

## **The Milton Public Schools District Strategic Plan and Process**

### ***Introduction and Background on the Process***

The Milton Public Schools Strategic Planning Advisory Committee (SPAC) set three goals for their work:

- Create an expedited strategic planning roadmap and process
- Develop a set of actionable strategic initiatives
- Initiate a nimble process that includes all stakeholders

The SPAC has both crafted a Strategic Plan for the Milton Public Schools and defined and refined a strategic planning process. This work has taken place over a period of three years. As might be expected, this process has evolved over time.

Since June 2018, when the School Committee approved the 3-5 year Strategic Plan, the SPAC has met quarterly to review progress and revise the objectives and activities as needed. After each meeting, when SPAC has reviewed and approved proposed changes, the plan is officially updated and the revised plan is posted on the Milton Public Schools website.

### **2015-16**

In the 2015-16 school year, the group, consisting of members of the MPS School Committee, the Superintendent's Office, principals, and members of the community with expertise in this area, sought out strategic planning consulting firms to support the strategic planning process for the district. However, a desire to move forward with the work and recognition that much in-house expertise existed led to the decision to instead target available funding toward hiring educational consultants with expertise in particular areas of need. The group progressed forward being sensitive to the rhythms of the school year and with a commitment to finding the right balance between involvement and momentum.

In summer 2016, the Strategic Planning Sub-committee identified three key agenda items:

1. School System Description/Data Initiatives
  - to capture the setting and context of the district, including key metrics. In addition, they addressed the question- *How are data being used to assist School Committee and the Superintendent?*
2. Core Beliefs & Goals and 3 Current Initiatives
  - to assess and propose revisions for the district vision statement and capture work being done in the areas of cultural competence, social emotional learning, and inclusion

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### 3. Environment & Technology

- to paint a picture of the environmental pressures that influence our work such as policies and regulations, resources, and the community. In addition, they reflected on technology use in the district as well as trends in technology and how it can influence the design of teaching and learning practices.

#### **2016-17**

In fall 2016, three teams of Milton Public School educators and community members were recruited to serve on one of the three key agenda item groups and gathered in November 2016 to kick off the process. These three teams met regularly through December 2016 to address key questions related to each of the three key agenda items and produce a final report. The next step in the process was to recruit external experts to review the findings of the three teams. However, difficulty in identifying those experts and competing district priorities paused the process.

#### **2017-18**

In fall 2017, the valuable information gathered by each of the teams described above led to the conclusion that the next step in this process should be first, author a new vision statement for the Milton Public Schools and second, delineate the key initiatives related to areas identified as priorities by the district:

- Curriculum and Instruction
- Technology
- Data Use
- Cultural Competency
- Social Emotional Learning

A survey and feedback process in October 2017 that included all stakeholders led to School Committee approval of a new vision statement for the Milton Public Schools in November 2017. In winter and spring 2017-18, district members of the Strategic Planning Advisory Committee worked as liaisons with existing task forces to articulate current goals, objectives and action plans for each of the five priority areas listed above. The results of that work were then incorporated into a strategic planning template and vetted through those committees and working groups for feedback.

At the May 2, 2018, the Strategic Plan was presented to the School Committee for its first reading. Notice was sent out to all MPS Staff and MPS Families to alert and encourage them to view the presentation on MATV on the evening of May 2<sup>nd</sup> or at the Milton Access TV website beginning on the morning of May 4<sup>th</sup>. A survey was made available to all staff and families to share their feedback at that time, with a due date of May 9<sup>th</sup>. The feedback was reviewed, and incorporated into the plan as needed, by the

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Strategic Planning Advisory Committee. The Strategic Plan was then brought back to the School Committee for a vote on the Plan’s Goals and Objectives at its June 6, 2018 meeting.

**Description of the District**

The Milton Public Schools serves just over 4,000 students in four elementary schools- *Collicot Elementary School, Cunningham Elementary School, Glover Elementary School*, and the *Tucker Elementary School*; one middle school- *the Pierce Middle School*; and one high school- *Milton High School*.

The Milton Public Schools offers two unique programs to students beginning in Grade 1.

- The *English Innovation Pathway* engages students in solving real world problems using Lego Engineering Curriculum developed at Tufts University and Project Lead the Way. As students in this program make their way through the elementary grades, they gain critical engineering knowledge, skills, and habits of mind. Students who choose the English Innovation Pathway take Spanish at the elementary level and then choose Latin or Spanish at the middle school.
- The *French Immersion Program* begins with full French immersion in Grade 1. All subjects except specials are taught in French 100% of the time in Grades 1 and 2, 50% of the curriculum is taught in French in Grades 3 and 4, and 30% of the curriculum is taught in French in Grade 5. French language instruction continues through middle school and into high school, as do other world languages.

The Milton Public Schools also prides itself on strong performing and visual arts programming, competitive athletic teams, and rich extra-curricular experiences. Our students have been recognized at the local, state, and national levels in a number of areas. Finally, the Milton Public Schools is dedicated to supporting overall wellness and the social, emotional, and positive behavioral health of our students and does so through skills based instruction, supportive networks for students, and partnerships with families and outside organizations.

**The Milton Public Schools  
District Strategic Plan**

Vision Statement	We, the Milton Public Schools, envision a district with excellent instruction in every classroom, where learning experiences are aligned with students’ individual strengths and needs, and where attention to academic and social emotional growth are balanced so that every child achieves at high levels and develops a strong sense of self. We see a district of intellectual discourse and professional learning at all levels- students, faculty, and administration- in which there are structures and
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	processes for continual reflection, innovation, and data driven decision-making. We know that such a district is achievable if: we facilitate instruction that instills a passion for learning, curiosity, and critical thinking skills; we are committed to cultural competency; we foster a positive approach to the behavioral health of children; and we build strong partnerships with families and the community.
<b>Goals</b>	
1. <a href="#">Curriculum and Instruction</a>	<i>To consistently facilitate a rigorous, research-based, culturally sensitive anti-racist curriculum with exemplary instruction that is differentiated to meet the needs of every learner.</i>
2. <a href="#">Technology</a>	<i>To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.</i>
3. <a href="#">Data Use</a>	<i>To create and sustain a data rich culture in the district where stakeholders can use data effectively to make informed decisions that drive student learning and growth, student well-being, access and equity, and other strategic priorities.</i>
4. <a href="#">Cultural Competency</a>	<i>To cultivate the cultural competence of all stakeholders and incorporate strategies to foster and sustain the organizational cultural competence of the district.</i>
5. <a href="#">Social Emotional Learning</a>	<i>To develop a comprehensive, well articulated PreK-12 approach to support the social/emotional learning and behavioral health of all students, in safe and supportive school environments.</i>
6. <a href="#">Facilities</a>	<i>To ensure that the Milton Public Schools has sufficient classroom and other space for its expanding enrollment and that its facilities provide adequate elements necessary for a strong 21<sup>st</sup> century education.</i>

