The Milton Public Schools
District Strategic Plan and Process

Background on the Process
The Milton Public Schools Strategic Planning Advisory Committee 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 Milton Public Schools Strategic Planning Advisory Committee 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.

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
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.

FINAL
June 6, 2018

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.

FINAL
June 6, 2018

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 ***DRAFT 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	*To consistently facilitate a rigorous, research-based, culturally sensitive curriculum with exemplary instruction that is differentiated to meet the needs of every learner.*
2. Technology	*To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.*
3. Data Use	*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.*
4. Cultural Competency	*To cultivate the cultural competence of all stakeholders and incorporate strategies to foster and sustain the organizational cultural competence of the district.*
5. Social Emotional Learning	*To develop a comprehensive, well articulated PreK-12 approach to support the social and emotional growth of all students.*

Goal 1: *Curriculum & Instruction*	To consistently facilitate a rigorous, research-based, culturally sensitive curriculum with exemplary instruction to meet the needs of every learner.				
Objective 1.1	*Achieve English Language Arts proficiency for at least 70% of third grade students as measured by MCAS assessment and internal Language Arts assessments.*				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities,**

				Personnel, Instructional Materials/Supplies)
1.1.1 Advance all students' growth and achievement through rigorous and innovative literacy curriculum in our elementary schools.	Elementary Curriculum Coordinators; Elementary Classroom Teachers grades K-3	By June 2020	Promote innovative literacy practices at all levels from a multidisciplinary perspective Completed Unit Assessments Literacy Centers Implementation Increased percentage of Grade 3 students showing proficiency in ELA	Reach for Reading curricular materials Gafi reading method curricular materials Zig-Zag curricular materials Grade Level Facilitators Literacy Leadership Team Reading Specialists
1.1.2 Increase opportunities for students to develop and apply 21st century skills through enhanced online experiences across the district.	Elementary Curriculum Coordinators; Instructional Technology Team; Teachers	By June 2019	Students will demonstrate problem solving and critical thinking skills through	Google classroom Technological Devices Online subscriptions (i.e. Learning.com,

				collaborative learning experiences	EM4, NG Connect, etc.)
	1.1.3 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 2020	Improved public relations and increased awareness regarding the importance of early literacy Collaborative family early literacy events including parent/guardian education Improved transitions from home to school MECA/MPS Family Summer Programming	Informational brochure for families Contacts at local organizations Identify lead personnel to sustain partnership Milton Library
	1.1.4 Develop a system of assessment within the Language Arts curriculum including a benchmark framework across grade levels and programs.	Elementary Curriculum Coordinators; Grade Level Facilitators; District Reading	By June 2019	Timeline for the expected administration of assessments Refinement of	Reach for Reading curriculum materials Gafi curriculum materials

		Specialists		benchmark expectations per grade level	Zig-Zag curriculum materials
	1.1.5 Maximize Reading Specialist role as integral members of grade-level intervention teams.	District Reading Specialists; Elementary Curriculum Coordinators	By June 2019	Progress monitoring data within small group setting Data reflecting growth within the small group setting Providing targeted enrichment and support for all students as determined by internal data	Reach for Reading Benchmark Assessment GB+ Assessment System (French) Running Records Ongoing schedule re-structuring for rigorous, tiered intervention
Objective 1.2	*Engage K-12 students in high quality Science, Technology, Engineering and Mathematical experiences.*				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)**
	1.2.1 Research other districts'	Curriculum	By June	Knowledge of	Develop contacts with

| | STEM programs and experiences. | Coordinators for STEM content areas; Principals; Asst. Supt. for Curriculum and Instruction | 2019 | innovative offerings in other districts | 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 |
| | 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. | Curriculum Coordinators for STEM content areas; Principals; Asst. Supt. for Curriculum and | By June 2021 | Definition of essential content and learning expectations vertically and across grade levels | ISTE Standards

P21's 21st Century Skills Early Learning Framework and Guide

P21's Framework for |

		Instruction		STEM Program Guide	21st Century Learning
					MA DESE Digital Literacy & Computer Science, Mathematics, and Science and Technology/Engineering Frameworks
	1.2.3 Professional development in STEM education for teachers to prepare for implementation.	Curriculum Coordinators for STEM content areas; Teacher Leaders; Principals; Professional Development Committee	By June 2022	Consistent teacher proficiency and expertise in STEM practices	Costs associated with offering professional development (conferences, workshops, training)
	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 participation in STEM programming	STEM Assessment Tools Curriculum Materials Costs associated with increased enrollment in STEM programming
	1.2.5 Provide support to teachers through instructional coaching.	Elementary Math Coaches;	Present - June	Increased student-centered activities	Training for instructional coaches

