vision of the Dedham Public Schools. The action plans are organized in matrices and were developed around target areas and individual goals. Each action plan identifies root causes with strategies for action and implementation. Included are resources, time frames, people responsible for implementing the strategies and quantifiable measures of success for each root cause.
- The action plans help provide the schools with a well-defined and easily implemented system for accountability, measurement of outcomes, and evaluation of progress. They are essentially the blueprint for the efforts that will occur during implementation of the plan. All strategies and resources can be directly connected back to the Core Values.
- The Superintendent, Administrative team, staff and School Site Councils will use the Strategic Plan as the starting point when developing the required annual District Improvement Plan (DIP) and Individual School Improvement Plans (SIPs). The DIP and SIPs identify and describe the goals and objectives that the district and each school will work to accomplish on an annual basis. This progress will then be measured against the overall goals and strategies of the Strategic Plan.
- The District Improvement Plan is designed to provide for greater specificity to the Strategic Plan. The DIP is not specific to each individual school rather it is an over-arching plan to meet the needs of the district as a whole. The greater specificity will be provided by each school's SIP within the context of the District Improvement Plan. It is the intent of each school's SIP to emulate the DIP at an individual level based on those schools' needs, but within the realm of the Dedham Public Schools Core Values, Mission and Vision.

## **Note to the Reader**

- Each goal reflected in the Action Plan Summary includes strategies and resources that will be implemented over the next five years.
- The action plan summary is as stated, a plan. It is imperative that as a district we continually take action to implement this plan by gathering data, analyzing and reporting results and planning for improvement based on these results. Therefore, goal additions and deletions/modification will be an important part of each action plan. This improvement planning cycle will be revisited regularly. A timeline has been established for the strategies and resources as a part of this plan. There are many strategies and resources that are ongoing and will not have a beginning or ending period.

## **The overall goals of this District School Improvement Plan are as follows:**

- To provide guidance and direction in the development of individualized School Improvement Plans for continuous improvement in the quality of education in each school in the Dedham School System. This plan outlines a specific direction under which each School Site Council must operate, in developing a School Improvement Plan for its own school.
- To increase accountability throughout the school system. The Education Reform Act and the Federal No Child Left Behind Law transfers much of the authority and responsibility for the administration of public education to each local school, specifically the principal and the School Site Council.
- To promote participation and active involvement from those who are the most familiar with and the most affected by each School Improvement Plan (stakeholders such as students, community members, staff and parents). In order to accomplish this goal, the district's administration will make every effort to provide translators/translations when needed.

# District Goal #1: Academic Excellence: Expand standards based learning

- **Our Reality:** Although, as a district, we have made significant gains in establishing a written curriculum aligned with the Massachusetts Curriculum Frameworks (K-12), it is imperative that we strive to meet the needs of an ever-changing population and expand our assessment strategies to more accurately evaluate student performance and placement.

**District Objective: To refine and expand a system of curriculum, instruction and assessment that enables each student to be engaged in challenging academic experiences that are grounded in clearly defined standards.**

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Continue to align curriculum and develop common assessments in all core academic subjects across all grade levels.	2008-10	Professional development meetings, department meetings, grade level team meetings	Common assessments Teacher lesson plans Aligned curriculum documents Test Scores	District/Building Administration  Teachers  Department Chairs
Examine/evaluate student work by department and grade levels.	Ongoing	Professional development meetings, department meetings, grade level team meetings	Common assessments Teacher lesson plans Aligned curriculum documents Test Scores	District/Building Administration  Teachers  Department Chairs
Continue to refine rubrics to ensure consistent grading practices across the district.	Ongoing	Professional development meetings, department meetings, grade level team meetings.	Common assessments Teacher lesson plans Aligned curriculum documents Test Scores	District/Building Administration  Teachers  Department Chairs

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Analyze grading procedures by department to assure rigor and equity.	Ongoing	Professional development meetings, department meetings, grade level team meetings.	Common assessments Teacher lesson plans Aligned curriculum documents Test Scores	District/Building Administration  Teachers  Department Chairs
On-going accreditation of Middle School and High School by NEASC	2009-2013	Operational Budget	Accreditation status following on-site evaluation	District/Building Administration  Teachers  School Committee
Seek reaccreditation of all elementary schools by NEASC	2009-2013	Operational Budget	Accreditation status following on-site evaluation	Building/District Administration  School Committee  Teachers
Continue to improve student performance as measured by MCAS gr. 3-10.	Ongoing-2013	Operating Budget	MCAS results	District/Building Administration  Teachers  Department Chairs  Teachers