<b>Goal 1:</b> <i>Curriculum &amp; Instruction</i>	To consistently facilitate a rigorous, research-based, culturally sensitive, anti-racist curriculum with exemplary instruction to meet the needs of every learner.				
<b>Objective 1.1</b>	<i>Achieve English Language Arts proficiency for at least 80% of students by Grades 3, 8 and 10 as measured by MCAS assessment and internal Language Arts assessments.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	1.1.1 Advance all students' growth and achievement through the implementation of a rigorous and innovative literacy curriculum in grades K-3.	Elementary Curriculum Coordinators;  Elementary Classroom Teachers grades K-3	By June 2020	Explicit instruction focused on foundational skills and the fostering of close reading will be observed in all K-3 classrooms.  Lexia Screener data will show student growth over the course	Reach for Reading curricular materials  Gafi reading method curricular materials  Zig-Zag curricular materials  Grade Level Facilitators

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				of the school year.  Unit assessments will demonstrate student skill mastery over time.	Literacy Leadership Team  Reading Specialists
	1.1.2 Partner with families and community organizations to promote early literacy in the preschool-aged children in the community.	Family Outreach Liaison; Milton Early Childhood Alliance; Preschool Staff;  Tucker, Milton High School and Cunningham Principals; Asst. Supt. for Curriculum and Instruction	By June 2021	Increased parent awareness of the importance of early literacy as measured by exit tickets at events.  Collaborative family early literacy events including parent/guardian education will be offered.	Informational brochure for families  Contacts at local organizations  Identify lead personnel to sustain partnership  Milton Library

				Improved transitions from home to school  MECA/MPS Family Summer Programming	
	1.1.3 Provide targeted professional development for regular and special educators in literacy instruction and assessments.	Curriculum Coordinators, Principals, Department Heads, Classroom Teachers, Reading Specialists, Literacy Leadership Team/s	June 2021	Professional Learning Plan centered around anchor practices in LA (academic language and small group teaching)  Lexia Screener data (3x/year) will be used in a timely manner to support students at all levels.  Reach for Reading curriculum and special	Lexia Rapid Universal Screener  Assessments linked to anchor practices  K-5 1/month Common Planning Time between district-wide PD and Lexia data collection

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				education supports will be implemented with fidelity.	
<b>Objective 1.2</b>	<i>Engage K-12 students in high quality Science, Technology, Engineering and Mathematical experiences.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	1.2.1 Define the STEM knowledge, skills and expectations we envision for Milton Public School students.	Curriculum Coordinators for STEM content areas;  Principals; Asst. Supt. for Curriculum and Instruction	By June 2021	Vision of STEM education at the Milton Public Schools  Defined outcomes for students at all levels in STEM content areas  Increased opportunities in STEM for MPS students	Results of research  DESE resources on STEM integration

	<p>1.2.2 Develop an action and implementation plan for K-12 STEM students, aligned with current multidisciplinary curriculum and 21st Century Skills and standards.</p>	<p>Curriculum Coordinators for STEM content areas;</p> <p>Principals; Asst. Supt. for Curriculum and Instruction</p>	<p>By June 2021</p>	<p>Definition of essential content and learning expectations vertically and across grade levels</p> <p>STEM Program Guide</p>	<p>ISTE Standards</p> <p>P21's 21st Century Skills Early Learning Framework and Guide</p> <p>P21's Framework for 21st Century Learning</p> <p>MA DESE Digital Literacy &amp; Computer Science, Mathematics, and Science and Technology/Engineering Frameworks</p>
	<p>1.2.3 Professional development in STEM education for teachers to prepare for implementation.</p>	<p>Curriculum Coordinators for STEM content areas;</p> <p>Teacher Leaders;</p> <p>Principals; Professional</p>	<p>By June 2022</p>	<p>STEM Professional Development Plan</p> <p>Increase teacher skill and knowledge as measured by PD exit tickets and application of</p>	<p>Costs associated with offering professional development (conferences, workshops, training)</p>

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		Development Committee		learning in the classroom.  Fidelity to STEM curriculum across classrooms.	
	1.2.4 Implement K-12 STEM action plan consistently across the district.	Curriculum Coordinators for STEM content areas;  Teacher Leaders;  Principals; Asst. Supt. for Curriculum and Instruction	Sep 2021- June 2023	Increased student proficiency and expertise in STEM  Increased and representative student participation in STEM programming.	STEM Assessment Tools  Curriculum Materials  Costs associated with increased enrollment in STEM programming
	1.2.5 Develop a system of assessment within the STEM curriculum including a benchmark framework across grade levels and programs.	Science Coordinators (all levels), Technology Coordinator, Math Director, Teacher Leaders	By June 2023	Timeline for benchmark assessments, refinement of expectations per grade level or course	STEM Curriculum materials

<b>Objective 1.3</b>	<i>Foster a strong district-wide vision of inclusive practice to ensure that all students are engaged and show growth.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	1.3.1 Refine and update current policies and procedures regarding inclusive instructional practices at all grade levels and in all disciplines.	Principals; Director of Pupil Personnel Services; Special Education Team Chairpersons; Curriculum Coordinators; Principals; Inclusion Specialists Adjustment Counselors School resource officers	By June 2021	Guidance document that can be shared with faculty, parents/guardians, and the community  Revised program descriptions and implementation for Pre-K to 22 special education programs  K-5 tiered interventions to be utilized via SST process  6-12 inclusionary practices for learners leading to	DESE Guidebook for Inclusive Practice  Current program descriptions  Research on students with increasingly complex social competence, school refusal

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				increased authentic inclusionary opportunities	
	1.3.2 Provide targeted professional development to expand effective inclusive practices at all levels as measured by student growth.	Curriculum Coordinators;  Teacher Leaders; K-12 Math Director; Elementary Instructional Technology Specialists; Professional Development Committee	By June 2021	Plan for continuous professional development opportunities over five years  Increased support for collaborative arrangements  Professional development offering based on DESE Foundations for Inclusive practice.  PD for special education teachers on best practices for students with specific learning disability (SLD)  Implementation of research-based	DESE Guidebook for Inclusive Practice  MA Teacher Rubric with Inclusive Practice Annotations  DESE Foundations for Inclusive Practice: Administrator and Teacher Online Courses

