



**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<br>Teacher lesson plans<br>Aligned curriculum documents<br>Test Scores | District/Building Administration<br><br>Teachers<br><br>Department Chairs |
| Examine/evaluate student work by department and grade levels.  | Ongoing  | Professional development meetings, department meetings, grade level team meetings  | Common assessments<br>Teacher lesson plans<br>Aligned curriculum documents<br>Test Scores | District/Building Administration<br><br>Teachers<br><br>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<br>Teacher lesson plans<br>Aligned curriculum documents<br>Test Scores | District/Building Administration<br><br>Teachers<br><br>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<br>Teacher lesson plans<br>Aligned curriculum documents<br>Test Scores | District/Building Administration<br><br>Teachers<br><br>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<br><br>Teachers<br><br>School Committee                  |
| Seek reaccreditation of all elementary schools by NEASC               | 2009-2013    | Operational Budget   | Accreditation status following on-site evaluation   | Building/District Administration<br><br>School Committee<br><br>Teachers                  |
| Continue to improve student performance as measured by MCAS gr. 3-10. | Ongoing-2013 | Operating Budget   | MCAS results  | District/Building Administration<br><br>Teachers<br><br>Department Chairs<br><br>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<br>Teachers<br>Department Chairs  |
| Introduce extended day instrumental music program gr. 3-5  | 2009-2013      | Operational Budget<br>Student participation fees                          | Parent and student feedback<br>Staff feedback<br>Level of student participation | Director of Fine Arts<br>Music Teachers                            |
| Develop Full-day kindergarten program for all students   | 2010-2013      | Operational Budget<br>State funding<br>Grants<br>Scholarship availability | Elimination of all half-day kindergarten sessions                               | ECEC Principal<br>District Administration<br>School Council        |
| Collaborate with town's Environmental Director to foster awareness within community and facilitate student internships | 2008 & ongoing | Town of Dedham<br>School faculty  | Securing grant funds<br>Offering internships                                    | School personnel<br>Environmental Director<br>Community Businesses |
| Reinstate DMS Shadowing Program  | 2009-2013      | Partnership with parents and community members and organizations          | Program success<br>Student participation  | Parents<br>School Committee<br>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> | <p>2008-10</p> <p>2008-2009</p> <p>2008</p> <p>2008-2010</p> <p>2009-2010</p> <p>2010-2011</p> | <p>Funding for texts and materials</p> <p>Operational Budget</p> <p>Professional development plan</p> <p>In-district &amp; Publisher Training</p> | <p>Yearly Progress Review</p> <p>Common assessments</p> <p>Analysis of student work</p> <p>MCAS Performance data</p> | <p>District/Building Administration</p> <p>Teachers</p> <p>Elementary Math Coordinator</p> |
| <p>Revise Curriculum Scope &amp; Sequence, Pacing Guides, and Common Assessments to correlate with the implementation of Everyday Math.</p>  | <p>2008-2011</p>   | <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<br>Everyday Math Program Assessments | Data from assessments  | Teachers<br>Principals<br>Elementary Math Coordinator                                    |
| Expand building based math coaching program at elementary level with designated lead teachers.   | 2009-10                | FY10 Operational Budget  | Student performance data<br>Teacher feedback<br>Classroom Observations | District/Building Administration<br>School Committee<br>Elementary Math Coordinator      |
| Continue to provide targeted math professional development and seek to hire new teachers with strong math backgrounds.   | Ongoing                | Elementary Math Coordinator<br>Professional development                      | Teacher feedback & survey results<br>Teacher Resumes                   | District/Building Administration<br>Math Department Chair<br>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<br>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<br>MCAS scores<br>Student Assessments  | District/Building Administration<br>Math Dept. Chair<br>Teachers<br>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<br>Math teachers<br>Department Chair<br>Elementary Math Coordinator | Increased number of students enrolled in advanced math classes at high school<br><br>Improvement in MCAS, SAT and AP scores   | District/Building Administration<br>Department Chair<br>Teachers<br>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<br>JFY Networks<br>Grants                                      | Improved MCAS, SAT, and AP scores<br><br>Technology usage reports   | District/Building Administration<br>Department Chair<br>Teachers<br>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<br>Professional development meetings                           | Increased number of students enrolled in advanced math classes at high school<br><br>Supervision and evaluation of teachers<br><br>Improvement in SAT and AP scores | District/Building Administration<br>Teachers<br>Department Chair<br>Math Committee<br>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<br>Parent feedback<br>Teacher assessment | District/Building Administration<br>Department Chair<br>Guidance Department<br>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<br>Grants | Student participation<br>Parent feedback<br>Teacher assessment | District/Building Administration<br>Department Chair<br>Guidance Department<br>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<br>Student performance     | District/Building Administration<br>Department Chair<br>Guidance Department<br>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<br>Parents<br>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<br>Massachusetts Curriculum Frameworks<br>Staff Survey                  | Written recommendations from Science Committee<br>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<br>Massachusetts Curriculum Frameworks                                  | Revised Science Scope and Sequence documents<br>Common Assessments   | District/Building Administration<br>Teachers                                 |
