

I. High Academic Achievement for All Students					
<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Performance Indicator</u>
A. Revise curriculum to align with Common Core, MCAS, PSAT/SAT, and increase academic rigor	1. Math Curriculum Re-Alignment and Revision <ol style="list-style-type: none"> Currently in year one of a three year roll-out process which includes PMS and MHS At MHS, Course 1 and Course 2 has replaced Algebra 1, Geometry, Algebra 2 sequence Continue work on creating common unit assessments in all courses 	C. Walsh	2011-2013	Time for collaboration, funding for professional development (MAAP, CollegeBoard AP Workshops)	<ul style="list-style-type: none"> Improved academic achievement, MCAS, PSAT, SAT, Student Grades NEASC recommendations
	2. Science Curriculum Change <ol style="list-style-type: none"> At the end of the 2010-2011 school year, Intro to Science was no longer offered to grade 9 students – in the Fall of 2011, Intro to Science was replaced with Biology for all grade 9 students Review of Biology curriculum to ensure alignment with MA Frameworks and the new AP Biology standards A new Environmental Science course was offered in 2012-13; the course is based on topics from the AP Environmental Science course 	M. Decker	ongoing	Time for collaboration, funding for professional development (MAAP, CollegeBoard AP Workshops)	<ul style="list-style-type: none"> Improved BIO MCAS Scores
	3. World Language Curriculum Change <ol style="list-style-type: none"> Implementation of two new French Immersion courses and a revised Latin II course 	M. Fisher	2012-2013	Time for collaboration, funding for professional development (MAAP, CollegeBoard AP Workshops)	<ul style="list-style-type: none"> Performance on the Diploma of Studies of the French Language (D.E.L.F)
	4. English/History Curriculum Revisions <ol style="list-style-type: none"> Vertical alignment for grades 6 – 12 Align curriculum in the area of research – added two new research assessments designed for piloting in 2013-2014 Design of close reading assessment (modeling MCAS and SAT exams) for works of literature 	B. Wright	ongoing	Time for collaboration, funding for professional development	<ul style="list-style-type: none"> Improved academic achievement on MCAS, PSAT, SAT, Student Grades

	5. School-wide Curriculum Guide Re-formatting to meet NEASC Standards – must include 21 st Century Learning Expectations a. Develop and implement a plan for the regular review, evaluation, and revision of the curriculum	B. Wright, M. Fisher, Curriculum Format Committee, Department Heads/Directors	2012-2014	Time for collaboration and revision of curriculum	<ul style="list-style-type: none"> Improved academic achievement on testing Ability to measure achievement and report out on 21st Century Learning Expectations
	6. Review Program of Studies	HS Administration	annual		<ul style="list-style-type: none"> Improved usefulness and accuracy of student programming
B. Create and measure performance against common assessments/benchmarks to drive overall improved performance	1. Review Mid-year and Final Exam Format a. Establishing common expectations (format for assessments) among and within departments i.e. essay all disciplines, type and quality of questions, better aligned with high stakes testing formats	Department Heads and Directors	2011-2012	Time	<ul style="list-style-type: none"> Improved quality of exams Increased academic achievement
	2. Develop/Revise school-wide rubrics to assess each of the school's 21 st Century Learning Expectations a. Identify which department/content area assumes responsibility for teaching and assessing each of the school-wide 21 st Century Learning Expectations	C. Walsh, K. Cahill, Rubric Committee	2012-2014		<ul style="list-style-type: none"> Improved instructional practice Ability to measure achievement and report out on 21st Century Learning Expectations
	3.				<ul style="list-style-type: none">
C. Narrow the MHS student achievement/opportunity gap for all students prior to entering grade 10	1. Freshman Seminar a. 1 st year of program was in 2011-2012 b. Grade nine students are identified by grade 8 MCAS Scores and grade 8 teacher recommendation, not on IEP c. Transition into high school is the focus of the program (setting goals, advocating for oneself, notetaking, organizational skills) d. Students who are recommended can opt out e. By close of Semester I, plan to move 75% of students out of Seminar and into electives for the second half of the year	HS Admin and Guidance Department	2011-2014		<ul style="list-style-type: none"> Teacher feedback Overall grades at end of term one and two Readiness to take a semester 2 class Student readiness for grade 10
	2. Bridge Program a. In June, 10-15, 8 th grade students are identified as candidates	Y. Beech	ongoing	MCAS Grant	<ul style="list-style-type: none"> Increased student engagement Increased student involvement in school

