

**The Milton Public Schools
District Strategic Plan and Process
2018-23**

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

*Revised
January 2020*

- 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
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 will be presented to the School Committee for its first reading. Notice will be 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 2nd or at the Milton Access TV website beginning on the morning of May 4th. A survey will be made available to all staff and families to share their feedback at that time, with a due date of May 9th. The feedback will be reviewed, and incorporated into the plan as needed, by the Strategic Planning Advisory Committee. The Strategic Plan will be brought back to the School Committee for a vote on the Plan's Goals and Objectives at its June 6th 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 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.
Goals	
1. Curriculum and Instruction	<i>To consistently facilitate a rigorous, research-based, culturally sensitive curriculum with exemplary instruction that is differentiated to meet the needs of every learner.</i>
1. Technology	<i>To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.</i>
1. 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, and other strategic priorities.</i>
1. Cultural Competency	<i>To cultivate the cultural competence of all stakeholders and incorporate strategies to foster and sustain the organizational cultural competence of the district.</i>
1. Social Emotional Learning	<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>
1. Facilities	<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 21st century education.</i>

Goal 1: <i>Curriculum & Instruction</i>	To consistently facilitate a rigorous, research-based, culturally sensitive curriculum with exemplary instruction to meet the needs of every learner.				
Objective 1.1	<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>				
	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)

<p>1.1.1 Advance all students' growth and achievement through the implementation of a rigorous and innovative literacy curriculum in grades K-3.</p>	<p>Elementary Curriculum Coordinators; Elementary Classroom Teachers grades K-3</p>	<p>By June 2020</p>	<p>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 of the school year. Unit assessments will demonstrate student skill mastery over time.</p>	<p>Reach for Reading curricular materials Gafi reading method curricular materials Zig-Zag curricular materials Grade Level Facilitators Literacy Leadership Team Reading Specialists</p>
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<p>1.1.2 Partner with families and community organizations to promote early literacy in the preschool-aged children in the community.</p>	<p>Family Outreach Liaison; Milton Early Childhood Alliance; Preschool Staff;</p> <p>Tucker, Milton High School and Cunningham Principals; Asst. Supt. for Curriculum and Instruction</p>	<p>By June 2020</p>	<p>Increased parent awareness of the importance of early literacy as measured by exit tickets at events.</p> <p>Collaborative family early literacy events including parent/guardian education will be offered.</p> <p>Improved transitions from home to school</p> <p>MECA/MPS Family Summer Programming</p>	<p>Informational brochure for families</p> <p>Contacts at local organizations</p> <p>Identify lead personnel to sustain partnership</p> <p>Milton Library</p>
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	<p>1.1.3 Develop a system of assessment within the Language Arts curriculum including a benchmark framework across grade levels and programs.</p>	<p>Elementary Curriculum Coordinators; Grade Level Facilitators; District Reading Specialists</p>	<p>By June 2019</p>	<p>Timeline for the expected administration of assessments Refinement of benchmark expectations per grade level</p>	<p>Reach for Reading curriculum materials Gafi curriculum materials Zig-Zag curriculum materials</p>
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	<p>1.1.4 Maximize Reading Specialist role as integral members of grade-level intervention teams.</p>	<p>District Reading Specialists; Elementary Curriculum Coordinators</p>	<p>By June 2020</p>	<p>A clearly articulated process for allocating the elementary reading specialist with consistency across schools.</p> <p>Progress monitoring data within small group setting will be collected and used to adjust intervention.</p> <p>Data will demonstrate growth within the small group setting.</p>	<p>Reach for Reading Benchmark Assessment</p> <p>GB+ Assessment System (French)</p> <p>Running Records</p> <p>Ongoing schedule restructuring for rigorous, tiered intervention</p>
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	<p>1.1.5 Provide targeted professional development for regular and special educators in literacy instruction and assessments.</p>	<p>Curriculum Coordinators, Principals, Department Heads, Classroom Teachers, Reading Specialists, Literacy Leadership Team/s</p>	<p>June 2020</p>	<p>Professional Learning Plan centered around anchor practices in LA (academic language and small group teaching)</p> <p>Lexia Screener data (3x/year) will be used in a timely manner to support students at all levels.</p> <p>Reach for Reading curriculum and special education supports will be implemented with fidelity.</p>	<p>Lexia Rapid Universal Screener</p> <p>Assessments linked to anchor practices</p> <p>K-5 1/month Common Planning Time between district-wide PD and Lexia data collection</p>
<p>Objective 1.2</p>	<p><i>Engage K-12 students in high quality Science, Technology, Engineering and Mathematical experiences.</i></p>				

Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)
1.2.1 Research other districts' STEM programs and experiences.	Curriculum Coordinators for STEM content areas; Principals; Asst. Supt. for Curriculum and Instruction	By Dec 2019	Knowledge of innovative offerings in other districts	Develop contacts with other districts and potentially plan to visit DESE resources on STEM integration
1.2.2 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 2020	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>1.2.3 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; 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 STEM Program Guide</p>	<p>ISTE Standards P21's 21st Century Skills Early Learning Framework and Guide P21's Framework for 21st Century Learning MA DESE Digital Literacy & Computer Science, Mathematics, and Science and Technology/Engineering Frameworks</p>
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<p>1.2.4 Professional development in STEM education for teachers to prepare for implementation.</p>	<p>Curriculum Coordinators for STEM content areas; Teacher Leaders; Principals; Professional Development Committee</p>	<p>By June 2022</p>	<p>STEM Professional Development Plan Increase teacher skill and knowledge as measured by PD exit tickets and application of learning in the classroom. Fidelity to STEM curriculum across classrooms.</p>	<p>Costs associated with offering professional development (conferences, workshops, training)</p>
<p>1.2.5 Implement K-12 STEM action plan consistently across the district.</p>	<p>Curriculum Coordinators for STEM content areas; Teacher Leaders; Principals; Asst. Supt. for Curriculum and Instruction</p>	<p>Sep 2021- June 2023</p>	<p>Increased student proficiency and expertise in STEM Increased and representative student participation in STEM programming.</p>	<p>STEM Assessment Tools Curriculum Materials Costs associated with increased enrollment in STEM programming</p>

	1.2.6 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
Objective 1.3	<i>Foster a strong district-wide vision of inclusive practice to ensure that all students are engaged and show growth.</i>				
	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)

<p>1.3.1 Refine and update current policies and procedures regarding inclusive instructional practices at all grade levels and in all disciplines.</p>	<p>Principals; Director of Pupil Personnel Services; Special Education Team Chairpersons; Curriculum Coordinators; Principals; Inclusion Specialists Adjustment Counselors School resource officers</p>	<p>By June 2019</p>	<p>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 increased authentic inclusionary opportunities PD on accommodations versus modifications [Delete]</p>	<p>DESE Guidebook for Inclusive Practice Current program descriptions Research on students with increasingly complex social competence, school refusal</p>
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<p>1.3.2 Provide targeted professional development to expand effective inclusive practices at all levels as measured by student growth.</p>	<p>Curriculum Coordinators; Teacher Leaders; Elementary Math Coaches; Elementary Instructional Technology Specialists; Professional Development Committee</p>	<p>Present - 2023</p>	<p>Plan for continuous professional development opportunities over five years</p> <p>Increased support for collaborative arrangements</p> <p>Professional development offering based on DESE Foundations for Inclusive practice.</p> <p>PD for special education teachers on best practices for students with specific learning disability (SLD)</p> <p>Implementation of research-based differentiated instructional practices as</p>	<p>DESE Guidebook for Inclusive Practice</p> <p>MA Teacher Rubric with Inclusive Practice Annotations</p> <p>DESE Foundations for Inclusive Practice: Administrator and Teacher Online Courses</p>
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<p>1.3.3 Continue to support evaluators in identifying and providing feedback around inclusive instruction.</p>	<p>Superintendent; Assistant Superintendent</p>	<p>Present - June 2023</p>	<p>Observations of practice will document inclusive practices and provide targeted high quality feedback related to them.</p>	<p>DESE Guidebook for Inclusive Practice DESE Inclusive Practice Tool: What to Look For</p>
<p>1.3.4 Revise guidelines for entrance and exit criteria for specialized programs and support across the district.</p>	<p>Director of Pupil Personnel Services; Service providers; Reading specialists</p>	<p>By Dec 2018</p>	<p>Consistent policies and practices across the district Revised entrance and exit criteria for each specialized program Revised guidelines for entrance and exit criteria for specialized programs on district website</p>	<p>Current entrance and exit criteria for specialized programs</p>
<p>Objective 1.4 <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></p>				

Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)
1.4.1 Further develop a system of identification and progress monitoring.	District Data Specialist; Teachers; Curriculum Coordinators; Principals; Reading Specialists; ELL Teachers	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 Individual Knowledge Assessment for anchor Numeracy (IKAN) GloSS - Global Strategy Stage (Math) Lexia Rapid (ELA) Additional resources for progress monitoring

<p>1.4.2 Monitor percentage of students that are meeting targets for core instruction and identify and monitor students not meeting targets.</p>	<p>District Data Specialist; Teachers; Grade Level Facilitators; Curriculum Coordinators; Principals; Reading Specialists; Elementary Math Coaches; ELL Teachers</p>	<p>Present - June 2021</p>	<p>Regular identification of students needing interventions, support or enrichment</p> <p>Evaluation of effectiveness of core instruction, supplemental intervention, and intensive support</p> <p>Strengthening of core, supplemental intervention and intensive instruction, as needed</p>	<p>District-wide Data Files</p> <p>MCAS Results</p> <p>Individual Knowledge Assessment for Numeracy (IKAN)</p> <p>GloSS - Global Strategy Stage (Math)</p> <p>Lexia Rapid (ELA)</p> <p>Common Unit Assessments</p> <p>Beginning and end-of-year assessments</p> <p>Additional resources for progress monitoring</p>
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<p>1.4.3 Identify additional opportunities for interventions and supports during the school day.</p>	<p>Curriculum Coordinators; Principals; Teachers; Elementary Math Coaches; Reading Specialists Inclusion Specialist</p>	<p>By June 2021</p>	<p>Defined tiers and academic supports/ interventions and enrichment at all levels</p>	<p>Curriculum Materials Assessments and other progress monitoring resources</p>
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<p>1.4.4 Provide effective extended learning opportunities to reach all students in need.</p>	<p>Curriculum Coordinators; Various Program Directors</p>	<p>By October of each year</p>	<p>Document outlining programs designed to reach each subgroup</p> <p>Documented guidelines to measure success of each program</p> <p>Analysis of achievement data and student growth percentiles of students in select subgroups who attend programs will show growth</p>	<p>Accurate records of students in programs</p> <p>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</p>
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<p>1.4.5 Engage with families through parent/guardian education to highlight strategies to reinforce academic development.</p>	<p>Principals; Curriculum Coordinators; ELL Teachers; Elementary Math Coaches</p>	<p>By June 2019</p>	<p>Calendar of events including- Math Night; Science Fair; High School Program of Studies Night/AP Night; PARENT Speaker Series</p> <p>Families in attendance at events will be representative of the student population.</p>	<p>Family Outreach Liaison</p> <p>Teacher Leaders</p>
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	1.4.6 Provide ongoing professional development regarding progress monitoring, identification of students who are not meeting targets, and tools and strategies for intervention and targeted support.	Curriculum Coordinators; Teacher Leaders; Elementary Math Coaches; Elementary Instructional Technology Specialists; Professional Development Committee	By June 2022	Plan for continuous professional development opportunities over five years Implementation of research-based instructional practices Decrease of gaps in educational opportunities	Resources for progress monitoring District-wide data files
Objective 1.5	<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.</i>				
	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)