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Target MCAS improvement for all NCLB sub-groups	Ongoing-2013	Operating Budget	NCLB test data	District/Building Administration Teachers Department Chairs
Introduce extended day instrumental music program gr. 3-5	2009-2013	Operational Budget Student participation fees	Parent and student feedback Staff feedback Level of student participation	Director of Fine Arts Music Teachers
Develop Full-day kindergarten program for all students	2010-2013	Operational Budget State funding Grants Scholarship availability	Elimination of all half-day kindergarten sessions	ECEC Principal District Administration School Council
Collaborate with town's Environmental Director to foster awareness within community and facilitate student internships	2008 & ongoing	Town of Dedham School faculty	Securing grant funds Offering internships	School personnel Environmental Director Community Businesses
Reinstate DMS Shadowing Program	2009-2013	Partnership with parents and community members and organizations	Program success Student participation	Parents School Committee Building Administration

## District Objective: To improve student achievement in mathematics (K-12)

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
<p>Replace existing math programs and adopt K-5 Everyday Math program published by McGraw Hill. Begin implementation of K-5 program in grades K-1 and pilot grade 2. Monitor implementation of K-5 program. Professional Development for implementation of program K and grade 1, grade 2 pilot. Begin implementation of K-5 program in grades 2 and 3. Begin implementation of K-5 program in grades 4 and 5.</p>	2008-10	Funding for texts and materials	<p>Yearly Progress Review Common assessments Analysis of student work MCAS Performance data</p>	District/Building Administration
	2008-2009	Operational Budget		Teachers
	2008	Professional development plan		Elementary Math Coordinator
	2008-2010	In-district & Publisher Training		
	2009-2010			
	2010-2011			
<p>Revise Curriculum Scope &amp; Sequence, Pacing Guides, and Common Assessments to correlate with the implementation of Everyday Math.</p>	2008-2011	<p>Professional development</p> <p>Massachusetts Curriculum Frameworks</p>	<p>Completed documents</p>	<p>District/Building Administration</p> <p>Teachers</p> <p>Elementary Math Coordinator</p>

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Pre/Post testing, elementary, grades 1-5.	Fall 2008/ Spring 2009	In-district developed benchmark testing Everyday Math Program Assessments	Data from assessments	Teachers Principals Elementary Math Coordinator
Expand building based math coaching program at elementary level with designated lead teachers.	2009-10	FY10 Operational Budget	Student performance data Teacher feedback Classroom Observations	District/Building Administration School Committee Elementary Math Coordinator
Continue to provide targeted math professional development and seek to hire new teachers with strong math backgrounds.	Ongoing	Elementary Math Coordinator Professional development	Teacher feedback & survey results Teacher Resumes	District/Building Administration Math Department Chair Elementary Math Coordinator
Parent education and training to support home/school connection to math program, beginning with K-1 and continuing with the implementation across the elementary grades.	2008-2013	Presentation at Curriculum Nights and P.T.O. Meetings	Parent Feedback	District/Building Administration Teachers

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Continue grade level curriculum meetings, grades 1-5.	2008-13	Professional development common planning time.	Student Work MCAS scores Student Assessments	District/Building Administration Math Dept. Chair Teachers Elementary Math Coordinator
Assess 6-12 math program for rigor and appropriateness of materials to improve student performance as measured by MCAS, SAT, and AP testing.	2008-13	Math Committee Math teachers Department Chair Elementary Math Coordinator	Increased number of students enrolled in advanced math classes at high school  Improvement in MCAS, SAT and AP scores	District/Building Administration Department Chair Teachers Math Committee
Continue to improve student performance through the integration of existing technology and explore new applications to strengthen math skills.	2008-13	Yearly Progress Pro JFY Networks Grants	Improved MCAS, SAT, and AP scores  Technology usage reports	District/Building Administration Department Chair Teachers Director of Technology
Ongoing examination of student work to validate rigor of course levels, instructional practices, grading, and appropriate course placement of students grades 9-12.	2008-13	Department meetings Professional development meetings	Increased number of students enrolled in advanced math classes at high school  Supervision and evaluation of teachers  Improvement in SAT and AP scores	District/Building Administration Teachers Department Chair Math Committee Guidance Department

