

MILTON PUBLIC SCHOOLS



DISTRICT-WIDE GOALS SCHOOL IMPROVEMENT PLANS 2011-2014

Updated

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CORE VALUES

- High Academic Achievement for All Students
- Excellence in the Classroom
- Collaborative Relationships and Communication
- Respect for Human Differences
- Risk-Taking and Innovation for Education

MISSION STATEMENT

The mission of the Milton Public Schools is to educate, challenge, and empower all students to be productive, caring, and contributing members of society.

VISION STATEMENT

The Milton Public School System is a dynamic educational community that challenges all students to thrive and achieve. Our schools provide a well-funded teaching and learning environment in state-of-the-art facilities. In partnership with the community, we equip our students with the skills and knowledge necessary to adapt and contribute to a changing world.

DISTRICT-WIDE GOALS

I. High Academic Achievement for All Students

- a. Curriculum/Common Core – *Implementation of new Common Core Curriculum at all grade levels*
- b. Common Assessments/Benchmarks/Rubrics/Elementary Grade Level Expectations for Parents – *Developed at all grade levels*
- c. Student Achievement Gap – *Responses to student testing/assessment data at all levels (sub groups)*
- d. Raising the Bar/Enrichment – *Raising the standards for all students*
- e. Individual Student Recognition – *Expand opportunities for students to excel and be recognized in academic, athletic, and extra-curricular areas at the school, state, and national levels*

II. Excellence in the Classroom

- a. Engaging All Students – *Differentiating instruction in order to challenge all students in an inclusive environment*
- b. Professional Development – *Developing and implementing best practices for all staff*
- c. Technology – *Purchasing, integrating, and implementing hardware, software, and training that benefit all students and staff*

III. Collaborative Relationships and Communication

- a. Communications – *Improving communication from school to families*
- b. Collaborative Relationships – *Increase partnerships with town and state organizations, colleges/universities, and professional development providers*
- c. Parent/Guardian Involvement – *Organize and offer opportunities for parents/guardians to engage in the school community*

IV. Respect for Human Differences

- a. Implementation of the Bullying Law – *Achieve full compliance with all state laws and regulations*
- b. Cultural Competency – *Increase the diversity of the staff to reflect the demographic makeup of the student body to promote acceptance amongst cultures*
- c. School Diversity Committees – *Continue to support school diversity committees and their goals*

V. Risk-Taking and Innovation for Education

- a. Specialized Programming – *Maintain and create unique opportunities for students*
- b. Research Based/Best Practices – *Continue to explore opportunities which contribute to student achievement*
- c. Accreditation – *Identify grade levels where accreditation/certification can be obtained*
- d. Student Mentoring – *Develop and implement programs at all levels*

CUNNINGHAM SCHOOL IMPROVEMENT PLAN

I. High Academic Achievement for All Students					
<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources/Budget</u>	<u>Performance Indicator</u>
<p>Curriculum/Common Core</p> <p><i>To continue to develop a rigorous educational program for all students with a particular focus on writing.</i></p>	<ul style="list-style-type: none"> ➤ Create frequent opportunities to discuss/examine CCSS ➤ Align instruction to the Common Core Standards ➤ Formalize opportunities for frequent writing through writing initiative ➤ Share ways in which writing can be implemented across the disciplines ➤ Develop and display content area word walls ➤ Assess writing program ➤ Update district-wide curriculum documents to reflect Common Core Standards 	<p>Principals, teachers, support staff, elementary curriculum coordinators, grade level facilitators</p>	<p>Ongoing 2012 - 2013</p>	<p>Purchase of notebooks/journals</p> <p>Support for grade level facilitators</p> <p>District wide curriculum meetings/subs for those days</p>	<ul style="list-style-type: none"> ➤ Up to date plan books with learning objectives/goals aligned with CCSS ➤ CCSS posted with student work display. ➤ Daily writing in every classroom as documented in notebooks/journals ➤ Drafts of mathematics and ELA curriculum documents
<p>Common Assessments/Benchmarks/Rubrics/Elementary Grade Level Expectations for Parents</p> <p><i>To employ a structure for the ongoing collection and analysis of student data.</i></p> <p><i>To communicate grade level expectations to parents/guardians.</i></p>	<ul style="list-style-type: none"> ➤ Implement existing math common assessments as scheduled (pre, midterm, final) ➤ Look by grade level at math common assessment data ➤ Develop ELA common assessments ➤ Develop draft by unit, standards-based 	<p>Principals, teachers, support staff, elementary curriculum coordinators, ILT</p>	<p>Ongoing 2012 - 2013</p>	<p>Consistent ILT members</p> <p>Structure for distribution of assessments/collection of data</p> <p>Release time to look at data by grade level</p>	<ul style="list-style-type: none"> ➤ 100% timely implementation of mathematics common assessments (pre, midterm, final) ➤ Notes/recommendations from grade level teams analyzing math data ➤ Draft of ELA common assessments ➤ Draft mathematics by