<p>1.5.1 Gather information about curriculum at all grade levels in all content areas.</p>	<p>Curriculum Coordinators; Department Heads/Directors; Asst. Supt. for Curriculum and Instruction</p>	<p>By June 2019</p>	<p>Documentation of current curriculum status for all content areas and grade levels which includes information about year of most recent update, pacing guides, common assessments, year and version of curriculum adoption, alignment to DESE frameworks</p>	<p>Current curriculum documents</p> <p>Records regarding year of most recent curriculum update</p> <p>Information regarding efforts to align to DESE frameworks</p> <p>Records regarding year and version of adopted curriculum</p>
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<p>1.5.2 Develop a program review protocol.</p>	<p>Curriculum Coordinators; Department Heads/Directors; Teacher Leaders; Asst. Supt. for Curriculum and Instruction</p>	<p>By June 2020</p>	<p>District guideline document which includes protocols, templates, and expectations Set guidelines for assessing cultural responsiveness</p>	<p>District identified curriculum mapping template</p>
<p>1.5.3 Develop program review schedule which includes all content areas.</p>	<p>Curriculum Coordinators; Department Heads/Directors; Teacher Leaders; Asst. Supt. for Curriculum and Instruction</p>	<p>By Dec 2021</p>	<p>Identification of high priority content areas to address (immediate needs will be identified) Timeline for regular review of all content areas</p>	<p>List of all content areas (e.g., English Language Arts, History, Mathematics, Science, World Languages, Counseling, Digital Literacy, Physical Education/Health, Arts, Social and Emotional Learning) Information about curriculum status</p>

<p>1.5.4 Provide professional development for teachers for both curriculum writing and curriculum implementation.</p>	<p>Curriculum Coordinators; Department Heads/Directors; Teacher Leaders; Professional Development Committee</p>	<p>By June 2022</p>	<p>Updated curriculum documents for all subject areas and grades (as outlined in plan) Targeted professional development focused on curriculum implementation with opportunities for teacher-led sessions</p>	<p>Training for teacher leaders on curriculum mapping/writing Stipends for curriculum mapping/writing and curriculum implementation</p>
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<p>Goal 2: <i>Technology</i></p>	<p>To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.</p>
<p>Objective 2.1</p>	<p><i>Create a blueprint for transforming technology use in the Milton Public Schools.</i></p>

	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
	2.1.1 Recruit 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 Author a 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
Objective 2.2	<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>				

Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
2.2.1 Reach out to districts who have adopted 1:1 initiatives to gather information regarding the benefits and challenges of implementation	1:1 Teams	Pierce - Spring 2020 Elementary Schools - 2021	Action steps that reflect learned benefits and challenges to help move the district forward with educational technology, technology professional development plan, and technology purchases. Procedures, policies and guidelines for BYOD	Research School personnel time and expenses to attend meetings

	2.2.2 Create an elementary school 1:1 committee, and continuously assess the effectiveness of all the MPS 1:1 initiatives.	Educational Technology Director MHS AP Information Technology Director	Spring 2021	Easy to follow guide to assessing the effectiveness of the 1:1 initiatives	Research
	2.2.3 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.	
Objective 2.3	<i>Promote an environment of professional learning and innovation where educators-enhance student learning through the infusion of contemporary technologies and digital resources.</i>				
	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)

<p>2.3.1 Establish monthly meeting dates for technology subcommittees to:</p> <ul style="list-style-type: none"> ● Monitor best practices using technology ● Assess implementing 1:1 or BYOD ● Identify assistive technology options & determine the types of behaviors that merit their use ● Develop a K-12 digital citizen curriculum ● Update/assess the technology skills needed by all MHS graduates to succeed in postsecondary education and beyond and how it looks K-12 ● Establish a personalized learning mission, vision, and implementation plan 	<p>Educational Technology Director</p>	<p>Each spring a list of dates will be identified for the following school year.</p>	<ul style="list-style-type: none"> ● Scheduled meeting dates for the year ● <u>Outcomes for committees</u> 	<p>External experts</p> <p>Admin (IT & School Based)</p> <p>Teachers</p> <p>ES IT Specialists</p> <p>Budget for experts \$2500 (Technology Experts)</p>
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	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
Objective 2.4	<i>Establish and promote policies and practices for safe, legal, and ethical use of digital information and technology.</i>				
	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)

2.4.1 Develop a preK-12 Digital Citizen Curriculum	Educational Technology Director, Elementary School Instructional Technology Specialists Technology teachers at MHS & Pierce	June 2018 complete. Each year the curricula will be reevaluated.	Engaging, comprehensive, scaffolded curriculum preparing students to be responsible digital citizens	Technology teachers Research
2.4.2 Embed opportunities throughout the curriculum for the development of responsible digital citizen skills	Educational Technology Director, Elementary School Instructional Technology Specialists	Every spring/summer a PD plan will be in place for the following school year.	Engaging, comprehensive, scaffolded curriculum embedded into the core subjects	Ed Tech Director, ES IT Specialists, Tech teachers

