

Malden Public Schools: District Plan Overview 2015-2018

Mission			
The Malden Public Schools, in partnership with the Gateway Cities initiatives, prepares students to be independent and avid learners who will discover and develop their individual talents while striving for academic excellence. Malden Public School students will demonstrate personal and social responsibility, embrace diversity, and respect others. Malden Public Schools prepares students to be active and contributing members of our global society.			
Vision			
The Malden Public Schools is dedicated to working with the greater community to create an inclusive and welcoming PreK through post-secondary learning environment that strives to support, encourage, and facilitate the guiding principles of the Gateway Cities initiatives. We maintain the vision that all students will have access to high quality early education with individualized pathways to college and career. As a community of diverse learners from many social and cultural backgrounds, we support the social and emotional health and well being of all students.			
Core Values			
We believe all children can meet challenging expectations through a partnership among home, school, and community.			
Theory of Action			
<p><i>If we...</i></p> <ul style="list-style-type: none"> • Strengthen Early Childhood programming across the city of Malden, • Create a social/emotional framework and improve the quality of in-school and wraparound services that promote students' social/emotional growth, • Develop college and career pathways that meet the individual needs of all students, and • Improve our capacity to welcome and support Newcomers, <p><i>Then we will...</i></p> <ul style="list-style-type: none"> • Prepare all students for post-secondary success in a global society 			
Strategic Objectives and Initiatives			
1. Early Education	2. Social/Emotional Growth	3. College and Career	4. Newcomers' Programs
<i>Examine possibility of establishing Transitional K</i>	<i>Adopt a PreK-12 district-wide social/emotional framework and develop common language district wide, including with out-of-school time providers</i>	<i>Develop Individual Learning Plan (ILP) for every student that includes out-of-school time solutions (goals reviewed annually) Integration of College and Career Readiness Advisory Council; pilot with pathways; X2 vs Naviance</i>	<i>Welcoming protocols for Parent Information Center Move PIC into a school</i>
<i>Examine ways to increase PreK enrollment</i>	<i>Provide professional development and a district point person to oversee and manage</i>	<i>Provide professional development for ILP development</i>	<i>School-based Newcomer/Welcome Centers for students and parents Staffed by school and community</i>
<i>Identify/establish strong, targeted curriculum for all students</i>	<i>Develop a plan to adopt a Tier I Curriculum (Open Circle)</i>	<i>District develops stronger community bond through Parent University (2-way learning)</i>	<i>Increased learning time for English learners (i.e. after school tutoring, classes during school vacation week, summer program)</i>
<i>Develop a family outreach plan to open dialogue about Early Childhood needs and education</i>	<i>Schools develop core values for academic success and social and emotional well-being Success modeled, celebrated</i>	<i>Establish/increase opportunities for mentoring (corporate/comm.)</i>	<i>Staff professional development in content literacy and ELL strategies for all levels of English learners</i>
<i>Develop a support</i>	<i>Promote student self advocacy;</i>	<i>Develop district-wide system</i>	<i>Increased collaboration</i>

<i>mechanism for parents who do not yet have students in Malden schools</i>	<i>develop student skills</i>	<i>for career/internship model PreK-12 What does CCR look like at each level; college visits; hospitals/businesses 128</i>	<i>between content teachers and ELL specialists</i>
<i>Establish a network of liaisons to communicate with parents in larger community (in their preferred language)</i>	<i>Streamline wraparound service delivery: open dialogue, Elliot and DCF</i>		
	<i>Develop, continue to improve SAC, psychologist, guidance, and nurses service to students and families</i>		
	<i>Develop a comprehensive list of outside vendors</i>		

Outcomes

Outcomes are SMART goals: specific and strategic; meaningful; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked. They should be readily communicated.