	<p>mathematics common assessments</p> <ul style="list-style-type: none"> ➤ Disseminate curriculum brochures at Open House and make available via the web site 				<p>unit common assessments</p> <ul style="list-style-type: none"> ➤ Distribution numbers at Open House
<p>Student Achievement Gap</p> <p><i>To assess individual needs of students.</i></p> <p><i>To increase teachers' repertoire of specific strategies to support a range of learners.</i></p> <p><i>To provide additional support to struggling students.</i></p>	<ul style="list-style-type: none"> ➤ Target PD to develop expertise in specific strategies to support range of learners. ➤ Look at student work during PD, staff meetings and leadership team meetings ➤ Data analysis by subgroup ➤ Implement Study Island grades 3-5 (ELA, Math, & Science) ➤ Use Study Island data to target support ➤ Math is Slam Dunk Saturday Program ➤ Cunn/Coll Saturday Scholars ➤ After school math help- Grades 3, 4 and 5 ➤ Assess current model for including all students. 	<p>Principals, teachers, support staff, elementary curriculum coordinators, grade level facilitators</p>	<p>Ongoing 2012 - 2013</p>	<p>Release time to look at data by subgroup</p> <p>Stipend for before and after school program</p> <p>Stipend/additional resources for Math is a Slam Dunk program</p> <p>Study Island purchase for grades 3-5</p>	<ul style="list-style-type: none"> ➤ Increased repertoire of targeted strategies to support learners. ➤ Differentiation in each classroom to meet the varied needs of our students. ➤ Action plans resulting from looking at student work. ➤ Special educators, including Speech pathologist and Occupational therapist will work with students in the classroom to the greatest extent possible and be available to consult with teachers on practices appropriate to meet the varied needs within the classroom. ➤ Students in STEP and LEAP will be included to the greatest extent possible. ➤ Study Island data ➤ Common assessment/classroom assessment data; student progress notes ➤ Notes from grade level

					<p>meetings (i.e. meetings</p> <ul style="list-style-type: none"> ➤ Attendance at support programs ➤ Meeting notes/recommendations regarding model for supporting students in the regular education classroom with recommendations for next year.
<p>Raising the Bar/ Enrichment</p> <p><i>To employ a variety of strategies to meet the needs of a continuum of learners.</i></p> <p><i>To provide programming that meets the needs of our academically advanced students.</i></p> <p><i>To provide after school experiences for students that will enrich them in ways other than academic.</i></p>	<ul style="list-style-type: none"> ➤ Target PD to develop expertise in specific strategies to support range of learners ➤ Look at student work during PD and staff meetings ➤ Implement Study Island Grades 3-5 (ELA, Math, & Science) ➤ Data analysis by grade level ➤ Implementation/recognition of Continental Math and Word Masters ➤ Pilot a mathematics program for advanced students. ➤ Pilot after school enrichment program. 	<p>Principals, teachers, support staff, elementary curriculum coordinators, grade level facilitators</p>	<p>PD- ongoing 2012 - 2013</p>	<p>PD- Embedded in contractual school day</p> <p>Study Island- support from MFE and general fund; training offered through 10 hour strand</p> <p>Mathematics Advanced Work Group- with existing staff; materials general funds</p> <p>After School Program- fee for service</p>	<ul style="list-style-type: none"> ➤ Increased repertoire of targeted strategies to support learners. ➤ Instruction will be differentiated in each classroom to meet the varied needs of our students. ➤ Action plans resulting from looking at student work. ➤ Data analysis from mid terms and classroom based assessments ➤ Action plans to target the standards and areas in need of improvement. ➤ Mathematics Group- student work; teacher reflection ➤ After School Program- student participation; teacher reflection