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Develop and implement Math Summer Institute for high achieving students	Summers 2009-2013	Tuition based	Student participation Parent feedback Teacher assessment	District/Building Administration Department Chair Guidance Department Teachers
Develop and implement Math Summer Institute to enhance student performance for low achieving students at Middle and High Schools.	Summers 2008-2013	District Operational Budget Grants	Student participation Parent feedback Teacher assessment	District/Building Administration Department Chair Guidance Department Teachers
Expand course offerings at the high school (example, <i>Probability and Statistics, CP1</i> )	Fall 2009 –2011	FY10 Operational Budget	Student subscription to new courses Student performance	District/Building Administration Department Chair Guidance Department Teachers

## District Objective: To increase academic excellence in Science (K-12)

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Institute a Science Curriculum Committee	Summer 2008	Teachers Parents Administrators	List of Science Curriculum Committee Members	District/Building Administration
Review the existing curriculum, materials, and assessment practices to develop recommendations for improvement (K-12)	Fall 2008- January 2009	Professional development Massachusetts Curriculum Frameworks Staff Survey	Written recommendations from Science Committee Results of Staff Survey	Science Curriculum Committee
Examine the recommendations of the Science Curriculum Committee and revise the scope, sequence, and assessment practices of the elementary and middle school science curriculum (K-8)	February 2009 – Spring 2010	Professional development Massachusetts Curriculum Frameworks	Revised Science Scope and Sequence documents Common Assessments	District/Building Administration Teachers
Ongoing examination of secondary student work to validate rigor of course levels, instructional practices, and grading practices	2008-2013	Department meetings Professional development meetings Summer professional development work	Increased number of students enrolled in advanced science classes at high school Supervision and evaluation of teachers Improvement in SAT and AP scores	District/Building Administration Teachers Science Curriculum Committee

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Develop and implement Science Summer Institute for high achieving students	Summer 2009	Tuition based	Student participation Parent feedback Teacher assessment	District/Building Administration Teachers
Develop and implement Science Summer Institute for low achieving students	Summer 2009	Tuition based	Student participation Parent feedback Teacher assessment	District/Building Administration Teachers
Expand course offerings at the high school (example, <i>Forensics</i> )	Fall, 2009	FY10 Operational Budget	Student subscription to new courses Student performance	District/Building Administration Teachers
Continue to improve student performance through the integration of existing technology and explore new applications to enhance mastery	2008-2013	Curriculum-based software subscriptions Web-based curriculum resources (example, <i>United Streaming</i> )	Improved MCAS, SAT, and AP scores Technology usage reports Collaboration with Engineering Technology Director	District/Building Administration Teachers Director of Technology Directory of Engineering Technology
Explore initiation of Science Fair at all levels.	2008-2009	Elementary Science Teaching Assistant Director of Engineering Technology	Science Fair participation and quality of products	District/Building Administration Elementary Science Teaching Assistant

## District Objective: To increase academic excellence in English Language Arts.

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Identify and implement a common vocabulary program (grades 3-12)	2008-2010	Research-based vocabulary program Operational Budget	Common assessments	District/Building Administrators ELA Department Chair Elementary Literacy Specialists Teachers
Provide vocabulary training all grade 3 teachers- Keys to Literacy	2008	Professional Development	Teacher Evaluations	District/Building Administrators Teachers
Develop and implement common grade level graphic organizers, grades K-8, to expand writing fluency and competency.	2008- 2010	Lucy Calkins: Units of Study (K-5) Six Traits (4-12)	District-wide portfolio of common strategies for expansion of writing Samples of student work	District/Building Administrators Elementary Literacy Specialists Department Chair Teachers
Review and revise yearly writing prompts and rubrics (grades K-8)	Ongoing	Massachusetts Curriculum Frameworks Lucy Calkins: Units of Study (K-5) Six Traits (4-8)	Student Work	Elementary Literacy Specialists Department Chair Teachers