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				<p>differentiated instructional practices as observed by evaluators.</p> <p>Decrease of gaps in educational opportunities</p> <p>Maximize classroom rigor and enrichment opportunities</p>	
	1.3.3 Develop tools and create structures to support evaluators in identifying and providing feedback on inclusive instruction.	Superintendent; Assistant Superintendent	By June 2022	Observations of practice will document inclusive practices and provide targeted high quality feedback related to them.	<p>DESE Guidebook for Inclusive Practice</p> <p>DESE Inclusive Practice Tool: What to Look For</p>
<b>Objective 1.4</b>	<i>Build capacity and develop procedures and protocols to develop a multi-tiered system of interventions, supports, and challenges that meet the academic needs of all students.</i>				

	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	1.4.1 Further develop a system of identification and progress monitoring.	District Data Specialist; Teachers;  Curriculum Coordinators;  Principals;  Reading Specialists;  ELL Teachers;  K-12 Math Director	By June 2021	Identification of universal benchmarks  Identification of screening tools  Documentation of how intervention progress is measured and monitored  Data-based decisions made using measures that are valid and reliable	MCAS Results  Common Unit Assessments  Beginning and end-of-year assessments  Research and select a normed Numeracy Screener for K-8  Lexia Rapid (ELA)  Additional resources for progress monitoring
	1.4.2 Monitor percentage of students, including subgroups by race and socio-economic status, that are meeting targets for core instruction and identify and	District Data Specialist;  Teachers;	Present - June 2021	Regular identification of students needing interventions,	District-wide Data Files  MCAS Results

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	monitor students not meeting targets.	Grade Level Facilitators; Curriculum Coordinators; Principals; Reading Specialists; ELL Teachers; K-12 Math Director		support or enrichment  Evaluation of effectiveness of core instruction, supplemental intervention, and intensive support  Strengthening of core, supplemental intervention and intensive instruction, as needed	Research and select a normed Numeracy Screener for K-8  Lexia Rapid (ELA)  Common Unit Assessments  Beginning and end-of-year assessments  Additional resources for progress monitoring
	1.4.3 Identify additional opportunities for interventions and supports during the school day.	Curriculum Coordinators; Principals; Teachers; K-12 Math Director	By June 2021	Defined tiers and academic supports/interventions and enrichment at all levels	Curriculum Materials  Assessments and other progress monitoring resources

		Reading Specialists Inclusion Specialist			
	1.4.4 Establish measures for current extended learning opportunities to determine effectiveness (in the aggregate and by subgroup, inclusive of by race)	Curriculum Coordinators; Various Program Directors	By December 2021	Document outlining programs designed to reach each subgroup and measures for each  Documented guidelines to measure success of each program  Analysis of achievement data and student growth percentiles of students in select subgroups who attend programs will show growth	Accurate records of students in programs  Student growth percentiles and achievement data for students enrolled in programs such as: Calculus Project, Summer Reading Program, Pierce Academy, Beyond the Bell, Title I Programming, Bridge Program, Milton Academy Saturday School, Future Problem Solving  Consider expanding Rising Stars Math

					Academy to all four elementary schools
	1.4.5 Engage with families through parent/guardian education to highlight strategies to reinforce academic development.	Principals; Curriculum Coordinators; ELL Teachers; K-12 Math Director	By June 2021	Calendar of events including- Math Night; Science Fair; High School Program of Studies Night/AP Night; PARENT Speaker Series  Families in attendance at events will be representative of the student population.	Family Outreach Liaison  Grade Level Facilitators (GLF's)
	1.4.6 Provide ongoing professional development regarding progress monitoring, identification of students who are not meeting targets including professional development to equip educators with a critical lens on over-identification especially by race, and tools and	Curriculum Coordinators; Teacher Leaders; K-12 Math Director  Elementary Instructional Technology	By June 2022	Plan for continuous professional development opportunities over five years  Implementation of research-based	Resources for progress monitoring  District-wide data files

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	strategies for intervention and targeted support.	Specialists; Professional Development Committee		instructional practices  Decrease of gaps in educational opportunities	
<b>Objective 1.5</b>	<i>Implement a Curriculum Plan and Review Cycle to ensure coherency of curriculum and vertical and horizontal alignment K-12 with a focus on cultural responsiveness and inclusiveness, and include the identification of priority anti-racist standards.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	1.5.1 Pilot new curriculum review process and refine process, especially as it relates to ensuring a culturally response, anti-racist curriculum.	Curriculum Coordinators; Department Heads/Directors; Teacher Leaders; Asst. Supt. for Curriculum and Instruction	By June 2020	District guideline document which includes protocols, templates, and expectations  Set guidelines for assessing cultural responsiveness	District identified curriculum mapping template

	<p>1.5.2 Provide professional development for educators on analyzing curriculum with an equitable, anti-racist lens.</p>	<p>Curriculum Coordinators; Department Heads/Directors; Teacher Leaders; Professional Development Committee</p>	<p>By June 2022</p>	<p>A professional development plan for mandatory professional development for all educators that equips them to consider curriculum choices from a culturally responsive, anti-racist lens.</p> <p>The application of a culturally responsive, anti-racist lens in curriculum discussion at planning meetings and visible changes in curriculum that reflect those lenses.</p>	<p>Training for teacher leaders on curriculum mapping/writing</p> <p>Stipends for curriculum mapping/writing and curriculum implementation</p>
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<b>Goal 2:</b> <i>Technology</i>	To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.				
<b>Objective 2.1</b>	<i>Transform technology in the Milton Public Schools.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	2.1.1 Sustain a district wide team and external experts to distill best practice research in the area of technology infused education	Educational Technology Director  Strategic Planning Chair/Co-Chair	January 2020	List of best practices, assess and update Technology Plan, and implementation of the plan	-External experts - Admin (IT & School Based) - Teachers - Elementary Instructional Technology Specialists
	2.1.2 Update the 3-5 year vision with action steps to create, promote, and sustain a dynamic, digital-age learning culture	Technology Task Force  App, Assistive, Instructional, Digital, MHS & Pierce 1:1 Committees	Every Fall	Detailed, researched, and sustainable technology plan	Research  Feedback from External experts  Time