<p>Individual Student Recognition</p> <p><i>To establish formal ways of recognizing students' strengths and accomplishments.</i></p>	<ul style="list-style-type: none"> ➤ Publish student work in bi-weekly parent newsletter. ➤ Highlight students' accomplishments in bi-weekly newsletter. ➤ Continue Word Masters, FPS, Continental Math, Science Fair ➤ Continue and further define 5th Grade Principal's Advisory Team 	<p>Principal; teachers</p>	<p>September 2013 - recruit 5th grade students</p> <p>Newsletter- ongoing</p>	<p>Budget- general funds to support participation in WM, CM, and FPS. PTO support for Science Fair.</p>	<ul style="list-style-type: none"> ➤ Published work, etc. ➤ Participation by 5th grade students in leadership opportunities. ➤ Number of students recognized ➤ Updated bulletin board that celebrates achievements/highlights
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II. Excellence in the Classroom					
<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources/Budget</u>	<u>Performance Indicator</u>
Engaging All Students <i>To increase the level of student engagement during instruction.</i>	<ul style="list-style-type: none"> ➤ Focus staff meetings on defining excellence in teaching. ➤ Implement varied ways for students to write throughout the day. ➤ Outfit classrooms with technology and pilot devices 	Principal; teachers	Ongoing 2012 - 2013	Journals- general fund PD/Staff Meetings- contractual time Kindles/Ipads/Smart boards	<ul style="list-style-type: none"> ➤ Increased writing opportunities ➤ Formal and informal observations of teachers ➤ Thoughtful planning as evidence in teacher plan books ➤ Feedback from Learning Walks
Professional Development <i>To provide focused, effective professional opportunities for teachers.</i>	<ul style="list-style-type: none"> ➤ Focus PD offerings through the year on areas, in particular writing, identified as needs by data ➤ Create opportunities for teachers to facilitate PD with their colleagues ➤ Provide choice to teachers in order to meet their individual needs ➤ Collaborate with other elementary schools and curriculum coordinators to focus district led PD 	Principal; teachers; curriculum coordinators; grade level facilitators	Ongoing 2012 - 2013	PD/Staff Meetings- contractual time	<ul style="list-style-type: none"> ➤ Participation in professional development opportunities ➤ Professional development agendas and exit tickets ➤ Teacher choices in PD opportunities ➤ Practices and strategies observed in classrooms
Technology <i>To increase technology integration in classrooms.</i>	<ul style="list-style-type: none"> ➤ Provide structure for accessing Edline mentor ➤ Provide technology PD to teachers ➤ Increase number of 	Principal; teachers; curriculum coordinators; grade level facilitators	Ongoing 2011-2012	Stipend for Edline mentor District supported PD opportunities PTO fundraising- purchase	<ul style="list-style-type: none"> ➤ Increased integration of technology as noted in plan books and during formal and informal observations.

	<p>Smartboards and/or projectors in classrooms</p> <ul style="list-style-type: none">➤ Purchase devices for students and create a Cunningham account to manage devices➤ Access to Online Planbook			Smart boards	
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III. Collaborative Relationships and Communication

<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources/Budget</u>	<u>Performance Indicator</u>
<p>Communications</p> <p><i>To implement a variety of modes of communication to families, staff, and the community.</i></p> <p><i>To increase parent/guardian communication regarding school events and teaching and learning.</i></p> <p><i>To enhance parent/guardian understanding of curricula and assessment systems.</i></p>	<ul style="list-style-type: none"> ➤ Bi-weekly Cunningham Connection Newsletter. ➤ Principal Coffees ➤ MCAS Focused Parent/Guardian Meetings (re: data analysis; test structure, etc.) ➤ Weekly staff bulletins ➤ Update Cunningham School /classroom Web Sites ➤ Support Cunningham PTO website ➤ Google Platform 	Principal; teachers; PTO; School Site Council	Ongoing 2012 - 2013	Stipend for Edline mentor	<ul style="list-style-type: none"> ➤ Bi-weekly newsletters ➤ Participation in Principal coffees/PTO data meetings ➤ Updated Edline web sites
<p>Collaborative Relationships</p> <p><i>To increase community partnerships.</i></p>	<ul style="list-style-type: none"> ➤ Recruit volunteers from community organizations- Curry College Athletes; student teachers; Fuller Village, Milton Academy 	Principal and Teachers	Ongoing 2012 – 2013	None	<ul style="list-style-type: none"> ➤ Number of community volunteers ➤ Feedback from volunteers
<p>Parent/Guardian Involvement</p> <p><i>To increase opportunities for and communication regarding parent/guardian volunteer opportunities.</i></p>	<ul style="list-style-type: none"> ➤ Increase recruiting efforts for parent/guardians via active sign up. ➤ Clearly define volunteer opportunities and communicate those 	Principal; PTO; teachers	Ongoing 2012 - 2013	None	<ul style="list-style-type: none"> ➤ Number of parent volunteers ➤ Bi-weekly newsletters with volunteer opportunities highlighted ➤ Diversity of

	<p>regularly</p> <ul style="list-style-type: none"> ➤ Highlight volunteer opportunities in newsletter 				<p>opportunities offered</p> <ul style="list-style-type: none"> ➤ Parent/guardian attendance at PTO and Curriculum meetings. ➤ Parent/guardian participation in school Diversity committee, the Science Fair, and our International Night celebrations. ➤ Events and opportunities for involvement will be publicized in a variety of formats. ➤ Curriculum coordinator presence at PTO, Principal Coffees, etc.
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IV. Respect for Human Differences

