
MPS Strategic Plan Update

— Presented to School Committee —
September 9, 2020

Members of Strategic Planning Advisory

Committee

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MPS Strategic Plan Goals - 2018-23

1. Curriculum and Instruction
2. Technology
3. Data Use
4. Cultural Competency
5. Social Emotional Learning
6. Facilities

Curriculum & Instruction - Highlighted Changes

- **Goal 1** To consistently facilitate a rigorous, research-based, culturally sensitive, **anti-racist** curriculum with exemplary instruction to meet the needs of every learner.
- **Activity 1.3.3** **Develop tools and create structures to support evaluators in identifying and providing feedback on inclusive instruction.**
- **Activity 1.4.6** Provide ongoing professional development regarding progress monitoring, identification of students who are not meeting targets **including professional development to equip educators with a critical lens on over-identification especially by race**, and tools and strategies for intervention and targeted support.

Curriculum & Instruction - Highlighted Changes

- 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, and include the identification of priority anti-racist standards.
- Activity 1.5.1 Pilot new curriculum review process and refine process, especially as it relates to ensuring a culturally response, anti-racist curriculum.
- Activity 1.5.2 Provide professional development for educators on analyzing curriculum with an equitable, anti-racist lens.

Technology - Highlighted Changes

- Activity 2.1.3 Create a plan to effectively assess the use of technology throughout the district.
- Activity 2.2.1 Plan to acquire the needed technology for all schools to have access to technology to improve teaching and learning, and to effectively prepare for and take MCAS and other mandated tests
- Activity 2.2.3 Create a sustainable plan to replace out-of-date Chromebooks

Data Use - Highlighted Changes

- Goal 3 To create and sustain a data rich culture in the district where stakeholders can use data effectively to make informed decisions that drive student learning and growth, student well-being, **access and equity**, and other strategic priorities.
- Activity 3.1.2 Work with the Equity Audit process to hone in on key metrics to capture **and** advance the goals of being an anti-racism district
- Activity 3.1.3 Prepare and present Strategic Data Dashboard to School Committee

Cultural Competency - Highlighted Changes

- Objective 4.1 Identify resources and supports needed to effectively identify, recruit, develop and promote into leadership educators of color into and within MPS
- Objective 4.1.6 For new hires, increase the teachers of color to 22%.
- Objective 4.1.7 Decrease the percentage of negative interactions between colleagues across all subgroups as measured by the “stayers survey”-through professional development, opportunities within the affinity group for allyship, and a streamlined and safe space for reporting and addressing micro and macro aggressions

Cultural Competency - Highlighted Changes

- Objective 4.1.8 Increase the cultural proficiency/humility of all Unit B members, Principals and Central office staff through at least bi-monthly professional development opportunities focused on race, equity, diversity and inclusion
- Objective 4.2 Increase the overall participation of students of color in extra-curricular activities to close the participation gap, and optimize the academic, social, emotional and sociocultural experiences that help every student in the district realize their own full academic and developmental potential.

Cultural Competency - Highlighted Changes

- Activity 4.2.5 Assess and further refine positive outcomes from existing district approaches to early learning (birth to age 4) to counteract inequities in early childhood learning opportunities (before Kindergarten)
- Activity 4.2.6 Provide a system that allows for feedback to be received and respond to regarding elements of the curriculum and/or curriculum assignments that do not meet the expectations of being culturally proficient AND providing “access to a rich, robust, and diverse range of ideas and histories, and to the knowledge and skills needed to confront racism in policies, ideas, and actions.” for all students

Cultural Competency - Highlighted Changes

- Activity 4.3.3 Identify and complete a structure to capture student voices and experiences that can be shared out with the faculty to further understand the experience of minority students within the district and to self-reflect on role and impact
- Activity 4.3.4 Develop a series of required interview questions as well as an “onboarding” professional development training for all those new to MPS each year to be completed in August and January-in an effort to ensure that hiring and training practices are effective at attracting educators with values aligned with an excellence with equity, anti-racist approach to education.

Cultural Competency - Highlighted Changes

- Activity 4.3.6 In relation to the COVID-19 pandemic and the national impact of violence directed to African Americans in the Spring of 2020, ensure that educators are provided professional development and/or resources to appropriately respond and support students experiencing the impact of racism and trauma
- Activity 4.4.4 In relation to the COVID-19 pandemic, beginning in March 2020, identify the impact of the pandemic on students and families particularly those that are in homes where English is not the primary language, those in lower socio-economic brackets and students of color to ensure appropriate interventions, resources and supports are provided whether in school, hybrid learning or remote learning

Cultural Competency - Highlighted Changes

- Objective 4.5 Support the establishment of an Equity Office within Milton Public Schools by Spring 2021 with the purpose of maintaining best practices , reimagining existing systems, policies and procedures and implementing feedback form the equity audit completed in the Fall of 2020
- Objective 4.6 Engage in an equity audit in order to analyze areas of strengths and areas for growth in relation to race, inclusion and equity across all stakeholders (Additional activities to follow after the audit is completed)
- Objective 4.7 Collaborate and liaison with the Anti-Racism Action Team in order to ensure a broader reach of initiatives to support multiple stakeholders

Social Emotional Learning - Highlighted Changes

- **Activity 5.1.5** Implement standardized culturally relevant and inclusive practices across elementary, middle and high schools, **Inclusion of curriculum that explicitly teaches about racism, bias, oppression, violence, and injustice in an effort to build a stronger, more inclusive, equitable system**
- **Activity 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, **cultural proficiency, social justice, and anti-racist pedagogy and practice**

Social Emotional Learning - Highlighted Changes

- Activity 5.2.3 Advance understanding and practices concerning behavioral health and trauma informed schools, **consideration of the trauma associated with systemic racism and the impact that has on the mental and behavioral health of students**

Facilities - Highlighted Changes

- Objective 6.4 Provide a safe school environment for students and staff during the COVID-19 pandemic
- Activity 6.4.1 Ensure adequate ventilation for all buildings
- Activity 6.4.2 Purchase and deploy needed equipment, signage etc.
- Activity 6.4.3 Develop and implement cleaning and sanitizing protocols for all school buildings

Questions and Comments