MILTON PUBLIC SCHOOLS

DISTRICT-WIDE GOALS
SCHOOL IMPROVEMENT PLANS
2011-2014

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MISSION STATEMENT

The mission of the Milton Public Schools is to educate, challenge, and empower all students to be productive, caring, and contributing members of society.

VISION STATEMENT

The Milton Public School System is a dynamic educational community that challenges all students to thrive and achieve. Our schools provide a well-funded teaching and learning environment in state-of-the-art facilities. In partnership with the community, we equip our students with the skills and knowledge necessary to adapt and contribute to a changing world.

DISTRICT-WIDE GOALS

I. High Academic Achievement for All Students

    a. Curriculum/Common Core – *Implementation of new Common Core Curriculum at all grade levels*

    b. Common Assessments/Benchmarks/Rubrics/Elementary Grade Level Expectations for Parents – *Developed at all grade levels*

    c. Student Achievement Gap – *Responses to student testing/assessment data at all levels (sub groups)*

    d. Raising the Bar/Enrichment – *Raising the standards for all students*

    e. Individual Student Recognition – *Expand opportunities for students to excel and be recognized in academic, athletic, and extra-curricular areas at the school, state, and national levels*

II. Excellence in the Classroom

    a. Engaging All Students – *Differentiating instruction in order to challenge all students in an inclusive environment*

    b. Professional Development – *Developing and implementing best practices for all staff*

    c. Technology – *Purchasing, integrating, and implementing hardware, software, and training that benefit all students and staff*

III. Collaborative Relationships and Communication

    a. Communications – *Improving communication from school to families*

    b. Collaborative Relationships – *Increase partnerships with town and state organizations, colleges/universities, and professional development providers*

    c. Parent/Guardian Involvement – *Organize and offer opportunities for parents/guardians to engage in the school community*

IV. Respect for Human Differences

    a. Implementation of the Bullying Law – *Achieve full compliance with all state laws and regulations*

    b. Cultural Competency – *Increase the diversity of the staff to reflect the demographic makeup of the student body to promote acceptance amongst cultures*

    c. School Diversity Committees – *Continue to support school diversity committees and their goals*

V. Risk-Taking and Innovation for Education

    a. Specialized Programming – *Maintain and create unique opportunities for students*

    b. Research Based/Best Practices – *Continue to explore opportunities which contribute to student achievement*

    c. Accreditation – *Identify grade levels where accreditation/certification can be obtained*

    d. Student Mentoring – *Develop and implement programs at all levels*

GLOVER ELEMENTARY SCHOOL IMPROVEMENT PLAN

I. High Academic Achievement for All Students					
Goal	Initiative	Person Responsible	Timeline	Resources/Budget	Performance Indicator
Curriculum/Common Core To continue to develop a rigorous educational program for all students Develop curriculum, instruction, and assessments that target writing development for all students	• Utilize District level groups to develop scope and sequence guides to align the ELA curriculum to the MA DESE Curriculum Frameworks • Update district-wide curriculum documents to reflect Common Core Standards • Develop additional writing opportunities for students in all content areas and levels • Increase the amount of high interest nonfiction text and develop lessons explicit to teaching reading strategies to comprehend nonfiction text • Continue to support the development of the reader's workshop model	District Level groups, math coordinator, ELA coordinator, principal, teachers		Nonfiction text Stipends for curriculum work Grade level facilitator support Additional leveled reader's for French and English	• Scope and sequence guides • Up-to-date plan books with clearly articulated learning objectives aligned to the MA DESE Curriculum Frameworks • Objectives posted on student work displays
Common Assessments/ Benchmarks/Rubrics/Elementary Grade Level Expectations for Parents To create a structure for the collection, scoring, and data analysis of common assessments	• Implement existing math common assessments as scheduled (pre, midterm, final) • Analysis of existing math common assessments • Student Analysis Work Sessions (PD/staff meetings/ release time by grade level) • All staff use writing portfolios/ journals to track student progress in writing • Develop drafts by unit , standards-based math common assessments • Develop ELA common assessments	teachers, principal, ELA and math coordinators		Grade level facilitator support Portfolio/ journals	• Draft of Common Assessments created • Data from common assessments • Draft of ELA common assessments • Drafts of math end of unit assessments • Student writing portfolios/ journals
Student Achievement Gap *Subgroups and a move from*	• Professional development support in writing instruction, poetry, and instructional strategies to	Principal, all teachers,	Ongoing		• Students' progress illustrated through common assessments

proficient to advance To develop strategies to deepen student understanding in each of the curriculum areas To utilize data to target instruction and meet the needs of all learners To employ a variety of instructional strategies to meet the needs of all learners	meet the needs of all learners • Analyze MCAS data of each individual student to target explicit instruction • Look collaboratively at student work to inform instruction (PD sessions/ faculty meetings) • Utilize reading specialists to target instruction in a small group setting • Provide before and after school math support classes for students in warning and needs improvement • Use Study Island data to target instruction • Increase technology to support the curriculum (Smartboards, Study Island, crome books, IPADs, Clickers, etc.) • Math is a Slam Dunk Saturday Program • Before school lab time for students without computer access	math coordinator, ELA coordinator, reading specialists			• Support class attendance • Study Island Data – frequency of use and performance results • Student work samples in writing journals and or writing portfolios
Raising the Bar/ Enrichment	• Before/After School Enrichment Classes • Math League • ACE • Future Problem Solvers • STEM	Principal, teachers	Ongoing		• Students' progress illustrated through common assessments • Attendance in after school classes
Individual Student Recognition	Recognition Ceremonies Publishing Student Work 1. Newsletter 2. Bulletin Boards 3. Outside Publications (Ex: Poetry Contest)	Principal, teachers	Ongoing		