	<p>for a high school prep program – 4 hours per day, 5 days per week, for 4 weeks during the month of July or August. 80 hours of total contact time.</p> <p>b. Students to be included identified by grade 8 teachers and counselors, MCAS scores, and grades. Free to all participants</p> <p>c. Instructors are MHS teachers (2011-12: Coady & Jarboe, 2012-13: Tom & Matisoff) students receive daily instruction in math and ELA as well as study and organizational skills</p> <p>d. Teachers follow-up with students at least two times per month throughout the school year</p> <p>e. Students have are placed with their Bridge teachers for year-long advisory period</p>				<p>community</p> <ul style="list-style-type: none"> Improved academic achievement
	<p>3. Americorps: Mentoring</p> <p>a. Americorps Promise Fellow: Janel Juba established a one-on-one mentoring program, pairing teacher volunteers with students</p> <p>b. First year focus on Bridge Program students</p>	Y. Beech	2011-2012	MCAS Grant	<ul style="list-style-type: none"> Increased student engagement Increased student involvement in school community Improved academic achievement
	<p>4. SAT Preparation</p> <p>a. Spring 2012: Increase hours of after school and Saturday SAT prep courses from 10 to 12 hours</p> <p>b. Spring 2012: Add two sections of SAT Prep during the school day</p> <p>c. Continue to institutionalize using PSAT data to drive curriculum and increase academic rigor for grades 6-12</p>	B. Wright and C. Walsh	2011-2013	Time and funding	<ul style="list-style-type: none"> Increased student participation in SAT prep courses More effective timing of delivery of SAT prep, just before exams Improved scores on ALL standards based tests, including AP and MCAS
	<p>5. Faculty Professional Development</p> <p>a. Teachers as Scholars Program – Primary Source – on average, 12-15 faculty members per year</p> <p>a.i. District sponsored, out of school professional development for faculty – past topics include Chinese Culture, Literature of the 20th Century, etc.</p> <p>b. Yearlong Professional Development with leadership team focusing on improving teacher evaluations by including best practices, comprehensive performance review, and mid-year snap shot meetings with principal</p> <p>c. Three part series for teachers 2012 – Learn your Myers Briggs Type Indicator scores and personal preferences and how it influences teaching and learning – Presented by Dr. Dennis Slaughter/Diversity Committee</p> <p>d. * Collaborative time by department to discuss, plan, implement and evaluate improvements to teaching,</p>	Central Office	Ongoing	*Additional professional development (PD) time needed	<ul style="list-style-type: none"> Teacher evaluations and observations will focus on higher order problems and thinking, application, teaching for understanding, synthesis, comprehension “active use of lesson” Increased amount of culturally responsive planning and teaching

	curriculum and assessment				
D. Increase Academic Rigor	1. Curriculum Review – see above (IA.1, IA.2); NEASC Recommendations			Time and funding	
	2. Maximize instructional time <ul style="list-style-type: none"> a. Concerted effort for all teachers to begin instruction immediately after bell and work throughout the class b. Minimize interruptions to the school day, i.e. Assemblies, PA announcements c. A Critical Review of the Field Trip Criteria 	HS Admin	ongoing		<ul style="list-style-type: none"> • Increased student achievement
	3. Teacher Evaluation Process <ul style="list-style-type: none"> a. The MPS Teacher Evaluation Program has three stages: (1) Administrative; (2) Collaborative/Independent; and (3) Non-Evaluation year (See Appendix A. for detailed description) b. Non-Professional Status teachers (less than 3 years of full time service) will remain in the traditional Administrative Cycle until they achieve Professional Status. All teachers, prior to entering year 4 (Professional Status), are evaluated formally by the principal c. The Administrative Cycle for Non-Professional Status teachers includes a minimum of three formal Teacher Observations and the Final Summary Evaluation - a formal evaluation includes two to three classroom observations during the school year resulting in a year-end, summative evaluation filed with the Superintendent d. All formal evaluations include pre and post evaluation meetings with the administrator conducting the evaluation, specific feedback as measured against the MPS teacher evaluation tool (see Appendix A), and the MHS Teacher Handbook Requirements – teachers create an Individual Professional Development Plan which includes goals and an action plan e. Informal, walk-through evaluations of ALL faculty and staff conducted daily by MHS Administrative Team (Principal, Vice Principals, Department Heads and Directors). 	Central Office HS Admin	annual		<ul style="list-style-type: none"> • Increased student achievement • Increased teacher job satisfaction and low rates of teacher turnover • Improved teacher performance