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Reading – Middle School pre and post assessments for vocabulary and comprehension	2008	Commercial/District Created Assessment Tools	Student Performance/Data	District/Building Administrators Department Chair Teachers

## District Objective: To increase academic excellence in History/Social Science (K-12)

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Institute a History/Social Science Curriculum Committee	Summer 2009	Teachers	List of History/Social Science Curriculum Committee Members	District/Building Administration
Review the existing curriculum, materials, and assessment practices and develop recommendations for curriculum improvement (K-12)	Fall 2009- January 2010	Professional development Massachusetts Curriculum Frameworks Staff Survey	Written recommendations from History/Social Science Committee Results of Staff Survey	District/Building Administration History/Social Science Curriculum Committee
Implement the recommendations of the History/Social Science Curriculum Committee and revise the scope, sequence, and assessment practices of the elementary and middle school History/Social Science curriculum (K-8)	Fall 2010	Professional development Massachusetts Curriculum Frameworks	Revised History/Social Science Scope and Sequence documents Common Assessments	District/Building Administration Teachers History/Social Science Curriculum Committee
Ongoing examination of secondary student work to validate rigor of course levels, instructional practices, and grading practices	2008-2013	Department meetings Professional development meetings Summer professional development work	Increased number of students enrolled in advanced science classes at high school Supervision and evaluation of teachers Improvement in SAT and AP scores	District/Building Administration Teachers History/Social Science Curriculum Committee

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Expand course offerings at the high school (example, <i>Cultural Awareness</i> )	Fall 2009	FY10 Operational Budget	Student subscription to new courses Student performance	District/Building Administration Teachers

## District Objective: To increase academic excellence in Foreign Language

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Evaluate student interest in a new Foreign Language offering •Chinese, Arabic, other	2010	Teachers Operational Budget	Student/parent surveys	District/Building Administration  Foreign Language Department Chair
Expand cultural knowledge and history components of all foreign language courses 6-12	Ongoing	Teachers Department Chair Community Outreach	Student/parent feedback  Curriculum documents	Foreign Language Department Chair  Teachers
Develop school-wide activities and events to celebrate diverse cultures and extend global awareness at the middle school and high school	Ongoing	Teachers  Grants  P.T.O. funding	Cultural events  Student participation	District/Building Administration  Foreign Language Department Chair  Teachers
Expand extended day foreign language programs at elementary schools	Ongoing	Fee-based Grants	Parent feedback Student participation	District/Building Administration  Foreign Language Department Chair  Teachers

## District Objective: To increase academic excellence in Special Needs Programming

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Enhance Team Teaching and Inclusion Model	Ongoing	In-service training Professional development meetings Department meetings Site visits	Feedback from staff, students and parents Student work, formal and informal assessment	District/Building Administration Teachers Director of Special Education
Enhance summer and after-school programs to support special needs students	2009-2013	Operational Budget Grants Potential Fees	Expanded social/academic programs for special needs students	District/Building Administration SEPAC Teachers
Continue to design and implement specialized new programs to meet the academic, social and emotional needs of all special education students within our district	Ongoing	Operational Budget Staffing Physical Space	Expanded offerings to meet needs in district Fewer referrals for out-of-district placements Parent Surveys Student data	District/Building Administration Teachers School Committee
Study various models of Alternative High School programming and develop recommendations	2008-2009	High School Administration Director of Special Education Parents Teachers	Report of recommendations	District/Building Administration Teachers Alternative High School Study Committee

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Implement recommendations of Alternative High School Study Committee	Fall 2009	Operational Budget	Enhanced Alternative High School Program Student performance data	District/Building Administration Teachers

## District Objective: To increase academic excellence in Guidance

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Develop and formalize a process for counselors to review each student's progress, performance and program annually gr. 6-12	2008	Guidance Counselors Guidance Director	Protocol for student program review	Guidance Counselors Guidance Director Building Administration
Implement plan to introduce college planning for students including financial planning information for parents gr. 6-9	2008	Guidance Counselors Guidance Director	Schedule of programs	Guidance Counselors Guidance Director Building Administration
Develop and implement a plan with the administration to decrease number of students withdrawing from high school	2008-2013	Guidance Counselors Guidance Director Teachers Psychologists Adjustment Counselors	Formalized action plan Student data	Guidance Counselors Guidance Director Teachers Psychologists Adjustment Counselors Building Administration