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	2.1.3 Create a plan to effectively assess the use of technology throughout the district.	Educational Technology Director  Elementary Instructional Technology Specialists  Information Technology Director	Spring 2021	Easy to follow guide to assess the effectiveness of the use of technology in MPS  All teachers understand the SAMR model	-More staff/consultants -Research -PD on how to use the SAMR model -Rubrics to effectively assess technology lessons -Provide teachers time to peer assess/observe -Exemplars (videos of teachers/lessons)
<b>Objective 2.2</b>	<i>Explore models and implement for 1:1 device adoption across all six schools to ensure equitable access to current and emerging technologies and digital resources.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	2.2.1. Plan to acquire the needed technology for all schools to have access to technology to improve teaching and learning, and to effectively prepare for and take MCAS and other mandated tests	Educational Technology Director  School Administrators	Spring 2021	Sufficient technology so that all teachers in MPS can use devices to redesign lessons any time.	-Research

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		Information Technology Director		Hold multiple grade level MCAS tests at one time.  Allow for all Pierce & MHS students to take MCAS on MPS owned devices.	
	2.2.2 Design a detailed communication plan that will inform all stakeholders with regard to technology initiatives.	Educational Technology Director  1:1 Team	Each fall a detailed plan will be completed .	Communication plan that reaches all stakeholders using multiple communication platforms.	
	2.2.3 Create a sustainable plan to replace out-of-date Chromebooks	Educational Technology Director  IT Director	Fall 2020	Sustainable Chromebook replacement plan for MPS.	Funding
<b>Objective 2.3</b>	<i>Promote an environment of professional learning and innovation where educators-enhance student learning through the infusion of contemporary technologies and digital resources.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g.</b>

					<b>facilities, personnel, learning materials)</b>
	<p>2.3.1 Establish monthly meeting dates for technology subcommittees to:</p> <ul style="list-style-type: none"> <li>• Monitor best practices using technology</li> <li>• Assess implementing 1:1 or BYOD</li> <li>• Identify assistive technology options &amp; determine the types of behaviors that merit their use</li> <li>• Develop a K-12 digital citizen curriculum</li> <li>• Update/assess the technology skills needed by all MHS graduates to succeed in postsecondary education and beyond and how it looks K-12</li> <li>• Establish a personalized learning mission, vision, and implementation plan</li> </ul>	Educational Technology Director	Each spring a list of dates will be identified for the following school year.	<ul style="list-style-type: none"> <li>• Scheduled meeting dates for the year</li> <li>• Outcomes for committees</li> </ul>	<p>External experts</p> <p>Admin (IT &amp; School Based)</p> <p>Teachers</p> <p>ES IT Specialists</p> <p>Budget for experts \$2500 (Technology Experts)</p>

	2.3.2 Conduct technology professional development needs assessments	MPS PD Committee, App, Assistive, Instructional, Digital, MHS 1:1 Committees	Every spring/summer a PD plan will be in place for the following school year.	List of technology needs of staff members	Curriculum Coordinators, PD Committees, and district wide directors
	2.3.3 Develop a plan for ongoing professional development and teacher leader support that includes current and future trends in educational technology	PD Committee, App, Assistive, Instructional, Digital, and MHS 1:1 Committees	Every spring/summer a PD plan will be in place for the following school year.	Detailed, researched, data driven plan which promotes technology that allows teachers to redesign units featuring new tasks, that were previously inconceivable.	Principals and Superintendents office, PD Committees, and district wide directors
<b>Objective 2.4</b>	<i>Establish and promote policies and practices for safe, legal, and ethical use of digital information and technology.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g.</b>

					<b>facilities, personnel, learning materials)</b>
	2.4.1 Embed opportunities throughout the curriculum for the	Educational Technology Director, Elementary	Every spring/summer a PD plan	Engaging, comprehensive, scaffolded curriculum	Ed Tech Director, ES IT Specialists, Tech teachers

	development of responsible digital citizen skills	School Instructional Technology Specialists	will be in place for the following school year.	embedded into the core subjects	
	2.4.2 Evaluate effectiveness of Digital Citizenship Curriculum	Educational Technology Director, Elementary School Instructional Technology Specialists  Technology teachers at MHS & Pierce	Each year the curricula will be assessed and reevaluated by the end of the school year.	Revised curriculum that reflects an ever changing digital society.	Evaluation system  Research on current digital citizen trends
<b>Objective 2.5</b>	<i>Increase use of technology to personalize learning.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	2.5.1 Visit exemplar schools to explore models for the effective	MHS 1:1 Team	Spring 2021	Generate ideas for implementing	School personnel, MHS van, cost of substitutes

	use of technology to personalized learning			personalized learning in a 1:1 environment, and an assessment of what is going well and what we could do differently to improve.	
	2.5.2 Identify teachers to pilot best practice models & tools for personalizing learning using technology	Instructional Technology Committee, Curriculum Coordinators, Department Heads	Spring 2021	Library of best practice videos for teachers to watch and reflect upon.	Instructional Tech Committee  Principals, coordinators, and leadership team identifying teachers.  iPad/tablet to record  Movie editing software
	2.5.3 Identify replicable practices & tools, and create a plan to expand personalized learning models	Instructional Technology Committee, Curriculum Coordinators, Department Heads	Fall 2021	Detailed, researched plan to help teachers personalize learning using technology	Research

<b>Goal 3:</b> <i>Data Use</i>	To create and sustain a data rich culture in the district where stakeholders can use data effectively to make informed decisions that drive student learning and growth, student well-being, access and equity, and other strategic priorities.				
<b>Objective 3.1</b>	<i>Create and track a district-wide set of metrics to benchmark district goals encompassing student learning and growth, student well-being, access and equity, and other strategic priorities.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	3.1.1 Research different examples of district dashboards	Data Group & Director of Data/Analytics	Revisit as needed each year	Other district dashboards that we can learn from	Research, time and technology
	3.1.2 Work with the Equity Audit process to hone in on key metrics to capture and advance the goals of being an anti-racism district	Data Group , Director of Data/Analytics & Director of Equity	SY20-21	District-wide set of metrics to benchmark district goals	District-wide set of metrics
	3.1.3 Prepare and present Strategic Data Dashboard to School Committee	Director of Data/Analytics	December 2020	presentation	Meeting time with School Committee
	3.1.4 Review dashboard and make adjustments for the next school year	Data Group & Director of Data/Analytics &	Summer 2021	Refined set of metrics to	Summary input from stakeholders

