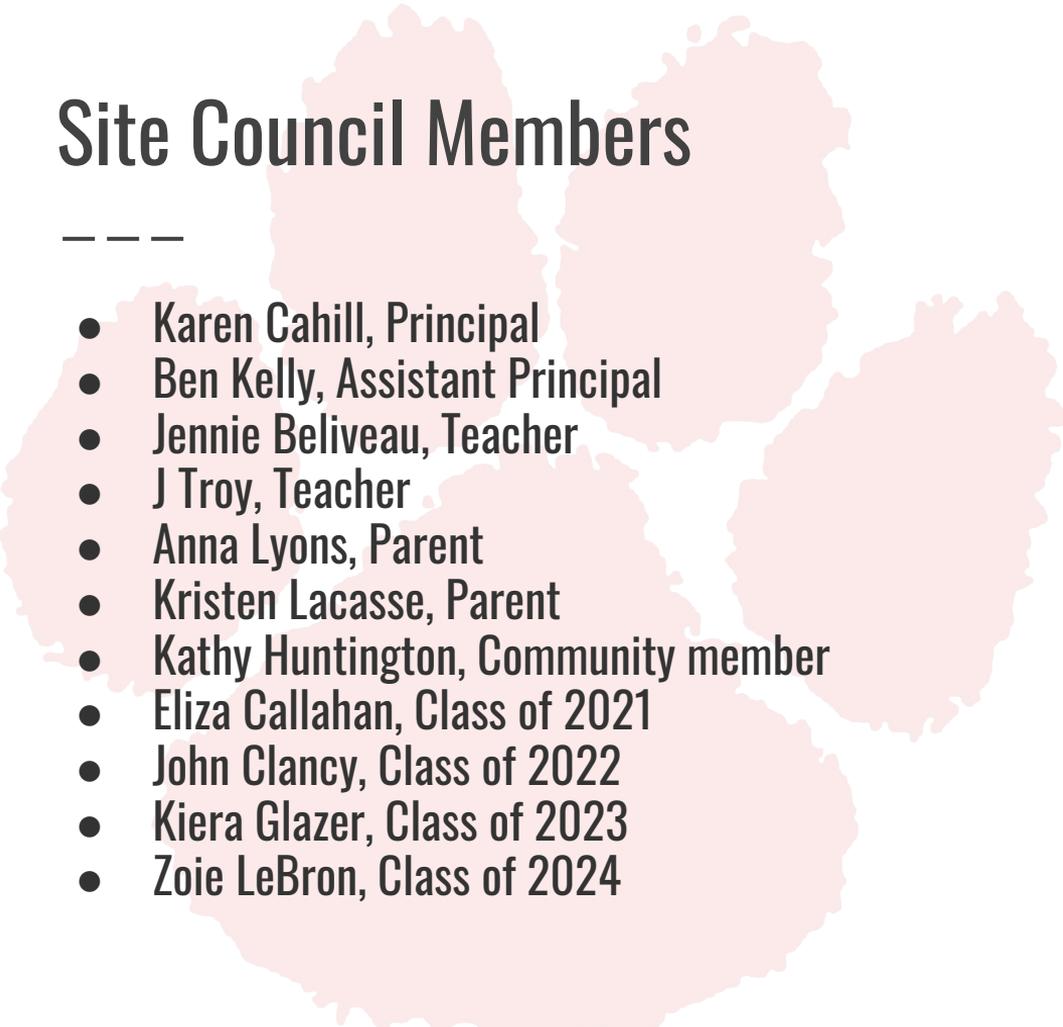


# MHS Site Council 2020-2021



# Site Council Members



- Karen Cahill, Principal
- Ben Kelly, Assistant Principal
- Jennie Beliveau, Teacher
- J Troy, Teacher
- Anna Lyons, Parent
- Kristen Lacasse, Parent
- Kathy Huntington, Community member
- Eliza Callahan, Class of 2021
- John Clancy, Class of 2022
- Kiera Glazer, Class of 2023
- Zoie LeBron, Class of 2024

# Some Great News!

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- **Class of 2020**
  - 84% 4 year school
  - 11% 2 year school
  - 4% Employment
  - 1% Military
- **AP Program**
  - 778 exams were administered remotely in 21 subjects
    - 325 students tested
    - 88% of scores were 3,4 or 5
- **SATs for Class of 2021**
  - Administered school day; Sept 23rd and Oct 14th



# NEASC Accreditation Process



# What is NEASC?

- The New England Association of Schools and Colleges is an independent, nonprofit, membership organization that works to establish and maintain high standards of education
- The Commission on Public Schools (NEASC-CPS) accredits and supports public elementary, middle and high schools
- Accreditation by NEASC-CPS indicates that a school has completed a self-assessment, engaging with community partners, and has hosted a visiting team of educators to review the school in terms of its goals and practice against the Standard for Accreditation
- MHS has been a member of NEASC since 1934; last NEASC-CPS Decennial Accreditation Visit took place in SY2011-2012
- NEASC has recently revised their Standards for Accreditation and reworked their accreditation process for schools starting the cycle in 2020 and beyond

# The New Standards

2020 and beyond

## Standard 1 - LEARNING CULTURE

Learning Culture promotes shared values and responsibility for achieving the school's vision.