		Instructional Technology Specialists; Curriculum Coordinators; Teacher Leaders; Principals	2023	Increased opportunities for problem-based learning	and teachers Instructional Materials
	1.2.6 Develop a system of assessment within the STEM curriculum including a benchmark framework across grade levels and programs.	TBD	TBD	TBD	TBD
Objective 1.3	*Foster a strong district-wide vision of inclusive practice to ensure that all students are engaged and show growth.*				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)**
	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;	By June 2019	Guidance document that can be shared with faculty, parents/guardians, and the community	DESE Guidebook for Inclusive Practice

		Inclusion Specialists			
	1.3.2 Provide targeted professional development to expand effective inclusive practices at all levels as measured by student growth.	Curriculum Coordinators; Teacher Leaders; Elementary Math Coaches; Elementary Instructional Technology Specialists; Professional Development Committee	Present - 2023	Plan for continuous professional development opportunities over five years

Increased support for collaborative arrangements

Implementation of research-based differentiated instructional practices
Decrease of gaps in educational opportunities

Maximize classroom rigor and enrichment opportunities | DESE Guidebook for Inclusive Practice

MA Teacher Rubric with Inclusive Practice Annotations

DESE Foundations for Inclusive Practice: Administrator and Teacher Online Courses |
| | 1.3.3 Continue to support evaluators in identifying and | Superintendent; Assistant | Present - June | Implementation of research-based | DESE Guidebook for Inclusive Practice |

	providing feedback around inclusive instruction.	Superintendent	2023	differentiated instructional practices Decrease of gaps in educational opportunities Maximize classroom rigor and enrichment opportunities	DESE Inclusive Practice Tool: What to Look For
	1.3.4 Revise guidelines for entrance and exit criteria for specialized programs and support across the district.	Director of Pupil Personnel Services; Service providers; Reading specialists	By Dec 2018	Consistent policies and practices across the district	
Objective 1.4	*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.*				
	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;	By June 2021	Identification of universal benchmark	MCAS Results Common Unit

				screening tools	Assessments
	Curriculum Coordinators; Principals; Reading Specialists; ELL Teachers			Documentation of how intervention progress is measured and monitored	Beginning and end-of-year assessments
					Scholastic Reading Inventory
				Data-based decisions made using measures that are valid and reliable	Additional resources for progress monitoring
	1.4.2 Monitor percentage of students that are meeting targets for core instruction and identify and monitor students not meeting targets.	District Data Specialist; Teachers; Grade Level Facilitators; Curriculum Coordinators; Principals; Reading Specialists; Elementary Math Coaches; ELL Teachers	Present - June 2021	Regular identification of students needing interventions, support or enrichment	District-wide Data Files
					MCAS Results
					Common Unit Assessments
				Evaluation of effectiveness of core instruction, supplemental intervention, and intensive support	Beginning and end-of-year assessments
					Scholastic Reading Inventory
				Strengthening of	Additional resources

				core, supplemental intervention and intensive instruction, as needed	for progress monitoring
	1.4.3 Identify additional opportunities for interventions and supports during the school day.	Curriculum Coordinators; Principals; Teachers; Elementary Math Coaches; Reading Specialists	By June 2021	Defined tiers and academic supports/interventions and enrichment at all levels	Curriculum Materials

Assessments and other progress monitoring resources |
| | 1.4.4 Provide effective extended learning opportunities to reach all students in need. | Curriculum Coordinators; Various Program Directors | By October of each year | Document outlining programs designed to reach each subgroup

Documented guidelines to measure success of each program

Analysis of achievement data and student growth percentiles | 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 |

				of students in select subgroups who attend programs	Academy Saturday School, Future Problem Solving
	1.4.5 Engage with families through parent/guardian education to highlight strategies to reinforce academic development.	Principals; Curriculum Coordinators; ELL Teachers; Elementary Math Coaches	By June 2019	Events, such as: Math Night; Science Fair; Kick-off; High School University; Program of Studies Night/AP Night Focused strategies on increasing the representation of families from subgroup populations at parent/guardian education events Parent Speaker Series	Family Outreach Liaison Teacher Leaders
	1.4.5 Provide ongoing professional development regarding progress monitoring, identification of students who	Curriculum Coordinators; Teacher Leaders; Elementary Math	By June 2022	Plan for continuous professional development	Resources for progress monitoring District-wide data files