1. Early Education

1. 2014-2015: The K2 assessment and demographic information from family events will serve as baseline data.
2. By the end of 2016, complete a study that addresses the feasibility of / desirability for a transitional kindergarten program.
3. By 2018, there will be a reduction in the performance gap on end-of-year (or benchmark) assessment between those with and without access to Malden Public Schools' ELC and between English language learners and those with English as a first language.
4. By 2018, there will be an increase in the number of students who enter kindergarten with similar/common academic and behavioral skills for success, as demonstrated by common district measures such as, but not limited to, DIBELS and Personal Growth Skills.
5. By 2018, students will exit kindergarten with stronger, more consistent skills as evidenced by common district measures such as, but not limited to, DIBELS and Personal Growth Skills.
6. By 2018, all pre-K providers will have access to shared professional development across the city (whether connected to MPS or in a private pre-school).
7. By 2018, Malden Families (whether part of MPS or not) will have increased access to parent workshops and playgroups (with a particular focus on those not in the ELC program)

2. Social/Emotional Growth

1. Time away from instruction for PreK-12 students will be reduced 25% per year; 75% by 2018.
2. By 2018, 30% of staff will be trained in the district approved program for Tier I; teachers will have a stronger understanding of students' social emotional needs/growth; teachers will have a greater understanding of

students' social-emotional needs, as measured annually by pre and post assessment, surveys from all students, and X2 office referral data).

3. By 2018, the district-approved program will be implemented with fidelity and training will occur for parents and out-of-school-time providers.
4. By spring 2016, the district will create a resource guide with local organization, contact information, specific available services, and accepted insurance that is provided to all administrators, nurses, psychologists, SAC, and guidance.
5. By 2018, a protocol will be established by the district for wrap around services.
6. By January 2016, the district will identify a point person/committee to organize a district social/emotional committee.

3. College and Career

1. Improve the 4-year graduation rate and close sub-group gaps by making students active participants in their learning.
 - a. By the end of 2018 school year, every student enrolled in the Malden Public Schools will have an ILP.
 - b. By the end of 2017, professional development will be offered to every MPS staff person on how to develop, monitor, and rewrite ILPs.
 - c. By the end of 2018, the Malden Public Schools will have an established protocol for recruiting, training, and supervising mentors in each school.
 - d. By the end of 2016, the Malden Public Schools will offer a "Parent University" that embraces two-way teaching and learning with parents, community members, and staff.
2. By end of 2018, all students in Malden Public Schools will be active participants in their academic careers and each will have an Individualized Learning Plan as a result of a strategic roll out, planned with fidelity (e.g. first year K-1, 5-6, 7-8, 9-10).
3. By 2018, the 4-year graduation rate will increase by 4%.
4. By 2018, the K-12 attendance rate will increase by 2%.
5. By 2018, the total number of F's in all subjects grades K-12 will decrease by 33% and the number of students who fail four or more courses will decrease by 50%.
6. By 2018, student retention K-12 will be reduced by 25%.
7. By 2018, discipline referrals for students K-12 will decrease by 25%.
8. By the end of 2017, all teachers, directors, principals, guidance, and support staff will have the understanding and knowledge to write Individualized Learning Plans; 25% of PD (early release) will be devoted to this training.

4. Newcomers

1. By spring 2016, district leadership will design a student survey to gain insight into students' experiences as newcomers to the district.
2. By spring 2016, district leadership will design a staff survey to gain insight into staffs' perspective on culturally responsive instruction and their professional development needs.
3. We will use the results from both surveys to inform district planning for professional development and district/school-based programming to establish standards and expectations for cultural proficiency for our newcomers in Pre-K-12.
4. By spring 2018, 100% of staff will demonstrate in classroom practice proficiency in the use of core instructional strategies designed to meet the needs of our diverse student population as evidenced by classroom walkthroughs and artifacts (lesson plans, videos, student work, data, etc.) in TeachPoint. An increase of (10% per year) in each of the following: attendance, parent involvement; academic success for ELL students and FLEP students (passing grades), four year graduation, number of ELLS going to post-secondary and a decrease (10% per year) in suspension rates and discipline referrals.
5. Access Scores for ELL students enrolled for three years will increase by 25% for each of the next three years and the rate of transitioning ELL students to FLEP status will match or exceed the state rate.