II.	Excellence in the Classroom				
Goal	Initiative	Person Responsible	Timeline	Resources/ Budget	Performance Indicator
Engaging All Students	• Professional development in best practice research during faculty meeting • Develop more "push in" special education services to support students in their classrooms	Principal, Curriculum coordinators, teachers	Ongoing		• Students' progress illustrated through common assessments • Classroom observations
Professional Development	• Professional development support in writing instruction, poetry, and instructional strategies to meet the needs of all learners • Analyze MCAS data of each individual student to target explicit instruction • Look collaboratively at student work to inform instruction (PD sessions/ faculty meetings) • Provide teachers support for effectively utilizing Donor's Choose and MFE grants	Principal, coordinators, teachers	Ongoing		• Student work samples
Technology	• Continue to provide Smartboard Training • Increase access to technology centers in classrooms		December 2011		• Study Island data- frequency of use and performance results

III. Collaborative Relationships and Communication					
Goal	Initiative	Person Responsible	Timeline	Resources /Budget	Performance Indicator
Communications To provide a variety of vehicles to communicate goals and expectations to families, students, and teachers to ensure the most productive learning environment	**Parent/ guardian Communication** • *Glover News!* Newsletter to parents/ guardians sent out every three weeks • Parent/ guardian coffees- every other month • PTO Newsletter • Up-to-date Glover Website • Curriculum Nights- Family Literacy Night, Math Night, and Science Night **Teacher Communication** • Weekly faculty bulletin • Feedback board • Utilize a *Glover Shared Folder* for each grade level to easily share electronic resources • Google Documents	Principal, Teachers, PTO			• *Glover News!* emailed every three weeks and posted on website • Weekly bulletin emailed on Mondays to articulate upcoming events • Inventory the Glover community to see if all families are receiving the Glover emails. • Attendance at curriculum nights
Collaborative Relationships To increase parent/guardian's awareness of the curricula and assessment systems to provide the optimal parental support of student learning	**Connecting Parents/ guardians to the Curriculum and Instruction** (MCAS Data Presentation, Family Literacy Night, Read for a Cause , Art History Docent Program, Junior Achievement Volunteers, Everyday Math Night, Mystery Readers in K-2, Math Game Volunteers, Math League Volunteers, Family Science, etc.)	Principal, teachers, PTO			• Attendance at the event • Events and opportunities for community involvement will be advertised in a number of forums
Parent/Guardian Involvement To increase parent/ guardian involvement to	**Glover Community Events** (Kindergarten play-dates during the summer, Potluck dinners, Lantern Walk, Glover Social, Turkey Trot, Pongo Hockey Tournament- 5th Grade vs. Staff, Musical Theater Performances, Glover Talent Show, etc.)	Principal, teachers, PTO			• Attendance at the event • Events and opportunities for community involvement will be advertised in a number of forums • Survey data from families

create a productive learning community					

IV. Respect for Human Differences					
Goal	Initiative	Person Responsible	Timeline	Resources/ Budget	Performance Indicator
Implementation of the Bullying Law	**Bullying Curriculum** • Implement lessons K-5 to support the development of compassion, honesty, respect, and responsibility • Share student work (bulletin boards/newsletter) to communicate goals to parents/guardians and community • Recognize students at recognition assemblies that display compassion, honesty, respect, and responsibility **Student-Centered Anti-Bullying Club**	Principal, Teachers	Ongoing		• Data collected through the bullying software • Number of reported bullying incidents
Cultural Competency Students and families of all racial and cultural backgrounds feel welcome, accepted and affirmed throughout the Milton Public School System. The curriculum reflects the broad diversity within our local, national and international communities, and teaches respect for human differences and perspectives.	• Implement the 2nd Annual "Glover Goes Global" Mural Map Project • Implement a One Book One School initiative (Everyone Cooks Rice By Norah Dooley	Principal, teachers, diversity Committee	Nov 2011 Feb 2012 March 12		• Participation in community events • Attendance in community events
School Diversity Committees Diversity is recognized as	• Implement the 3rd Annual "Glover Goes Global" Mural Map Project • Implement a One Book One School initiative Everyone Cooks Rice By Norah Dooley				

an integral component of a great education.	• Diversity Night • Increase parent/guardian participation in diversity events				

V. Risk Taking and Innovation for Education					
Goal	Initiative	Person Responsible	Timeline	Resources/ Budget	Performance Indicator
Specialized Programming Use data to support targeted instruction Utilize flexible grouping to meet the needs of all learners	• Pilot flexible grouping for grade 3 students 1 x 40 minutes to support social and academic goals • Pilot co-teaching for grade 3 French students 2 x 30 minutes to target ELA fluency and comprehension	Principal, 3rd grade teachers, Holly Concannon	Ongoing		• Assessment Data
Research Based/ Best Practices Use best practice research to support classroom instruction growth	• Professional development on Excellence in the Classroom during faculty meeting time	Principal, teachers	Ongoing		
Accreditation	• Kindergarten Accreditation	Principal, teachers, coordinators	Ongoing		
Student Mentoring Provide opportunities for students to take on leadership/ mentoring roles within the school	• 5th Grade Leadership Advisory Group • 5th Grade Community Service Project	Principal, teachers	Ongoing		