	f. Any teacher, regardless of status, exhibiting unsatisfactory performance may be placed in the Administrative Cycle				
	<p>4. New Teacher Mentoring Program</p> <p>g. All teachers new to the Milton Public Schools are paired with a veteran MPS teacher and participate in our formal, New Teacher Mentoring Program</p> <p>h. The program begins with an August Meeting led by the Assistant Superintendent and includes all new teachers and their mentors</p> <p>i. Formal meetings between new teacher and mentor take place one time per week throughout the school year; and informally on a daily basis</p> <p>j. The Assistant Superintendent meets with the entire K-12 group of new teachers during the school year</p>	Central Office HS Admin	annual		<ul style="list-style-type: none"> • Increased student achievement • Increased teacher job satisfaction and low rates of teacher turnover • Improved teacher performance
	<p>5. NEASC – Will respond to NEASC accreditation letter (May 2012)</p> <p>a. Organize recommendations into immediate, 2-year, and 5-year targeted goals</p> <p>b. Answer to special progress report (Feb 2013)</p> <p>c. Continue to meet with NEASC Follow-Up Committee to plan and implement the 2 and 5 year plan</p>	HS Admin, NEASC Follow-up Committee	2012-2014	Time for professional development and teacher collaboration	<ul style="list-style-type: none"> • Increased student achievement • Continued accreditation by NEASC • Improved teacher performance
E. Support all Students	<p>1. Developmental Group Guidance Program</p> <p>a. Students meet with guidance counselor in groups 4-6 times per year during Advisory Period – Topics are tailored to needs of each grade level</p>	K. Aubert			<ul style="list-style-type: none"> • Increased student achievement
	<p>2. Student Advisory Program</p> <p>a. Students meet individually with a staff member (other than their guidance counselor during Advisory Period to receive support in all areas of school life. Students retain the same Advisor throughout their MHS career.</p> <p>b. Form new Advisory Committee to get feedback from faculty and students to make necessary adjustments to the advisory program (time allotted, curriculum, etc.)</p>	J. Parsons, C. Queally, Advisory Committee, HS Admin		Professional development time to train teachers and develop teacher buy-in	<ul style="list-style-type: none"> • Increased student achievement • Improved school climate
	<p>3. Targeted Academic Support</p> <p>a. SAT Prep Classes</p> <p>b. AP Extra Sessions</p> <p>c. National Honor Society Tutoring</p> <p>d. Homework Club</p> <p>e. MCAS Prep Classes</p>	HS Admin			<ul style="list-style-type: none"> • Increased student achievement