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		School Committee		benchmark district goals	
<b>Objective 3.2</b>	<i>Develop the capacity of different stakeholder groups to use data effectively in making policy or instructional decisions or in supporting student success in and out of school.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	3.2.1 Create a grade-level guide for parents outlining the different data points (report cards, common assessments, state assessments etc.) that teachers use to assess students	Curriculum Coordinator & Director of Data/Analytics	June 2021. Refine as needed throughout school year.	A guide by grade level that can be posted on MPS website	Research, time, and technology
	3.2.2 Support teachers in using data to make informed instructional decisions during common planning plan	Curriculum Coordinator & Director of Data/Analytics	SY 20-21	Teacher teams will be able to use data effectively to adjust instruction.	Teacher common planning time and tutorials/resources to help teachers understand how to use data to inform instructional decisions
	3.2.3 Provide additional trainings or workshops for parents to	Curriculum Coordinator &	SY 20-21	Online or in-person tutorial, perhaps coupled with	Research, time, and technology

	understand the key data points related to their students	Director of Data/Analytics		parent/teacher conferences	
<b>Goal 4:</b> <i>Cultural Competency</i>	<i>To cultivate the cultural competence of all stakeholders and incorporate strategies to foster and sustain the organizational cultural competence of the district.</i>				
<b>Objective 4.1</b>	<i>Identify resources and supports needed to effectively identify, recruit, develop and promote into leadership educators of color into and within MPS</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.1.1 Examine research and trends including that from other districts to develop a robust process to reach high but attainable goals to increase the diversity of MPS staff.	Cultural Competency Committee and Director of Equity	June 2021	Process will be developed and staff diversity goals will be set.	Research and Trends Data from MPS and from other Massachusetts school districts and from the state.
	4.1.2 Host annual Diversity and Inclusion recruitment fair.	Cultural Competency Committee and	March of each year	Increase in pool of candidates of color	Communication resources already in place

		Director of Equity			Facilities needed on date of event  Personnel-administrators, teachers, students/parents to attend
	4.1.3 Further define the role and structure of the educators of color affinity group and increase awareness of its role in promoting retention of teachers of color. Further use this structure to develop an affinity group network structure	Cultural Competency Committee  Administration  Director of Equity  Mentoring leadership	By Fall 2020	Regular meeting schedule  Increased awareness among staff/faculty	Release time if meeting during the day  Personnel- identified "lead" teacher
	4.1.4 Build partnerships with local universities in order to support the recruitment and retention of faculty of color	Cultural Competency Committee  Director of Equity	By December 2019 work begins; Ongoing	Regular meetings with University partner  Process for recruiting/attracting staff/faculty of color	Release time to meet with university representatives  Identify lead personnel to sustain partnership

	4.1.5 Identify or develop data systems to collect demographic and experience data from educators in the district (leavers and stayers)	Cultural Competency Committee Administration Director of Equity District Data Analyst	By Spring 2019	Data that describe the experiences and decision-making process for teachers new to the district	
	4.1.6 For new hires, increase the teachers of color to 22%.	Administration Director of Equity	Ongoing	Yearly hired demographics meet or exceed 22% teachers of color	Survey all of the education programs in the area and survey the minority students
	4.1.7 Decrease the percentage of negative interactions between colleagues across all subgroups as measured by the “stayers survey”-through professional development, opportunities within the affinity group for allyship, and a streamlined and safe space for reporting and	Cultural Competency Committee Director of Equity Administration	Work begins Fall 2020; Ongoing	Improved data from the Stayers Survey  Anticipated Resources: Development of an online reporting system (similar to the district	Stayer survey results

	addressing micro and macro aggressions			anti-bullying system)	
	4.1.8 Increase the cultural proficiency/humility of all Unit B members, Principals and Central office staff through at least bi-monthly professional development opportunities focused on race, equity, diversity and inclusion	Administration Director of Equity Equity Officer (if appointed)	Beginning Fall 2020; Ongoing	Improved cultural proficiency rating as measured by Family surveys, Student surveys, and Staff surveys	Development, dissemination, collection, and analysis of Family, Student, and Staff surveys
<b>Objective 4.2</b>	<i>Increase the overall participation of students of color in extra-curricular activities to close the participation gap, and optimize the academic, social, emotional and sociocultural experiences that help every student in the district realize their own full academic and developmental potential.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.2.1 Develop a robust efficient system for tracking participation in extracurricular activities at all levels and identify and address barriers and facilitates participation (Met)	District Data Analyst Director of Equity	By January 2019 Ongoing	An efficient system of collecting data about student participation in extracurricular activities at each level	Dedicated, easily accessible electronic database  Personnel- time for Data Analyst to set up system and designated individual at each

				Data that describe participation that can be easily disaggregated	school to maintain and update data
	4.2.2 Partner with families and town organizations to recruit students and expand opportunities at all levels  (Set outcome ?)	Administration  Director of Equity  Athletic Director  Family Liaison	Present- June 2019 Ongoing	Clear, diverse communication systems for informing families of opportunities	Costs associated with expanding offerings  Personnel- need dedicated staff member at each level to meet with organizations and communicate opportunities to families/students
	4.2.3 Develop affinity groups and safe spaces for MPS students at all levels as well as bridges around the transition from elementary to middle and middle to high to ensure supportive and collaborative relationships within and across demographic groups for students	School principals, teacher advisors  Director of Equity	Winter 2020	Weekly or Monthly school based sessions with 1-2 transitional meetings for Gr. 5 and Gr. 8 students in May/June yearly	Cost associated-club stipend per school  Personnel- need dedicated staff member at each level to meet with organizations and communicate opportunities to families/students
	4.2.4 Expansion of existing excellence-with-equity programs	School principals,	Fall 2021	Weekly or Monthly school	Cost associated-club stipend per school

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	with proven track record, e.g. The Calculus Project	department heads teacher advisors,  Director of Equity	(There is an existing elementary pilot of The Calculus Project at Tucker)	based sessions with 1-2 transitional meetings for Gr. 5 and Gr. 8 students in May/June yearly	Personnel- need dedicated staff member at each level to meet with organizations and communicate opportunities to families/students
	4.2.5 Assess and further refine positive outcomes from existing district approaches to early learning (birth to age 4) to counteract inequities in early childhood learning opportunities (before Kindergarten)	Central office, School committee, Preschool based principals, Director of Pupil Personnel, Data specialist  Director of Equity  --If there was an equity office in the future Early Learning would be an excellent branch to have	Fall 2021	-Review of the impact of the full day learning program (academic data, number of students, etc.)  -Analyze the demographic change to exposure to early learning opportunities since a sliding scale was put in place	Costs associated with maintaining sliding scale, additional PD