## Standard 2 - STUDENT LEARNING

Student Learning practices maximize the impact of learning for each student.

## Standard 3 - PROFESSIONAL PRACTICES

Professional Practices ensure that practices and structures are in place to support and improve student learning.

## Standard 4 - LEARNING SUPPORT

Learning Support ensures that the school has appropriate systems to support student learning and well-being.

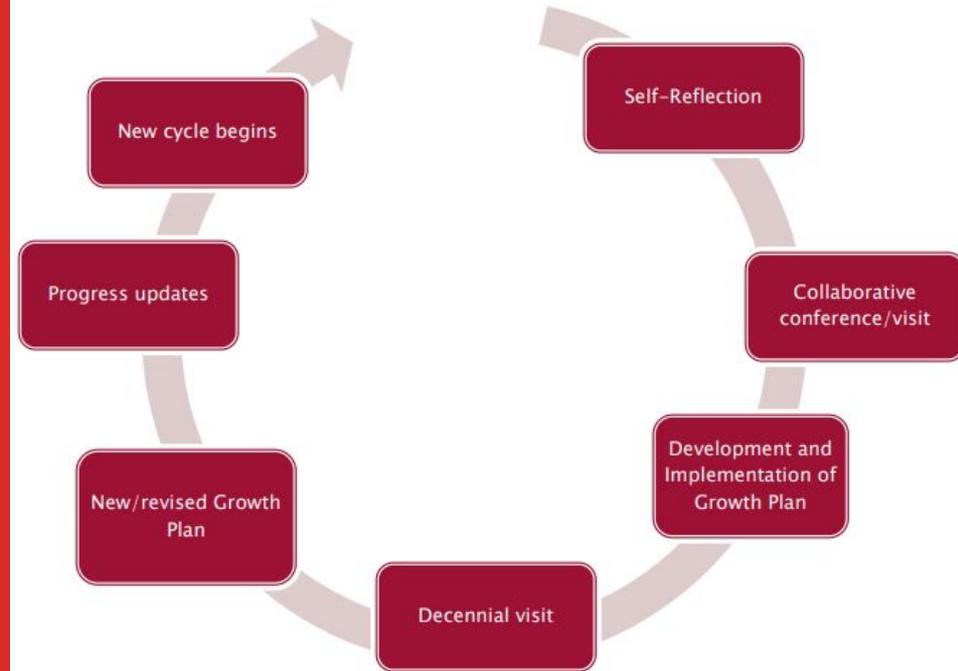
## Standard 5 - LEARNING RESOURCES

Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.



# The New Process

2020 and beyond



# Self-Assessment

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- Student (763), Parent (271) & Faculty (114) Opinion Surveys to collect data relative to the Standards
- Standard Committees of faculty members formed to analyze survey data, collect evidence, write narratives and judge MHS's performance relative to the standards/principles using NEASC rubrics
- Identification of strengths and areas of growth by each Standard Committee
- Review and revision of the work of the Standard Committees by the Steering Committee to merge the work into one collective Self-Assessment Report
- Presentation and Vote of the professional faculty to approve the final Self-Assessment Report



# Findings

- Updated Mission Statement
- Updated Vision of the Graduate
- Identification of Priority Areas for NEASC School Growth Plan



# Mission Statement

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## **Old Mission Statement**

The mission of Milton High School is to graduate students who are equipped to reach their potential and contribute to the global community by engaging them in a rigorous, enriching educational program that emphasizes respect, achievement, and citizenship.

## **New Mission Statement**

The mission of Milton High School is to cultivate a supportive environment that graduates students who are equipped to reach their potential and contribute to the global community by engaging them in a rigorous, enriching educational program that emphasizes respect, achievement, and citizenship.