<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources/Budget</u>	<u>Performance Indicator</u>
<p>Implementation of the Bullying Law</p> <p><i>To ensure that all staff members understand the requirements of the bullying law.</i></p> <p><i>To develop a structure for reporting of alleged bullying incidents.</i></p> <p><i>To develop/refine anti-bullying lessons.</i></p>	<ul style="list-style-type: none"> ➤ PD in bullying law/expectations ➤ Implementation of new bullying software ➤ PD for bullying software use ➤ Implementation of new anti-bullying curriculum ➤ Highlight anti-bullying work in bi-weekly newsletter 	Principal; district leadership; teachers	Ongoing 2012 - 2013	<p>District leadership to set up software</p> <p>District offered PD in software</p> <p>Curriculum available online</p>	<ul style="list-style-type: none"> ➤ Full use of bullying software ➤ Observations of anti-bullying lessons; evidence in plan book of implementation ➤ Registration to the software
<p>Cultural Competency</p> <p><i>To increase the cultural competence of members of the Cunningham Community (i.e. teachers, students, staff, families).</i></p>	<ul style="list-style-type: none"> ➤ Recruit using professional and personal networks ➤ Continue to build relationship with Curry College and other higher education institutions so that diverse candidates become familiar with Cunningham Elementary School via student teaching and thus might apply. ➤ Regular use of 	Principal; teachers; Diversity Committee	Ongoing 2012 - 2013	<p>Human resource support for recruiting and networking</p> <p>Funds to purchase additional literature- MFE; general; PTO</p>	<ul style="list-style-type: none"> ➤ Diversity of staffing. ➤ Materials that represent the diversity of our student body and the world. ➤ Plan books that reflect lessons on developing cultural competency

	<p>literature that represents a wide variety of backgrounds, family structures, cultures, races, etc.</p> <ul style="list-style-type: none"> ➤ Careful planning that includes diverse role models. 				
<p>School Diversity Committees</p> <p><i>To further increase membership and attendance of Diversity Committee.</i></p> <p><i>To further define the scope and work of the Cunningham Diversity Committee.</i></p>	<ul style="list-style-type: none"> ➤ Increase the number of parents/guardians who attend Diversity Committee ➤ Plan/facilitate International Night- focus <i>Everybody Makes Rice</i> ➤ Initiate the Cunningham Elementary School Ethnobotanical Garden 	<p>Principal; teachers; Diversity Committee; parent volunteers</p>	<p>Ongoing recruitment</p> <p>International Night potentially June 2013; planning prior to that</p> <p>Ethnobotanical Garden (2013 – 2014)</p>	<p>PTO support for International Night</p> <p>MFE Funding for Ethnobotanical Garden</p>	<ul style="list-style-type: none"> ➤ Participation in Diversity Committee and International Night ➤ Definition of scope and work of Diversity Committee ➤ Establishment of garden; participation of families

V. Risk Taking and Innovation for Education

<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources/Budget</u>	<u>Performance Indicator</u>
<p>Specialized Programming</p> <p><i>To develop programming targeted to students with advanced skill in an academic area.</i></p>	<ul style="list-style-type: none"> ➤ Pilot mathematics advanced work group in Grade 3 ➤ Pilot Cunningham After School Sessions 	Principal; Grade 3 teachers; Elementary Mathematics Coordinator	<p>Planning/recruit students based on assessment data- Sept 2012</p> <p>Pilot CASS for fall- 6 weeks</p>	Requires use of instructional aide/already assigned to classroom CASS- Fee for service with funding for families who cannot otherwise afford to participate	<ul style="list-style-type: none"> ➤ Participation ➤ Student work ➤ Student assessment data ➤ Teacher reflection
<p>Accreditation</p> <p><i>Prepare for NAEYC accreditation process.</i></p>	<ul style="list-style-type: none"> ➤ To continue work towards NAEYC accreditation 	Kindergarten consultant; principal; teachers	Ongoing 2012 - 2013	Focus existing PD hours on identifying data sources; assembling artifacts	<ul style="list-style-type: none"> ➤ Results of data analysis ➤ Action plan for next steps
<p>Student Mentoring</p> <p><i>To develop opportunities for student leadership.</i></p>	<ul style="list-style-type: none"> ➤ Create a variety of leadership opportunities for students. ➤ Establish Student Principal Advisory Committee for 2013 	Principal	Ongoing 2012 - 2013	During regular school day	<ul style="list-style-type: none"> ➤ Participation by 5th grade students in leadership opportunities. ➤ Notes from Principal Advisory Committee meetings