				-Analyze impact of cultural competency PD from 2017-present for preschool staff (1647, BU, Collaboration with Erin Hardy, etc.)	
	4.2.6 Provide a system that allows for feedback to be received and respond to regarding elements of the curriculum and/or curriculum assignments that do not meet the expectations of being culturally proficient AND providing “access to a rich, robust, and diverse range of ideas and histories, and to the knowledge and skills needed to confront racism in policies, ideas, and actions.” for all students	Cultural Competency Committee  Director of Equity  Reporting System Working Group (established in July by Karen Spaulding to be added on to)	Work begins Fall 2020; Ongoing	Increased feedback and respond for stakeholders  Reduced stigma or concerns regarding reporting	
	4.2.7 All principals will twice yearly through school committee presentations and internal data presentations present updates	Administration  Data Analysts	Ongoing	Increased accountability for all students	Funding for Beyond the Bell programming and initiatives

	on efforts to increase participation of students in historically underrepresented subgroups within activities as well as implement specific opportunities to support students in meeting or succeeding expectations in all academic areas	Director of Equity		meeting expectations  Innovative programming opportunities  Students in all subgroups meeting or exceeding expectations for academic achievement and participation	
<b>Objective 4.3</b>	<i>Increase the cultural competency of all staff members.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.3.1 Strengthen the cultural competency of faculty/staff and the district overall by creating a sustainable process for assessing and enhancing structures and	Cultural Competency Committee  Administration	Ongoing	A professional development plan that makes explicit how cultural competency	Enhance existing process for planning professional development.

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	processes (e.g. professional development offerings, curriculum review processes, etc.) with a cultural competency lens.	Director of Equity Professional Development Committee Teacher leaders		growth of all staff/faculty will be enhanced  A well-articulated, robust process for regularly reviewing curriculum with a cultural competency lens	Stipend teacher leader group to create curriculum review process
	4.3.2 Leverage partnerships (e.g. Yale University, Primary Source, Teachers As Scholars, etc.) and identify new ones to enhance the cultural competency of the district.	Administration Director of Equity	Fall 2019- Ongoing	Elementary to middle school and middle school to high school transition plans that include supports for developing students' cultural awareness  Increased numbers of educators participating in culturally	Financial support for attending external culturally competent professional development

				competency focused professional development offerings outside of the district.	
	4.3.3 Identify and complete a structure to capture student voices and experiences that can be shared out with the faculty to further understand the experience of minority students within the district and to self-reflect on role and impact	Cultural Competency Committee Director of Equity Administration Equity Office/officer (if established)	Fall 2020 work begins; Ongoing	At least yearly an opportunity for students to express their experiences and for these experiences to be shared with faculty, staff and administrators with a set protocol for discussion and remediation	Possible funding for a facilitator to discussion and remediation
	4.3.4 Develop a series of required interview questions as well an “onboarding” professional development training for all those new to MPS each year to be completed in August and January-in an effort	Cultural Competency Committee Administration	Fall 2020 work begins; Ongoing	3-5 required questions identified to use across units and roles	

	to ensure that hiring and training practices are effective at attracting educators with values aligned with an excellence with equity, anti-racist approach to education.	Director of Equity			
	4.3.5 In addition to opt in opportunities there will be at least yearly required a professional development session(s) for both all units and administrative staff to attend.	Administration Director of Equity	Fall 2020 work begins; Ongoing	Increased cultural proficiency, cultural humility and improved interactions across all stakeholder groups	\$6,000-\$8,000 yearly to pay internal and external facilitators to lead sessions
	4.3.6 In relation to the COVID-19 pandemic and the national impact of violence directed to African Americans in the Spring of 2020, ensure that educators are provided professional development and/or resources to appropriately respond and support students experiencing the impact of racism and trauma	Administration Director of Equity	Ongoing through the pandemic	Increased trauma informed practices across all stakeholder groups	\$6,000-\$8,000 yearly to pay internal and external facilitators to lead sessions
	4.3.7 Identify and implement a system that allows for feedback to be received and responded to	Cultural Competency Committee	Fall 2020 begins; Ongoing	Increased feedback and	

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	regarding elements of the curriculum, interactions with students, families, community members and colleagues, and/or institutional practices that do not align with the Vision and Mission of the MPS	Reporting System Working Group  Director of Equity		respond for stakeholders  Reduced stigma or concerns regarding peroting	
<b>Objective 4.4</b>	<i>Increase home/school collaboration and engagement with families using culturally competent practices.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.4.1 Assess the current accessibility of school resources for ELL families and address any gaps	ELL Facilitator  Family Liaison  Director of Equity	June 2018  -  Ongoing	A list of documents translated and those yet to be translated  A list of the precise processes for ensuring that all families requiring translated documents (including 504s,	Costs associated with translating documents  Costs associated with activating EDPLAN translation process  Personnel- dedicated time for ELL Facilitator and Family Liaison to determine needs and address gaps

				IEPs, etc.) receive them	
	4.4.2 Implement diverse ways in which to engage families (e.g. PARENT Speaker Series, etc.)	Cultural Competency Committee Director of Equity Family Liaison ELL Facilitator Administration	June 2019- Ongoing	Schedule of parent/guardian engagement events  Participation data that shows that the demographics of those attending represent those of the district	Costs associated with the PARENT Speaker Series  Dedicated facilities to host events
	4.4.3 Develop an entry protocol to welcome new families that supports belonging, inclusion, and exhibits cultural competency	Family Liaison SEL Facilitator ELL Facilitator	By August 2020	Well-articulated protocol for providing families with support and information as they enter the district	Costs associated with developing new protocol  Dedicated time for Family Liaison, SEL Facilitator, and ELL Facilitator
	4.4.4 In relation to the COVID-19 pandemic, beginning in March 2020, identify the impact of the pandemic on Students and families	Family Liaison ELL Facilitator Director of Food Services	Ongoing through pandemic	Ongoing surveys and communication tools to gauge	

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	particularly those that are in homes where English is not the primary language, those in lower socio-economic brackets and students of color to ensure appropriate interventions, resources and supports are provided whether in school, hybrid learning or remote learning	Technology/IT Directors Administration Director of Equity		needs within the community  School specific and community based resource banks	
	4.4.5 Create an organized site/bank of resources to support families with anti-racist discussions at home to support diversity and inclusion-resources to include readings for adults/children, videos, worksheets, exhibits, etc.	Administration Director of Equity	January 2021	Site which is updated at least monthly to reflect current events and needs	
<b>Objective 4.5</b>	<i>Support the establishment of an Equity Office within Milton Public Schools by Spring 2021 with the purpose of maintaining best practices, reimagining existing systems, policies and procedures and implementing feedback from the equity audit completed in the Fall of 2020</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>