	4. Freshman Seminar – see above IC.1	HS Admin			
	5. Alternative Program a. Fully integrated alternative education program, staffed by two, dual certified teachers (English/SPED – History/SPED), students attend class in the Alt. program one or two periods per day and attend classes throughout the building for the remainder of the day; the program serves a range of student needs including but not limited to: socio-emotional, depression, trauma, substance abuse, post hospitalization/re-entry support, and drop-out prevention	HS Admin, M. Johnson, B. Mackinaw			<ul style="list-style-type: none"> Improved student attendance rates Lower rates of student disciplinary action Lower drop-out rate/higher graduation rate Improved level of student safety
	6. Special Education Services a. Individualize Education Program (IEP) for students found eligible through testing. b. Transitions Program c. Assess support structures for special education students (currently have one co-taught math and one science) d. Development of math reference sheet to be used by special education students on the 10 th grade MCAS exam	T. Grandeau	2012-2014	Professional Development for Teachers (co-taught), Collaboration time for regular ed teachers to work with special ed teachers	<ul style="list-style-type: none"> Improved student achievement
	7. Student Support Team a. Vice principal, guidance counselors, nurse, resource officer, adjustment counselors, member of Alternative Program staff – team meets approximately once every two weeks to discuss new or ongoing high profile cases, i.e. Students hospitalized, family difficulties effecting student, student displaying new, high risk behavior, any medical/emotional/behavioral issues effecting students. b. SST oversaw the Depression Prevention Initiative/Children’s Hospital partnership last year, carried out phase two this year	A. Cron			<ul style="list-style-type: none"> Improved student attendance rates Lower rates of student disciplinary action Lower drop-out rate/higher graduation rate Improved level of student safety
F. Recognize Student Achievements	1. Student of the Quarter a. Departmental recognition of one outstanding boy and girl from each department – 8am ceremony with parents in Auditorium - one time per term	M. Kreuzer	ongoing		<ul style="list-style-type: none"> Increased student and teacher engagement Improved school culture
	2. The Extra Mile Award a. Two times per month, the MHS Student Government solicits nominations from students and staff to recognize outstanding student acts of kindness, service, or character	S. Rush and B. Midura	2011-2012		<ul style="list-style-type: none"> Increased student and teacher engagement Improved school culture

	<p>3. National Honor Society</p> <p>a. Two application periods per year, one Fall and one Spring – Spring Induction takes place during Scholastic Honors Night in May</p>	V. Nelson, P. Billings	ongoing		<ul style="list-style-type: none"> Increased student and teacher engagement Improved school culture
	<p>4. Century Club</p> <p>a. At the close of term three, 100 students with the highest un-weighted grade point average are recognized during Scholastic Honors Night. The breakdown is as follows: 10 freshman, 20 sophomores, 30 juniors, and 40 seniors</p>	M. Kreuzer	annual		<ul style="list-style-type: none"> Increased student and teacher engagement Improved school culture
	<p>5. Boys State and Girls State</p> <p>a. Each year, Milton High School Teachers nominate three junior boys and three junior girls to attend the American Legions' Boys and Girls State programs at Stonehill College. Chosen by the faculty for their leadership, character, scholarship, loyalty, and outstanding service to Milton High School, participants live on a college campus for a week with hundreds of other students from Massachusetts, participate at all levels of a mock-government they create through the process of campaigning, speeches, and elections, and take elective courses in government, economics, or the law.</p>	M. Matisoff	annual		<ul style="list-style-type: none"> Increased student and teacher engagement Improved school culture
	<p>6. Tri-M Music Honor Society</p> <p>a. Tri-M, "Modern Music Masters", a program of MENC (the National Association for Music Education) is the Milton High School chapter of the international honor society for musicians and is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and inspire other students to excel at music and leadership.</p>	Dr. Burdett	annual		<ul style="list-style-type: none"> Increased student and teacher engagement Improved school culture
	<p>7. Honor Roll Recognition in Local Newspapers</p> <p>a. Milton Times lists names of honorees</p>	HS Admin	annual		<ul style="list-style-type: none"> Increased student and teacher engagement
	<p>8. Head of the Class</p> <p>a. School Superintendent recognizes one student per school per term?</p>	Superintendent	annual		<ul style="list-style-type: none"> Increased student and teacher engagement
	<p>9. Student Leaders</p> <p>a. 30 – 35 juniors and seniors support grade 9 students beginning with New Student Orientation in the summer continuing throughout the school year during Student Advisory Period</p>	K. Masciarelli K. Yifru N. Fitzgerald J. Parsons	ongoing	Training for Leaders – possibly from grant (CARON)	<ul style="list-style-type: none"> Increased student and teacher engagement Improved school culture