	are not meeting targets, and tools and strategies for intervention and targeted support.	Coaches; Elementary Instructional Technology Specialists; Professional Development Committee		opportunities over five years Implementation of research-based instructional practices Decrease of gaps in educational opportunities	
Objective 1.5	*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.*				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)**
	1.5.1 Gather information about curriculum at all grade levels in all content areas.	Curriculum Coordinators; Department Heads/Directors; Asst. Supt. for Curriculum and Instruction	By June 2019	Documentation of current curriculum status for all content areas and grade levels which includes information about year of most recent update, pacing guides,	Current curriculum documents Records regarding year of most recent curriculum update Information regarding efforts to align to DESE frameworks

				common assessments, year and version of curriculum adoption, alignment to DESE frameworks	Records regarding year and version of adopted curriculum
	1.5.2 Develop a program review protocol.	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
	1.5.3 Develop program review schedule which includes all content areas.	Curriculum Coordinators; Department Heads/Directors; Teacher Leaders; Asst. Supt. for Curriculum and Instruction	By Dec 2021	Identification of high priority content areas to address (immediate needs will be identified) Timeline for regular review of all content areas	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
	1.5.4 Provide professional development for teachers for both curriculum writing and curriculum implementation.	Curriculum Coordinators; Department Heads/Directors; Teacher Leaders; Professional Development Committee	By June 2022	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	Training for teacher leaders on curriculum mapping/writing Stipends for curriculum mapping/writing and curriculum implementation

Goal 2: *Technology*	To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.				
Objective 2.1	*Create a blueprint for transforming technology use in the Milton Public Schools.*				
	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 2019	List of best practices, develop a Technology Plan, and implementation plan	External experts Admin (IT & School Based) Teachers Elementary Instructional Technology Specialists Estimated Budget- $7500
	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 1:1 Committees	February 2019	Detailed, researched, and sustainable technology plan	Research Feedback from External experts Time
Objective 2.2	*Explore models for one on one device adoption to ensure equitable access to current and emerging technologies and digital resources.*				

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	MHS - Spring 2018 Pierce - Spring 2019 Elementary Schools - 2020	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 Design a 1:1 committee, and develop a process for assessing the	Educational Technology Director	Summer 2018	Easy to follow guide to assessing the effectiveness of the	Research

				1:1 initiatives	
	effectiveness of the 1:1 initiative. MHS AP Information Technology Director				
	2.2.3 Design a detailed communication plan that will inform all stakeholders with regard to technology initiatives.	Educational Technology Director 1:1 Team	June 2018/on going	Communication plan that reaches all stakeholders using multiple communication platforms.	
Objective 2.3	*Promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.*				
	Activity	**Responsible Person(s)**	**Timeline**	**Expected Outcome**	**Anticipated Resources (e.g. facilities, personnel, learning materials)**
	2.3.1 Establish technology subcommittees to:	Educational Technology	Fall 2017	● Subcommittees Established ● Outcomes for	External experts Admin (IT & School

	● identify 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 citizens curriculum ● identify the technology skills needed by all MHS graduates to succeed in postsecondary education and beyond and how it looks K-12	Director		committees	Based) Teachers ES IT Specialists Budget for experts $2500 (Technology Experts)
	2.3.2 Conduct technology professional development needs assessments	MPS PD Committee, App, Assistive, Instructional, Digital, MHS 1:1 Committees	Fall 2017/On going	Identify the 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	PD Committee, App, Assistive, Instructional, Digital, and MHS	June 2018/ongoing	Detailed, researched, data driven plan which promotes technology that	Principals and Superintendents office, PD Committees, and

	includes current and future trends in educational technology	1:1 Committees		allows teachers to redesign units featuring new tasks, that were previously inconceivable.	district wide directors
Objective 2.4	*Establish and promote policies and practices for safe, legal, and ethical use of digital information and technology.*				
	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	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	Educational Technology Director, Elementary School	Implement 2018-2019 School year	Embed engaging, comprehensive, scaffolded curriculum into the core subjects	Ed Tech Director, ES IT Specialists, Tech teachers

	skills	Instructional Technology Specialists			
	2.4.3 Evaluate effectiveness of Digital Citizenship Curriculum	Educational Technology Director, Elementary School Instructional Technology Specialists Technology teachers at MHS & Pierce	Ongoing	Revise curriculum as needed, to reflect the changes in an ever changing digital society.	Evaluation system Research on current digital citizen trends
Objective 2.5	*Increase use of technology to personalize learning.*				
	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	MHS 1:1 Team	Spring 2018	Generate ideas for implementing BYOD, and create a list of what is going well and what we could do	School personnel, MHS van, cost of substitutes

	personalized learning			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/On going	Create a 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 2018/on going	Create a detailed, researched plan to help teachers personalize learning with technology	Research