# Vision of the Graduate

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## **Old Expectation for Student Learning**

All Milton High School graduates will:

1. Effectively apply critical thinking skills to solve problems.
2. Communicate skillfully and effectively through written, visual, oral and technological means.
3. Apply tools and technology to a variety of authentic tasks.
4. Demonstrate connections between and among subjects to enhance understanding of the world.
5. Demonstrate originality and innovation through individual and collaborative work.
6. Demonstrate good citizenship, personal responsibility and character through individual and collective actions.
7. Demonstrate understanding and respect for the diversity of ideas, cultures, abilities and lifestyles in the school and beyond.



# Vision of the Graduate

## Our Vision of the Graduate

All Milton High School graduates will:

1. Effectively apply critical thinking skills to make connections and solve problems.
2. Utilize technology to engage, explore and evaluate our community, nation and world.
3. Be original and innovative in individual and collaborative work.
4. Practice good citizenship, personal responsibility and character through individual and collective actions.
5. Demonstrate understanding and respect for themselves and the diversity of ideas, cultures, abilities and lifestyles in school and beyond.



# Priority Areas for Growth

## Priority Area for Growth #1

The faculty at Milton High School will continue to grow as educators who stress creative and critical thinking skills, passing along the power of learning into the hands of our students. A commitment to student-centered learning, collaborative planning and professional development still needs to be the focus of professional development, curriculum development and instruction. These efforts will support finding innovative ways to challenge our students to take intellectual risks in the classroom.

# Priority Areas for Growth



## Priority Area for Growth #2

Milton needs a formal multi-tiered system of supports (MTSS) tracking protocol for student support in an effort to identify early in a student's career and provide the necessary system of supports to help each student find success at Milton High School. There are a wide variety of ways to support students through our Special Education Department, teacher initiatives, Guidance, and our Adjustment Counselors, but currently there is no formal process that unites the work of all departments. Milton High school needs to establish a system of tracking these supports and communicating the information to the school community.



# Priority Areas for Growth

## Priority Area for Growth #3

Milton High School needs to continue its commitment to employ technology to engage, explore and evaluate our community, nation, and world. As the school moves toward its third year of a 1:1 policy an investment in both hardware and electronic infrastructure has become a necessity, and a support staff that will meet the needs of our students and staff is imperative. Time and resources are also needed to support teachers in appropriately using technology to allow students to creatively and critically think about the world in which they live. This would include professional development, collaboration and curriculum development.



# Priority Areas for Growth

## Priority Area for Growth #4

With the expectation of a student population increase over the next decade Milton High School needs to address the current strain on the space in our building, and also plan for our future. The plan needs to address the growing student population, including physical spaces on campus and feasible average class sizes that ensure rigor and student-centered learning.



# Self-Assessment Vote

- Feedback on the Self Assessment was solicited from all staff
- Voting to endorse Part 2 of the Self Assessment was open to teachers, counselors, administrators and other licensed educators
- Self-Assessment was unanimously approved

# NEASC Timeline

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- **March 2020 -**
  - Deliver Self Assessment to Visiting Chair & Team
- **Summer & Fall 2020 -**
  - Review and revise details of the Collaborative Conference Site Visit, including
- **October 26 & 27, 2020 - Collaborative Conference**
- **November 2020 -**
  - Receive & review draft Collaborative Conference Report
- **Ongoing -**
  - Development and implementation of Growth Plan
- **Winter/Spring 2021 -**
  - Receive and disseminate Collaborative Conference Report to the public
- **Fall 2022- Decennial Visit (3-4 days, 6-8 visiting team members)**

# Visiting Team Commendations

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- positive culture of collaboration and mutual respect, intent on supporting students' needs and success
- opportunities for students to become involved
- efforts of teachers to support students on an individual level
- assignments that allow students to demonstrate learning in various ways
- structures, time, and processes in place for most departments to engage in common planning
- financial resources that support the needs of the school and students, particularly through the support of the community through several operational overrides



# Visiting Team Recommendations

- integrate the school's Vision of the Graduate more formally
- ensure all curricula are written in a consistent format with explicit connection to the Vision of the Graduate
- redesign the Department Leadership structure to ensure that all disciplines are equitably represented
- formalize intervention processes and accommodations for all learners
- challenge learners in developing a range of thinking skills that are calibrated against the expectations of the school's Vision of the Graduate
- ensure that all capital, facility, staffing, activity/athletic, and other budgetary needs, given population and pedagogy changes, are met



# NEASC Process to School Improvement Planning

# School Improvement Plan



*4 Priority Areas developed from NEASC Process and Site Council feedback*

- School Mission and Vision of a Graduate
- Curriculum & Instruction
- Student Support & Engagement
- Facilities

**School Improvement Plan**

# Highlights



- **VISUAL ARTS PROGRAM**
- Athletics
- Clubs
- Fundraisers