	2.4.3 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
Objective 2.5	<i>Increase use of technology to personalize learning.</i>				
	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
	2.5.1 Visit exemplar schools to explore models for the effective use of technology to personalized learning	MHS 1:1 Team	Spring 2020	Generate ideas for implementing personalized learning in a 1:1 environment, and an assessment of what is going well and what we could do differently to improve.	School personnel, MHS van, cost of substitutes

	2.5.2 Identify teachers to pilot best practice models & tools for personalizing learning using technology	Instructional Technology Committee, Curriculum Coordinators, Department Heads	Spring 2020	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	Spring 2020	Detailed, researched plan to help teachers personalize learning using technology	Research
Goal 3: <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, and other strategic priorities.				
Objective 3.1	<i>Create and track a district-wide set of metrics to benchmark district goals encompassing student learning and growth, student well-being, and other strategic priorities.</i>				
	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)

Revised
January 2020

	3.1.1 Research different examples of district dashboards	Data Group & Data Specialist	By end of March 2020	Other district dashboards that we can learn from	Research, time and technology
	3.1.2 Develop 8-10 key metrics that can serve as indicators for the success of the district	Data Group & School Committee	By end of August 2020	A dashboard with district level and possibly school level metrics	Time to meet; include on School Committee meeting agenda in August
	3.1.3 Develop a calendar to report on the district dashboard throughout the year	School Committee & Data Group	By end of August 2020	Reporting calendar	Meeting time and district calendar with SC meeting dates; include on School Committee meeting agenda in August
	3.1.4 Launch the district dashboard in school year 2018-19	Data Group & Data Specialist	SY20-21	District-wide set of metrics to benchmark district goals	District-wide set of metrics
	3.1.5 Review pilot year dashboard and create version 2.0 for school year 2019-20	Data Group & Data Specialist & School Committee	Summer 2021	Refined set of metrics to benchmark district goals	Summary input from stakeholders
Objective 3.2	<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>				

	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
	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 Coordinators/Data Specialist	December 2020. 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 Coordinators/Data Specialist	Pilot in 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 understand the key data points related to their students	Curriculum Coordinators/Data Specialist	Pilot in Fall 2021	Online or in-person tutorial, perhaps coupled with parent/ teacher conferences	Research, time, and technology

Goal 4: <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>				
Objective 4.1	<i>For new hires, increase the teachers of color to 22%.</i>				
	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
	4.1.1 Examine research and trends to develop a robust process to reach high but attainable goals to increase the diversity of MPS staff.	Cultural Competency Committee	2019	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	March of each year	Increase in pool of candidates of color	Communication resources already in place 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	Cultural Competency Committee Administration Mentoring leadership	By Fall 2019	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 Affinity Group Administration	By December 2019	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 District Data Analyst	By Spring 2019	Data that describe the experiences and decision-making process for teachers new to the district	
Objective 4.2	<i>Increase the overall participation of students of color in extra-curricular activities to close the participation gap.</i>				

	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
	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	By January 2019	An efficient system of collecting data about student participation in extracurricular activities at each level Data that describe participation that can be easily disaggregated	Dedicated, easily accessible electronic database Personnel- time for Data Analyst to set up system and designated individual at each school to maintain and update data
	4.2.2 Partner with families and town organizations to recruit students and expand opportunities at all levels	Administration Athletic Director Family Liaison	Present- June 2019	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
Objective 4.3	<i>Increase the cultural competency of all staff members.</i>				

Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
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 processes (e.g. professional development offerings, curriculum review processes, etc.) with a cultural competency lens.	Cultural Competency Committee Administration Professional Development Committee Teacher leaders	Present-June 2019	A professional development plan that makes explicit how cultural competency growth of all staff/faculty will be enhanced A well-articulated, robust process for regularly reviewing curriculum with a cultural competency lens	Enhance existing process for planning professional development. 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	Present- -Fall 2019	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 competency focused professional development offerings outside of the district.	Financial support for attending external culturally competent professional development
Objective 4.4	<i>Increase home/school collaboration and engagement with families using culturally competent practices.</i>				
	Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)