Goal 3: *Data Use*	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	*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.*

Activity	Responsible Person(s)	Timeline	Expected Outcome	Anticipated Resources (e.g. facilities, personnel, learning materials)
3.1.1 Research different examples of district dashboards	Data Group & Data Specialist	By end of March 2018	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 2018	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 2018	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	SY18-19	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 2019	Refined set of metrics to benchmark district goals	Summary input from stakeholders

Objective 3.2	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.				
	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 2018. 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 18-19	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 2019	Online or in-person tutorial, perhaps coupled with parent/teacher conferences	Research, time, and technology

Goal 4: *Cultural Competency*	*To cultivate the cultural competence of all stakeholders and incorporate strategies to foster and sustain the organizational cultural competence of the district.*				
Objective 4.1	*Increase overall percentage of faculty and staff of color.*				
	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	Fall 2018	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	April 2018-June 2018	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	April 2018-December 2018	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 new to the district (leavers and stayers)	Cultural Competency Committee Administration District Data Analyst	By December 2018	Data that describe the experiences and decision-making process for teachers new to the district	

Objective 4.2	Increase the overall participation of students of color in extra-curricular activities to close the participation gap.				
	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 extra-curricular activities at all levels and identify and address barriers and facilitates participation	District Data Analyst	By January 2019	An efficient system of collecting data about student participation in extra-curricular 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	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	*Increase the cultural competency of all staff members.*				
	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	Administration	Present- June 2019	Elementary to middle school and middle school to high school	Financial support for attending external culturally competent professional

	identify new ones to enhance the cultural competency of the district.			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.	development

Objective 4.4	*Increase home/school collaboration and engagement with families using culturally competent practices.*				
	Activity	**Responsible Person(s)**	**Timeline**	**Expected Outcome**	**Anticipated Resources (e.g. facilities, personnel, learning materials)**
	4.4.1 Assess the current accessibility of school resources for ELL families and address any gaps	ELL Facilitator Family Liaison	Present- June 2018	A list of documents translated and those yet to be translated A list of the precise processes for ensuring that all	Costs associated with translating documents Costs associated with activating EDPLAN translation process

				families requiring translated documents (including 504s, IEPs, etc.) receive them	Personnel- dedicated time for ELL Facilitator and Family Liaison to determine needs and address gaps
	4.4.2 Implement diverse ways in which to engage families (e.g. PARENT Speaker Series, etc.)	Cultural Competency Committee Family Liaison ELL Facilitator Administration	Present-June 2019	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 2018	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: *Social*	*To develop a comprehensive, well-articulated PreK-12 approach to support the social and emotional growth of all students.*

Emotional Learning					
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 a needs assessment and reflect on additional data to identify areas for improvement	Principals, SEL Facilitator, School-based Teams	By June 2018	Roadmap for District and action plans for each school	Grant
	5.1.2 Create a district-wide advisory team to work with the exSEL Network to author a plan to advance SEL	Superintendent, Asst. Superintendent, SEL Facilitator	By June 2018	SEL Integration Plan that prioritizes needs and actions at classroom level, school level, and district level	Grant, exSEL participation fee, Funds to sustain team mission
	5.1.3 Identify SEL competencies by grade level and vertically align preK-12 SEL curriculum	exSEL Team, Coordinators, Department	By June 2020	Development of PreK-12 SEL curriculum maps	Release time, Stipends for teacher members of curriculum teams