| Ongoing examination of secondary student work to validate rigor of course levels, instructional practices, and grading practices  | 2008-2013                   | Department meetings<br>Professional development meetings<br>Summer professional development work | Increased number of students enrolled in advanced science classes at high school<br>Supervision and evaluation of teachers<br>Improvement in SAT and AP scores | District/Building Administration<br>Teachers<br>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<br>Parent feedback<br>Teacher assessment  | District/Building Administration<br><br>Teachers  |
| Develop and implement Science Summer Institute for low achieving students  | Summer 2009 | Tuition based   | Student participation<br>Parent feedback<br>Teacher assessment  | District/Building Administration<br><br>Teachers  |
| Expand course offerings at the high school (example, <i>Forensics</i> )  | Fall, 2009  | FY10 Operational Budget   | Student subscription to new courses<br><br>Student performance  | District/Building Administration<br><br>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<br><br>Web-based curriculum resources (example, <i>United Streaming</i> ) | Improved MCAS, SAT, and AP scores<br><br>Technology usage reports<br><br>Collaboration with Engineering Technology Director | District/Building Administration<br><br>Teachers<br><br>Director of Technology<br><br>Directory of Engineering Technology |
| Explore initiation of Science Fair at all levels.  | 2008-2009   | Elementary Science Teaching Assistant<br><br>Director of Engineering Technology                                   | Science Fair participation and quality of products  | District/Building Administration<br><br>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<br>Operational Budget                                       | Common assessments   | District/Building Administrators<br>ELA Department Chair<br>Elementary Literacy Specialists<br>Teachers |
| Provide vocabulary training all grade 3 teachers- Keys to Literacy   | 2008       | Professional Development  | Teacher Evaluations  | District/Building Administrators<br>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)<br>Six Traits (4-12)                                       | District-wide portfolio of common strategies for expansion of writing<br>Samples of student work | District/Building Administrators<br>Elementary Literacy Specialists<br>Department Chair<br>Teachers     |
| Review and revise yearly writing prompts and rubrics (grades K-8)  | Ongoing    | Massachusetts Curriculum Frameworks<br>Lucy Calkins: Units of Study (K-5)<br>Six Traits (4-8) | Student Work   | Elementary Literacy Specialists<br>Department Chair<br>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<br>Department Chair<br>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<br>Massachusetts Curriculum Frameworks<br>Staff Survey                  | Written recommendations from History/Social Science Committee<br>Results of Staff Survey   | District/Building Administration<br>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<br>Massachusetts Curriculum Frameworks                                  | Revised History/Social Science Scope and Sequence documents<br>Common Assessments  | District/Building Administration<br>Teachers<br>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<br>Professional development meetings<br>Summer professional development work | Increased number of students enrolled in advanced science classes at high school<br>Supervision and evaluation of teachers<br>Improvement in SAT and AP scores | District/Building Administration<br>Teachers<br>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<br>Student performance | District/Building Administration<br>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<br>•Chinese, Arabic, other  | 2010     | Teachers<br>Operational Budget                     | Student/parent surveys                                | District/Building Administration<br><br>Foreign Language Department Chair                 |
| Expand cultural knowledge and history components of all foreign language courses 6-12  | Ongoing  | Teachers<br>Department Chair<br>Community Outreach | Student/parent feedback<br><br>Curriculum documents   | Foreign Language Department Chair<br><br>Teachers   |
| Develop school-wide activities and events to celebrate diverse cultures and extend global awareness at the middle school and high school | Ongoing  | Teachers<br><br>Grants<br><br>P.T.O. funding       | Cultural events<br><br>Student participation          | District/Building Administration<br><br>Foreign Language Department Chair<br><br>Teachers |
| Expand extended day foreign language programs at elementary schools  | Ongoing  | Fee-based<br>Grants                                | Parent feedback<br>Student participation              | District/Building Administration<br><br>Foreign Language Department Chair<br><br>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<br>Professional development meetings<br>Department meetings<br>Site visits | Feedback from staff, students and parents<br>Student work, formal and informal assessment  | District/Building Administration<br>Teachers<br>Director of Special Education           |
| Enhance summer and after-school programs to support special needs students   | 2009-2013 | Operational Budget<br>Grants<br>Potential Fees   | Expanded social/academic programs for special needs students   | District/Building Administration<br>SEPAC<br>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<br>Staffing<br>Physical Space   | Expanded offerings to meet needs in district<br>Fewer referrals for out-of-district placements<br>Parent Surveys<br>Student data | District/Building Administration<br>Teachers<br>School Committee                        |