	4.5.1 Identify an external consultant or company to initiate an equity audit of the district	Action Team, Central Office, School Committee  Director of Equity	October 2020	Identification of specific goals and strategies through a race, equity and inclusion lens	Funding for external consultant
<b>Objective 4.6</b>	<i>Engage in an equity audit in order to analyze areas of strengths and areas for growth in relation to race, inclusion and equity across all stakeholders (Additional activities to follow after the audit is completed)</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.6.1 Outline objective and action steps for equity audit. Seek RFP's from out of district consultant.	School Committee, Central Admin., MARC, Anti-Racism Action Team  Director of Equity	Fall 2020	A comprehensive report of existing conditions, action steps, and deadlines for expected outcomes.	Funding for equity audit
<b>Objective 4.7</b>	<i>Collaborate and liaison with the Anti-Racism Action Team in order to ensure a broader reach of initiatives to support multiple stakeholders</i>				

	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.7.1 Following the establishment of the Anti-Racism Action Team hold a joint meeting with the Cultural Competency committee	Cultural Competency and Anti-Racism Action Team Chairs  Director of Equity	Fall 2020	Identify shared initiatives and lend resources and supports  Identify collaboration plan to reach outcomes	
<b>Goal 5:</b> <i>Social Emotional Learning</i>	<i>To develop a comprehensive, well-articulated PreK-12 approach to support social/emotional learning and behavioral health of all students, in safe and supportive school environments.</i>				
<b>Objective 5.1</b>	Develop a systematic approach to planning social emotional learning across all grade levels.				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>

	5.1.1 Conduct Safe and Supportive Schools Self Assessments and reflect on data to identify areas for improvement	Principals, SEL Facilitator,  School-based Teams	By June 2020	Roadmap for District and action plans for each school	Safe and Supportive Schools Grant- \$6500
	5.1.2 Create a district-wide SEL/Safe and Supportive Schools Advisory Team to analyze data from self-assessment, support crafting and implementation of school-based action plans, and strategically align efforts across the district	Superintendent, Asst. Superintendent, SEL Facilitator, Representatives from each school	By January 2020	SEL/Safe and Supportive Action Plans that prioritize needs and actions at classroom level, school level, and district level	Safe and Supportive Schools Grant
	5.1.3 Identify SEL competencies by grade level and vertically align preK-12 SEL curriculum	SEL/Safe and Supportive Advisory Team  SEL Facilitator  Coordinators, Department Heads	By June 2021	Development of PreK-12 SEL curriculum maps	Release time, Stipends for teacher members of curriculum teams
	5.1.4 Integrate SEL strategies and promote SEL across all curriculum	Principals, Coordinators,	2018-2021	Positive student	PD costs

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	areas in alignment with Safe and Supportive Schools Action Plans	Department Heads, SEL/Safe and Supportive Advisory Team, individual school-based teams  SEL Facilitator		behaviors and increased readiness to learn	
	5.1.5 Implement standardized culturally relevant and inclusive practices across elementary, middle and high schools, Inclusion of curriculum that explicitly teaches about racism, bias, oppression, violence, and injustice in an effort to build a stronger, more inclusive, equitable system	Cultural Competency Committee, Director of Pupil Personnel Services, Leadership Team, SEL/Safe and Supportive Advisory Team	2018-2021	Students feel a greater sense of belonging in their schools	PD costs
	5.1.6 Implement a professional development SEL integration plan for staff, including paraprofessionals and lunch/recess support staff. Prioritized topics include: behavioral health and trauma informed schools, PBIS, growth	Adjustment Counselors, Director of Pupil Personnel Services, PD Committee, SEL/Safe and Supportive	2018-2021	Staff understanding of how PBIS impacts student learning and academic outcomes; school staff will	PD costs for staff, Cost of Interface Referral Service, Clinical support for adjustment counselors

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	mindset, responsible decision making, cooperative learning and play, cultural proficiency, social justice, and anti-racist pedagogy and practice	Advisory Team, SEL Facilitator		be trauma informed, develop common language and protocols to address behavioral health challenges	
<b>Objective 5.2</b>	Assess, address and enhance the behavioral health of students				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	5.2.1 Define and implement PBIS (Positive Behavioral Interventions and Supports) included in the MTSS (Massachusetts Tiered System of Support) Framework	SEL/Safe and Supportive Advisory Team, Principals, Director of Pupil Personnel Services, Leadership Team,	2018-2021	Implementation of a system that supports a positive school climate and positive social and academic outcomes for	DESE resources and trainers, SEL Facilitator, PBIS coach stipends

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		Adjustment Counselors, Student Support Teams		students; protocols used consistently across district for referrals and progress monitoring of effectiveness of supports and interventions	
	5.2.2 Develop clear policies, protocols, procedures, programs and resources for addressing student behavioral health needs; engage families and the community in this effort	Principals, SEL Facilitator, Director of Pupil Personnel Services, Adjustment Counselors, SEL/Safe and Supportive Advisory Team	2018-2021	Consistent expectations and responses to student behavioral health needs in the home and school environment	Assessment of current policies, procedures, and resources, research of best practices, collaborative time, meetings and programs with community partners
	5.2.3 Advance understanding and practices concerning behavioral health and trauma informed schools, consideration of the trauma associated with systemic racism and the impact that has on	Leadership Team, Adjustment Counselors. SEL/Safe and Supportive Advisory Team	2018-2021	Teachers and parents/guardians will recognize, understand and address the	PD for staff, Behavioral consultants, educational programs for parents/guardians

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	the mental and behavioral health of students			learning needs of children impacted by behavioral health needs and trauma	
	5.2.4 Establish and maintain a BRYT (Bridge for Resilient Youth in Transition) Program at MHS	MHS Principal and Director of Guidance	2018-2021	Students with prolonged absences will be supported in transitioning and re-entering their full academic program	staffing and resources to maintain program
	5.2.5 Establish and maintain connections with community based organizations to support mental health needs	SEL Facilitator, Leadership Team, Adjustment Counselors. SEL/Safe and Supportive Advisory Team	2019-2021	Resources readily available for staff, students, and families to assist with crisis situations, mental health needs,	SEL Facilitator time, funding from grants, partnership with BID Milton, MPD, Interface Referral Service

				counseling support	
<b>Objective 5.3</b>	Assess and improve school culture across the district through collaborative practices				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	5.3.1 Explore opportunities for facilitated play in PreK-5	Director of Health and Phys. Ed., Leadership Team	By June 2020	Student options for structured play that are inclusive, promote positive behaviors and develop self-regulation skills	Supervisory staff, Programs, Equipment, Training of recess aides, Parent organizations
	5.3.2 Expand opportunities for developing youth leadership at the elementary, middle, and high school level	Leadership Team, Students	2018-2020 ±	Student participation in developing school	Stipends for clubs and leadership mentors