		Heads			
	5.1.4 Integrate SEL strategies and promote SEL across all curriculum areas	Principals, Coordinators, Department Heads	2018-2021	Positive student behaviors and increased readiness to learn	PD costs
	5.1.5 Implement standardized culturally relevant and inclusive practices across elementary, middle and high schools	Cultural Competency Committee, Director of Pupil Personnel Services, Leadership 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 mindset, responsible decision making, cooperative learning and play	exSEL Team, Adjustment Counselors, Director of Pupil Personnel Services, PD Committee	2018-2021	Staff understanding of how PBIS impacts student learning and academic outcomes; school staff will be trauma informed, develop common language and protocols to	PD costs for staff, Cost of Interface Referral Service, Clinical support for adjustment counselors

				address behavioral health challenges	

Objective 5.2	Enhance understanding and adoption of classroom SEL Competencies				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)**
	5.2.1 Focus on 3 SEL competencies: growth mindset, responsible decision making, and cooperative learning	Leadership Team, Department Heads, Curriculum Coordinators, Director of Instructional Technology	Sept. 2018-June 2021	Students will apply learning strategies that increase positive academic behaviors, perseverance and engagement; students will use problem solving and critical thinking strategies to make responsible decisions	PD, Teacher leaders/coaches, Showcase best SEL practices through videotaping, peer observations

	5.2.2 Create buy-in for adopting SEL competencies in the classroom; support teachers by modeling and showcasing best SEL practices	Leadership Team, Department Heads, Curriculum Coordinators, Director of Instructional Technology	Sept. 2018- June 2021	Teachers will feel supported in adopting competencies, and will have teacher leadership opportunities for implementation	PD, Teacher leaders/coaches, Showcase best SEL practices through videotaping, peer observations
Objective 5.3	Assess, address and enhance the behavioral health of students				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)**
	5.3.1 Define and implement PBIS (Positive Behavioral Interventions and Supports) included in the MTSS (Massachusetts Tiered System of Support) Framework	exSEL Team, Principals, Director of Pupil Personnel Services, Leadership Team, Adjustment Counselors, Student	2018-2020	Implementation of a system that supports a positive school climate and positive social and academic outcomes for students; protocols used	DESE resources and trainers, SEL Facilitator, PBIS teacher leader stipends

		Support Teams		consistently across district for referrals and progress monitoring of effectiveness of supports and interventions	
	5.3.2 Develop clear policies, protocols, procedures, and resources for addressing student behavioral health needs	Principals, SEL Facilitator, Director of Pupil Personnel Services, Adjustment Counselors	2018-2019	Consistent expectations and responses to student behavioral health needs	Assessment of current policies, procedures, and resources, research of best practices, collaborative time, meetings with community partners
	5.3.3 Advance understanding and practices concerning trauma informed schools	Leadership Team, Adjustment Counselors	2018-2020	Teachers will recognize, understand and address the learning needs of children impacted by trauma	PD for staff, Behavioral consultants
	5.3.4 Establish a BRYT (Bridge for Resilient Youth in Transition) Program at MHS	MHS Principal and Director of Guidance	2018-2019	Students with prolonged absences will be	.5 Adjustment Counselor or Clinician, 1.0 Academic support

				supported in transitioning and re-entering their full academic program	position
Objective 5.4	Assess and improve School Culture across the district through collaborative practices				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)**
	5.4.1 Explore opportunities for structured 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
	5.4.2 Expand opportunities for developing youth leadership for middle and high school students	Leadership Team, Students	2018-2020	Student participation in developing school improvement	Student leadership, SADD

	Activity	Responsible Person	Timeline	Expected Outcome	Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)
				opportunities	
	5.4.3 Focus on social transitions between 5-6 and 8-9 grades	Principals	2018-2019	Student inclusion and belonging	Consultant, collaborative time amongst schools
	5.4.4 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
	5.4.5 Implement Safe and Supportive Schools action steps from school-based assessments	Principals, Safe and Supportive Teams	2018-2021	Student inclusion and belonging	DESE grant (part B), Collaborative time
Objective 5.5	Establish a system for regularly collecting, analyzing, and communicating SEL data				
	Activity	**Responsible Person**	**Timeline**	**Expected Outcome**	**Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)**
	5.5.1 Review current and new assessment tools and develop a system for measuring student self-efficacy and behavioral	exSEL Team, Principals, Data Analyst	2018-2019	Identification of SEL metrics and assessments for students, staff,	Consultants

	health as well as school climate			and families	
	5.5.2 Administer student assessments such as YRBS, YHS 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 consultant
	5.5.3 Pilot school culture/climate surveys and focus groups at each level and with all stakeholders—students, faculty, staff and families	Principals, Leadership Team	2018-2019	Administration of school culture/climate surveys	Cost of assessment tools such as Panorama and Transforming Education
	5.5.4 Develop a district wide SEL data communication plan	exSEL Team, Principals, Data Analyst	2018-2020	Informed and supportive school community	Communication Specialist