	10. School Day Building Tours a. Offered by appointment to incoming 9 th grade students and families b. Informal walking tour of MHS led by ‘Student Leaders’ – from mid February through mid March	Student Leaders, HS Administration	annual		<ul style="list-style-type: none"> Increased enrollment in MHS vs. Private Schools
II. Excellence in the Classroom					
<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Performance Indicator</u>
A. Engage all Students	1. Curriculum Review (see above I.A.1 and I.A.2)				<ul style="list-style-type: none"> Student grades, MCAS Scores, AP Scores Improved school performance
B. Increase Professional Development Opportunities	1. MPS Teacher Evaluation Program (see I.A)				<ul style="list-style-type: none"> Increased enrollment in MHS vs. Private Schools Improved school performance
	2. District Leadership Team Professional development (Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors and Department Heads) a. 2011-2012 - Differentiated Instruction - Book Study b. 2012-2013 – Engaging all Learners	Assistant Superintendent Phelan	2011-2013		<ul style="list-style-type: none"> Improved school performance
	3. Departmental Professional Development a. Time allocated to departments during the 2 full day professional development days during the school year b. Time during each of the five half-day professional development sessions is devoted to departmental improvement of teaching and learning	Department Heads and Directors	2011-2013		<ul style="list-style-type: none"> ▲ Improved school performance
	4. Increase opportunities for teachers to have professional discourse and to provide feedback a. Development of Professional Development Committee to design half-day PD sessions b. Colleague Roundtable Discussions c. Teacher “Choice” Collaborative Sessions	D. Crowley, Professional Development Committee, Department Heads/Directors			<ul style="list-style-type: none"> ▲ Improved faculty morale ▲ Increased school performance
	5. Increase colleague teacher observations and follow-up discussion a. On-site Learning Walks b. Focus on Student Engagement				<ul style="list-style-type: none"> ▲

C. Use Technology for Instruction	1. Study Island a. Online program for students to practice MCAS Bio, Math, ELA – Special Education Department and Grades 9 and 10 (125 licenses per subject – Biology, ELA, Math; the number of licenses purchased is evaluated each year)	C. Walsh B. Wright T. Grandeau	Ongoing	Funding for licenses (based on need) ; currently \$1617	<ul style="list-style-type: none"> Improved school performance
	2. Smart Boards in 98% of MHS classrooms a. Interactive White boards	B. Pattison		\$10,000	<ul style="list-style-type: none"> Increased enrollment in MHS vs. Private Schools Improved school performance
	3. Teacher Edline/Gradequick Support a. Monitoring of teacher edline pages b. Training session for new teachers and veteran teachers at the beginning of the year c. Ongoing professional development sessions for teachers led by in-house expert	K. Kelley		Stipend	<ul style="list-style-type: none"> Improved communication with students/parents

III. Collaborative Relationships and Communication

<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Performance Indicator</u>
A. Increase communication between Milton High School and the Community	1. 3 Week Look-Ahead a. A running list of the coming events for the next three weeks, emailed to the entire MHS Community every Friday at 5 pm.	A. Cron	2011-2012		<ul style="list-style-type: none"> Increased parent involvement Increase knowledge and understanding
	2. Monthly Forecast a. List of month activities sent out to parents by email from the Principal	J. Jette	2012-2013		<ul style="list-style-type: none">
	3. Alert Now a. An email and telephone mass communication system	HS Admin	Ongoing		<ul style="list-style-type: none"> Reduce scheduling conflicts Increase participation and attendance
	4. Milton High Happenings a. A blog of student, department, and school happenings highlighting the exceptional accomplishments of MHS students	M. Kreuzer	2012 - on		<ul style="list-style-type: none"> Increase participation and attendance Increase community awareness of MHS successes
	5. MHS_Tweets Twitter Account a. Short news bursts and updates about MHS events	M. Kreuzer	2012 - on		<ul style="list-style-type: none"> Increase participation and attendance Increase community awareness of MHS successes Communication with local media outlets