Strategies	Timeline	Resources	Quantifiable Measures of Implementation Documentation	Persons Responsible
Assess student data from AP and SAT results to make recommendations to improve student performance and course expectations	2008-2013	Guidance Counselors Director of Guidance Department Chairs	Student performance data	District/Building Administration Guidance Counselors Director of Guidance Department Chairs

## **District Goal #2: Positive Learning Environment:**

**Ensure that students have the social and emotional competencies that enable them to form positive relationships, make responsible decisions, manage themselves appropriately, demonstrate empathy for others, and feel supported by caring adults.**

**Our Reality:** Research and experience support our belief that the attachment students feel with the adults at school reduces anti-social behaviors. Research is also clear that the adult/student relationship is a critical factor in the achievement of all students. Many students report that there is not an adult in school to whom they can confide. Transition years are especially critical in managing new relationships and expectations. We also have an increasing number of students entering the system who could benefit from a positive adult/student relationship as well as organized peer support program.

**District Objective: All students will have a meaningful connection to adults and peers in the school setting.**

Strategies	Timeline	Resources	Qualitative Measures of Implementation Documentation	Persons Responsible
“Buddy Program”-During the first month of school, rising 1st, 6th and 9th grade will be paired with buddies from 2 <sup>nd</sup> , 7 <sup>th</sup> and 10th grade.	2008 -2013	Training of staff and students for implementation of programs  Operational Budget  Grants	Students and new incoming students are developing peer relationships.  Evaluate anecdotal data, student and parent feedback/surveys.	Building Administration  Teachers  Guidance  Students
Scheduled peer activities throughout the school year.	2008-2013	PTOs, Parent Groups, DEP, School Council, Guidance Counselors	Student surveys	Building Administration  Teachers
Students enrolling in the district schools after the beginning of the school year will be paired with a peer buddy and assigned an adult mentor to ease the transition.	2008-2013	Guidance Counselors, Student Council	School Improvement Plans reflect implementation of strategies.	Building Administration  Guidance  Teachers  Advisors

Strategies	Timeline	Resources	Qualitative Measures of Implementation Documentation	Persons Responsible
Cultural enrichment programs focusing on respect for diversity of cultures, race and individual differences.	2008	PTO funding Grants	School Improvement Plans reflect implementation of strategies.	Building Administration PTO Teachers
Expand intergenerational learning experiences, pre-K to 5.	Ongoing	Community Groups Principals	School Improvement Plans reflect implementation of strategies.	Building Administration
Develop a committee of teachers to identify and support students at risk due to attendance, behavior referrals, and academic performance at the Middle and High Schools	2008-13	Teachers Administrators Guidance	Student adjustment and achievement, ongoing checks to see how students are progressing. Check student attendance for improvement.	Teachers Building Administration Guidance
Seek reaccreditation of all elementary schools by New England Association of Schools and Colleges (NEASC)	2009-2013	Operational Budget	Accreditation status following on-site evaluation	Building/District Administration School Committee Teachers
On-going accreditation of Middle School and High School by NEASC	2009-2013	Operational Budget	Accreditation status following on-site evaluation	District/Building Administration Teachers School Committee

## **District Goal #3- Respect: Develop the social and emotional skills of all students.**

- **Our Reality:** An inconsistent message conveyed K-12 on standards for positive behavior and the actions that demonstrate respect for others and appreciation for the dignity and diversity of all individuals and cultures.

**District Objective: To insure all students develop social and emotional competencies that enable them to be self aware, develop social and relationship skills, to self manage and to make responsible decisions.**

Strategies	Timeline	Resources	Qualitative Measures of Implementation Documentation	Persons Responsible
Provide opportunities for student councils to create a more positive environment among students at all levels, K-12.	2008-13	Create a principal's council to work with student council	Check for a reduction in bullying referrals from teachers Student/teacher feedback Evidence of positive behaviors Parent surveys	District/Building Administration Teachers
Expand Score Program to train more students in the mediation process at the Middle School and High School.	2008-13	Guidance counselors will train more students and staff in score programs	Keep a log of all mediations and follow up mediations to check progress	District/Building Administration Teachers Guidance
Expand Responsive Classroom at elementary level.	2008	Teachers Professional Development Operational Budget	Implementation of Responsive Classroom in all elementary classes  Reduced behavioral referrals and teacher documentation of positive behaviors	District/Building Administration Teachers School Adjustment Counselors