				improvement opportunities	
	5.3.3 Focus on social transitions between 5-6 and 8-9 grades	Principals Director of Equity	2020-2021	Student inclusion and belonging	Consultant, collaborative time amongst schools
	5.3.4 Identify ways in which to support the SEL needs of staff	SEL Facilitator, Director of Health and Phys. Ed., Leadership Team	2018-2021	Stress reduction opportunities provided to staff; access to mental health resources provided	Cost of facilitators to lead staff support activities, PD time dedicated to staff wellness
<b>Objective 5.4</b>	Establish a system for regularly collecting, analyzing, and communicating SEL and Behavioral Health data				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	5.4.1 Review current and new assessment tools and develop a system for measuring student	SEL/Safe and Supportive Advisory Team,	2018-2020	Identification of SEL metrics and assessments for	Release time for analysis

	self-efficacy and behavioral health as well as school climate	Principals, Data Analyst		students, staff, and families	
	5.4.2 Administer student assessments such as YRBS, YHS, VOCAL, SBIRT, and other tools to monitor student well-being	SEL Facilitator, Leadership Team	Spring 2019 and every two years	Data collection to inform interventions	Assessment tools, Data Analysis
	5.4.3 Pilot school culture/climate surveys and focus groups at each level and with all stakeholders—students, faculty, staff and families	Principals, Leadership Team, SEL/Safe and Supportive Advisory Team	2018-2021	Administration of school culture/climate surveys	Cost of assessment tools such as Panorama and Transforming Education
	5.4.4 Develop a district wide SEL data communication plan	SEL/Safe and Supportive Advisory Team, Principals, Data Analyst	2018-2021	Informed and supportive school community	Communication resources, release time for staff

<b>Goal 6: Facilities</b>	To ensure that the Milton Public Schools has sufficient classroom and other space for its expanding enrollment and that its facilities provide adequate elements necessary for a strong 21 <sup>st</sup> century education.
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<b>Objective 6.1</b>	<i>Provide sufficient dedicated classroom and other related space for our expanding enrollment</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	6.1.1 Using current enrollment and NESDEC study of enrollment trends, generate and prioritize a list of options for ways to deal with space needs	Assistant Superintendent for Business Affairs and Facilities Advisory Committee	Annually in November	Short term and long term options to meet needs based on accurate enrollment projections	NESDEC membership
	6.1.2 Request that Town Meeting authorize a School Building Committee at Town Meeting 2019 to: <ul style="list-style-type: none"> <li>a. Develop a plan, including cost estimates, for needed facilities expansion and enhancements to meet enrollment needs;</li> </ul>	School Committee with guidance from Facilities Advisory Committee  School Building Committee	2019 and ongoing	Establishment of School Building Committee	

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	<ul style="list-style-type: none"> <li>b. Seek approval from Town Meeting and voters for the recommended facilities adaptation or expansion;</li> <li>c. Develop, approve and oversee the construction or adaptation of needed facilities</li> <li>d. Coordinate with efforts of School Building Committee</li> </ul>				
<b>Objective 6.2</b>	<i>Ensure that our facilities offer the adequate elements necessary for a strong 21<sup>st</sup> century education</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	6.2.1 Establish a 21st century schools task force to explore and prioritize the elements required for a strong 21 <sup>st</sup> century education – including:	Ben Kelly	2018-21	21st century schools task force established	Personnel and parents/community members to form task force

	<ul style="list-style-type: none"> <li>● technologically appropriate space for STEM</li> <li>● foreign languages</li> <li>● special needs services</li> <li>● fine arts</li> <li>● social emotional learning</li> <li>● space and furnishings to enable small group work</li> <li>● student related programs and activities to address sustainability goals</li> </ul>				Consultation with outside experts or other school districts
	6.2.2 Develop a plan for recommended improvements to school facilities to meet curriculum goals.	Facilities Advisory Committee with 21st century schools task force	2019-21	Plan developed with recommended improvements	Personnel time to develop plan
	6.2.3 Forward recommendations for necessary improvements to School Building Committee to include in its school building plans.	School Committee	as appropriate, based on 6.1.4	Summary report of recommendations	Time on School Committee calendar, as needed.

				from 21st century schools task force	
<b>Objective 6.3</b>	Effectively utilize our 20 year facilities maintenance plan to ensure that our buildings are well maintained.				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	6.3.1 Using the Facilities Maintenance Plan, and with the guidance of the Director of the Consolidated Facilities Department, generate an annual recommendation for required maintenance to be submitted, in collaboration with the Capital Improvement Committee, to the Warrant Committee as part of an annual recommended capital expenditure.	Assistant Superintendent for Business Affairs  Director of Consolidated Facilities Dept.	Annually October-December	Annual recommendations developed and approved by School Committee	20 year Facilities Maintenance Plan
	6.3.2 Raise public awareness about the adequate funding level	School Committee	Annually at Town Meeting	Public gains awareness about adequate funding	Regular communication with

	required to properly maintain MPS school buildings.		and other venues	needed for school maintenance	public via various means
	6.3.3 Establish a Sustainability Task Force to develop a plan to integrate Sustainability into the operations and planning for the district's facilities.	Facilities Subcommittee (Rick Malmstrom)  Sustainable Milton  DPW Environmental Coordinator	2020-22	Sustainability Plan with recommended improvements	Personnel and parents/community members to form task force
<b>Objective 6.4</b>	<b><i>Provide a safe school environment for students and staff during the COVID-19 pandemic</i></b>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	6.4.1 Ensure adequate ventilation for all buildings	Director of Consolidated Facilities	Summer 2020-ongoing	Proper ventilation provided each day, and changing of filters	Proper filters for RTU's are acquired, necessary maintenance of RTU's accomplished.

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				completed as needed.	
	6.4.2 Purchase and deploy needed equipment, signage etc.	Director of Consolidated Facilities	Summer 2020 - ongoing	Sufficient and proper equipment and signage acquired and deployed in all buildings to direct traffic and facilitate safe school behaviors	Mechanical sprayers for each building, and signage
	6.4.3 Develop and implement cleaning and sanitizing protocols for all school buildings	Director of Consolidated Facilities	Summer 2020 - ongoing	Cleaning and sanitizing protocols established and monitored for compliance. Buildings are kept clean and adequately sanitized throughout the week.	CDC approved cleaning and sanitizing supplies identified and purchased