<p>4.4.1 Assess the current accessibility of school resources for ELL families and address any gaps</p>	<p>ELL Facilitator Family Liaison</p>	<p>Present- June 2018</p>	<p>A list of documents translated and those yet to be translated</p> <p>A list of the precise processes for ensuring that all families requiring translated documents (including 504s, IEPs, etc.) receive them</p>	<p>Costs associated with translating documents</p> <p>Costs associated with activating EDPLAN translation process</p> <p>Personnel- dedicated time for ELL Facilitator and Family Liaison to determine needs and address gaps</p>
<p>4.4.2 Implement diverse ways in which to engage families (e.g. PARENT Speaker Series, etc.)</p>	<p>Cultural Competency Committee Family Liaison ELL Facilitator Administration</p>	<p>Present- June 2019</p>	<p>Schedule of parent/ guardian engagement events</p> <p>Participation data that shows that the demographics of those attending represent those of the district</p>	<p>Costs associated with the PARENT Speaker Series</p> <p>Dedicated facilities to host events</p>

	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
Goal 5: <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>				
Objective 5.1	Develop a systematic approach to planning social emotional learning across all grade levels.				
	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)
	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

<p>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</p>	<p>Superintendent, Asst. Superintendent, SEL Facilitator, Representatives from each school</p>	<p>By January 2020</p>	<p>SEL/Safe and Supportive Action Plans that prioritize needs and actions at classroom level, school level, and district level</p>	<p>Safe and Supportive Schools Grant</p>
<p>5.1.3 Identify SEL competencies by grade level and vertically align preK-12 SEL curriculum</p>	<p>SEL/Safe and Supportive Advisory Team SEL Facilitator Coordinators, Department Heads</p>	<p>By June 2021</p>	<p>Development of PreK-12 SEL curriculum maps</p>	<p>Release time, Stipends for teacher members of curriculum teams</p>
<p>5.1.4 Integrate SEL strategies and promote SEL across all curriculum areas in alignment with Safe and Supportive Schools Action Plans</p>	<p>Principals, Coordinators, Department Heads, SEL/Safe and Supportive Advisory Team, individual school-based teams SEL Facilitator</p>	<p>2018-2021</p>	<p>Positive student behaviors and increased readiness to learn</p>	<p>PD costs</p>

<p>5.1.5 Implement standardized culturally relevant and inclusive practices across elementary, middle and high schools</p>	<p>Cultural Competency Committee, Director of Pupil Personnel Services, Leadership Team, SEL/Safe and Supportive Advisory Team</p>	<p>2018-2021</p>	<p>Students feel a greater sense of belonging in their schools</p>	<p>PD costs</p>
<p>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 mindset, responsible decision making, cooperative learning and play</p>	<p>Adjustment Counselors, Director of Pupil Personnel Services, PD Committee, SEL/ Safe and Supportive Advisory Team, SEL Facilitator</p>	<p>2018-2021</p>	<p>Staff understanding of how PBIS impacts student learning and academic outcomes; school staff will be trauma informed, develop common language and protocols to address behavioral health challenges</p>	<p>PD costs for staff, Cost of Interface Referral Service, Clinical support for adjustment counselors</p>
<p>Objective 5.2</p>	<p>Assess, address and enhance the behavioral health of students</p>			

Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)
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, Adjustment Counselors, Student Support Teams	2018-2021	Implementation of a system that supports a positive school climate and positive social and academic outcomes for students; protocols used consistently across district for referrals and progress monitoring of effectiveness of supports and interventions	DESE resources and trainers, SEL Facilitator, PBIS coach stipends

<p>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</p>	<p>Principals, SEL Facilitator, Director of Pupil Personnel Services, Adjustment Counselors, SEL/ Safe and Supportive Advisory Team</p>	<p>2018-2021</p>	<p>Consistent expectations and responses to student behavioral health needs in the home and school environment</p>	<p>Assessment of current policies, procedures, and resources, research of best practices, collaborative time, meetings and programs with community partners</p>
<p>5.2.3 Advance understanding and practices concerning behavioral health and trauma informed schools</p>	<p>Leadership Team, Adjustment Counselors. SEL/ Safe and Supportive Advisory Team</p>	<p>2018-2021</p>	<p>Teachers and parents/guardians will recognize, understand and address the learning needs of children impacted by behavioral health needs and trauma</p>	<p>PD for staff, Behavioral consultants, educational programs for parents/guardians</p>