Strategies	Timeline	Resources	Qualitative Measures of Implementation Documentation	Persons Responsible
Professional development sensitivity training for teachers/staff.	2008-2009	Professional Development Operational Budget	Teacher survey responses	District/Building Administration
Continue staff training in Developmental Design Program at Middle School	2008-2010	Professional Development Team teachers	Reduced behavioral referrals and teacher documentation of increased positive behaviors	District/Building Administration Teachers
Introduce Advisory Program at High School, Grades 9 -12	2008	Professional Development	Implementation in all DHS classrooms  Increased positive behavior  Reduced behavior referrals	Building Administration Teachers
Evaluate and adjust Advisory Program	2009-2013	Professional Development	Continued increases in positive behavior and decreases in number of behavior referrals	Building Administration Teachers
Expand extended day activities, clubs, academic enrichment/support programs, including Foreign Language, to involve all students and build positive relationships	2008-2013	Teachers Operational Budget Fee Based Program	Participation rate of students  Teacher evaluations	Building Administration Teachers

**District Goal #4- Support and Open Communication:  
To increase public awareness of school needs and  
accomplishments.**

- **Our Reality:** The schools are dependent upon the taxpayers for funding the operational budget. It is increasingly apparent that the school department needs to proactively expand all forms of communication to all stakeholders.

**District Objective: The schools will communicate to town officials, residents, and other stakeholders the needs and the accomplishments of the District.**

Strategies	Timeline	Resources	Qualitative Measures of Implementation Documentation	Persons Responsible
Use local cable programming for interviews, discussions on educational topics and presentations on student work.	2008-2013	Local Cable Dedham Public Schools Technology Department Teachers	Interviews, discussions on local cable Community feedback	District/Building Administration Teachers School Committee
Enhance the Dedham Public Schools website.	2008-2013	Director of Technology Students	Enhanced information available to public on district website.	District/Building Administration Director of Technology Students
Provide staff for public speaking on educational topics to community groups.	2008-2013	District/Building Administration Teachers	Community feedback	District/Building Administration Teachers
Actively participate in regularly scheduled meetings with Town Manager and Town Departments	Ongoing	District Administration Town Manager Town Departments	Communication and implementation of all opportunities for sharing resources	Superintendent Business Manager

Appendix A  
School/District Profile Information  
Dedham - Enrollment/Indicators

### Enrollment by Grade (2007-08)

	pk	k	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total	
Dis- trict	129	203	224	196	240	228	213	242	218	214	225	177	196	174	0	-	2,879	

### Enrollment by Race/Ethnicity (2007-08)

Race	% of District	% of State
African American	5.9	8.1
Asian	2.4	4.9
Hispanic	7.2	13.9
Native American	0.3	0.3
White	83.1	70.8
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	1.1	1.9

<b>Selected Populations (2007-08)</b>					
Title	% of District	% of State			
First Language not English	9.4	15.1			
Limited English Proficient	3.9	5.8			
Low-income	19.0	29.5			
Special Education	20.2	16.9			

<b>Technology (2005-06)</b>		
	District	State
Students per "modern" Computer	2.3	3.8
Classrooms on the Internet (%)	100.0	97.9

### Plans of High School Graduates (2006-07)

Plan	% of District	% of State
4-Year Private College	36	31
4-Year Public College	24	27
2-Year Private College	0	2
2-Year Public College	24	20
Other Post-Secondary	3	3
Work	10	10
Military	2	1
Other	0	1
Unknown	1	6

**Indicators (2006-07)**

	District	State
Grade 9-12 Dropout Rate	1.4	3.8
Attendance Rate	94.9	94.6
Average # of days absent	8.8	9.3
In-School Suspension Rate	1.6	3.2
Out-of-School Suspension Rate	5.6	5.8
Retention Rate (2005-06)	3.1	2.5
<u>Graduation Rate</u>	85.5	80.9