| Study various models of Alternative High School programming and develop recommendations  | 2008-2009 | High School Administration<br>Director of Special Education<br>Parents<br>Teachers             | Report of recommendations  | District/Building Administration<br>Teachers<br>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<br>Student performance data | District/Building Administration<br>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<br>Guidance Director   | Protocol for student program review                   | Guidance Counselors<br>Guidance Director<br>Building Administration   |
| Implement plan to introduce college planning for students including financial planning information for parents gr. 6-9      | 2008      | Guidance Counselors<br>Guidance Director   | Schedule of programs                                  | Guidance Counselors<br>Guidance Director<br>Building Administration   |
| Develop and implement a plan with the administration to decrease number of students withdrawing from high school            | 2008-2013 | Guidance Counselors<br>Guidance Director<br>Teachers<br>Psychologists<br>Adjustment Counselors | Formalized action plan<br>Student data                | Guidance Counselors<br>Guidance Director<br>Teachers<br>Psychologists<br>Adjustment Counselors<br>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<br>Director of Guidance<br>Department Chairs | Student performance data                              | District/Building Administration<br>Guidance Counselors<br>Director of Guidance<br>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<br><br>Operational Budget<br><br>Grants | Students and new incoming students are developing peer relationships.<br><br>Evaluate anecdotal data, student and parent feedback/surveys. | Building Administration<br><br>Teachers<br><br>Guidance<br><br>Students |
| Scheduled peer activities throughout the school year.   | 2008-2013  | PTOs, Parent Groups, DEP, School Council, Guidance Counselors   | Student surveys  | Building Administration<br><br>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<br><br>Guidance<br><br>Teachers<br><br>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<br>Grants                  | School Improvement Plans reflect implementation of strategies.  | Building Administration<br>PTO<br>Teachers                       |
| Expand intergenerational learning experiences, pre-K to 5.  | Ongoing   | Community Groups<br>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<br>Administrators<br>Guidance | Student adjustment and achievement, ongoing checks to see how students are progressing. Check student attendance for improvement. | Teachers<br>Building Administration<br>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<br>School Committee<br>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<br>Teachers<br>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<br>Student/teacher feedback<br>Evidence of positive behaviors<br>Parent surveys            | District/Building Administration<br><br>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<br><br>Teachers<br><br>Guidance                     |
| Expand Responsive Classroom at elementary level.   | 2008     | Teachers<br><br>Professional Development<br><br>Operational Budget       | Implementation of Responsive Classroom in all elementary classes<br><br>Reduced behavioral referrals and teacher documentation of positive behaviors | District/Building Administration<br><br>Teachers<br><br>School Adjustment Counselors |

| Strategies  | Timeline  | Resources   | Qualitative Measures of Implementation Documentation  | Persons Responsible                          |
|---|-----------|---|---|--|
| Professional development sensitivity training for teachers/staff.   | 2008-2009 | Professional Development<br>Operational Budget      | Teacher survey responses  | District/Building Administration             |
| Continue staff training in Developmental Design Program at Middle School  | 2008-2010 | Professional Development<br>Team teachers           | Reduced behavioral referrals and teacher documentation of increased positive behaviors                    | District/Building Administration<br>Teachers |
| Introduce Advisory Program at High School, Grades 9 -12   | 2008      | Professional Development                            | Implementation in all DHS classrooms<br><br>Increased positive behavior<br><br>Reduced behavior referrals | Building Administration<br>Teachers          |
| Evaluate and adjust Advisory Program  | 2009-2013 | Professional Development                            | Continued increases in positive behavior and decreases in number of behavior referrals                    | Building Administration<br>Teachers          |
| Expand extended day activities, clubs, academic enrichment/support programs, including Foreign Language, to involve all students and build positive relationships | 2008-2013 | Teachers<br>Operational Budget<br>Fee Based Program | Participation rate of students<br><br>Teacher evaluations   | Building Administration<br>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<br>Dedham Public Schools<br>Technology Department<br>Teachers | Interviews, discussions on local cable<br>Community feedback                | District/Building Administration<br>Teachers<br>School Committee       |
| Enhance the Dedham Public Schools website.   | 2008-2013 | Director of Technology<br>Students  | Enhanced information available to public on district website.               | District/Building Administration<br>Director of Technology<br>Students |
| Provide staff for public speaking on educational topics to community groups.                                     | 2008-2013 | District/Building Administration<br>Teachers                              | Community feedback  | District/Building Administration<br>Teachers                           |
| Actively participate in regularly scheduled meetings with Town Manager and Town Departments                      | Ongoing   | District Administration<br>Town Manager<br>Town Departments               | Communication and implementation of all opportunities for sharing resources | Superintendent<br>Business Manager                                     |