	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, counseling support	SEL Facilitator time, funding from grants, partnership with BID Milton, MPD, Interface Referral Service
Objective 5.3	Assess and improve school culture across the district through collaborative practices				
	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)

	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 improvement opportunities	Stipends for clubs and leadership mentors
	5.3.3 Focus on social transitions between 5-6 and 8-9 grades	Principals	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
Objective 5.4	Establish a system for regularly collecting, analyzing, and communicating SEL and Behavioral Health data				

	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)
	5.4.1 Review current and new assessment tools and develop a system for measuring student self-efficacy and behavioral health as well as school climate	SEL/Safe and Supportive Advisory Team, Principals, Data Analyst	2018-2020	Identification of SEL metrics and assessments for students, staff, and families	Release time for analysis
	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

*Revised
January 2020*

Goal 6: Facilities	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 st century education.				
Objective 6.1	<i>Provide sufficient dedicated classroom and other related space for our expanding enrollment</i>				
	Activity	Responsible Person	Timeline	Expected Outcome	Responsible Needed (Facilities, Personnel, Instructional Materials/Supplies)
	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 Contract for a study for architectural services to explore the options generated in 6.1.1 and to analyze cost implications of each option	Facilities Advisory Committee and School Committee	Fall 2018	Facilities Study Report with conclusions that guide decision making	Funding for facilities study

	<p>6.1.3 Conduct public awareness campaign to inform the public of the need for space to accommodate increased enrollment and to share options that have been considered (including presentation on this issue at Town Meeting 2019)</p>	<p>Facilities Advisory Committee</p>	<p>2018-19 and ongoing</p>	<p>Public gains awareness about needs of schools relative to enrollment growth</p>	<p>Regular communication with public via various means</p>
	<p>6.1.4 If needed/appropriate, request that Town Meeting authorize a School Building Committee at Town Meeting 2019 to:</p> <ul style="list-style-type: none"> a. Develop a plan, including cost estimates, for needed facilities expansion and enhancements to meet enrollment needs; b. Seek approval from Town Meeting and voters for the recommended facilities adaptation or expansion; c. Develop, approve and oversee the construction or adaptation of needed facilities 	<p>School Committee with guidance from Facilities Advisory Committee</p>	<p>2019 and ongoing</p>	<p>Establishment of School Building Committee, if deemed appropriate</p>	

Objective 6.2	<i>Ensure that our facilities offer the adequate elements necessary for a strong 21st century education</i>				
	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)
	<p>6.2.1 Establish a 21st century schools task force to explore and prioritize the elements required for a strong 21st century education – including:</p> <ul style="list-style-type: none"> ● technologically appropriate space for STEM ● foreign languages ● special needs services ● fine arts ● social emotional learning ● space and furnishings to enable small group work ● student related programs and activities to address sustainability goals 	<p>Mary Gormley Ben Kelly</p>	<p>2018-19</p>	<p>21st century schools task force established</p>	<p>Personnel and parents/ community members to form task force</p> <p>Consultation with outside experts or other school districts</p>

	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	2019-20	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 from 21st century schools task force	Time on School Committee calendar, as needed.
Objective 6.3	Effectively utilize our 20 year facilities maintenance plan to ensure that our buildings are well maintained.				
	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)

<p>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.</p>	<p>Assistant Superintendent for Business Affairs Director of Consolidated Facilities Dept.</p>	<p>Annually October-December</p>	<p>Annual recommendations developed and approved by School Committee</p>	<p>20 year Facilities Maintenance Plan</p>
<p>6.3.2 Raise public awareness about the adequate funding level required to properly maintain MPS school buildings.</p>	<p>School Committee</p>	<p>Annually at Town Meeting and other venues</p>	<p>Public gains awareness about adequate funding needed for school maintenance</p>	<p>Regular communication with public via various means</p>

	<p>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.</p>	<p>Facilities Subcommittee (Rick Malmstrom)</p> <p>Sustainable Milton</p> <p>Hillary Waite – DPW Environmental Coordinator</p>	<p>2020-21</p>	<p>Sustainability Plan with recommended improvements</p>	<p>Personnel and parents/ community members to form task force</p>
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