					on Twitter
	6. Year-long Teacher Calendar posted on Edline	M. Kreuzer	2012 - on		<ul style="list-style-type: none"> • Reduce scheduling conflicts • Increase participation and attendance
	7. Naviance – guidance software to support college and career planning with students	K. Aubert	ongoing		<ul style="list-style-type: none"> • Increase the number of students using Naviance for college applications
B. Develop and Maintain Collaborative Relationships	1. Americorps Mass. Promise Fellow (See above - I.C.2)		2011-2012		
	2. College and University Partnerships <ul style="list-style-type: none"> a. Boston College – Student Teachers and Youth Risk Behavior Survey (YRBS) b. Boston University – Student Teachers and YRBS, Dr. Carl Hobert (Axis of Hope) c. Bentley College – Student Leadership and Bullying Prevention d. UMass Boston – Young Men’s Group, Science Department, and YRBS 	HS Admin	Ongoing		<ul style="list-style-type: none"> • More efficient resource allocation (maximize resources)
	3. Partnerships with area schools and organizations <ul style="list-style-type: none"> a. Axis of Hope (Milton Academy, O'Bryant High School, Boston University) – a program designed to teach negotiation through the study of current events b. Participated in town-wide read of To Kill a Mockingbird c. Romeo and Juliet (Milton Academy/Fontbonne) d. Francophonie Event (sponsored by French Consulate) e. Norfolk County District Attorney's Office – School Safety, monthly Roundtable meetings with school administrators f. School-to-Careers Partnership – 8 member schools – providing connections with the business community and legislative leaders to help students make better decisions as they prepare to become career-ready 				<ul style="list-style-type: none"> •
C. Increase Parental Involvement	1. Site Council: Convened to assist the principal and serve as volunteer advisors in the formulation of educational goals Responsibilities for School Councils: <ul style="list-style-type: none"> • Reviewing the annual school budget. • Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards. 	J. Jette, M. Kreuzer	Ongoing		<ul style="list-style-type: none"> • Better school improvement plan • Better informed construction • Improved student achievement • Improved school culture

	<ul style="list-style-type: none"> • Formulating a school improvement plan which may include the following: <ol style="list-style-type: none"> 1. Identifying the diverse learning needs of students attending the school. 2. Enhancing parental involvement in the school. 3. Assessing class size and student-to-teacher ratios 4. Strengthening a school environment that is characterized by tolerance and respect. 5. Other topics the principal, in consultation with the site council, considers appropriate. • Consider changes to the safety and discipline policies spelled out in the student handbook that might take effect the following school year. 				
	<ol style="list-style-type: none"> 2. PTSFO <ol style="list-style-type: none"> a. Umbrella parent group – encompasses membership from all – supports school improvement plans, college preparation education for families, and works to increase overall parent to school connection 	J. Jette	Ongoing		<ul style="list-style-type: none"> • Greater amount of overall parent engagement
	<ol style="list-style-type: none"> 3. Diversity Committee <ol style="list-style-type: none"> g. Group of parents, teachers, and students dedicated to the success of all students h. (See above - I.C.5) 	Y. Beech	Ongoing		<ul style="list-style-type: none"> • Improved Student Learning for all students
	<ol style="list-style-type: none"> 4. Boosters/FAME/FAVA <ol style="list-style-type: none"> a. Parent groups which specifically work to support athletics (Boosters), music (FAME), and visual arts (FAVA) 	Department Heads and Directors	Ongoing		<ul style="list-style-type: none"> • Improved quality of athletic programs, greater opportunity for students to participate, and improved quality of fine and performing arts program
	<ol style="list-style-type: none"> 5. MHS Athletic Hall of Fame 	M. Gibbons, M. Goodless	Ongoing		<ul style="list-style-type: none"> • Communication with alumni • Improve school culture
IV. Respect for Human Differences					
<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Performance Indicator</u>
A. Implement Bullying Curriculum	<ol style="list-style-type: none"> 1. Behavioral Systems Technologies (Earshot) <ol style="list-style-type: none"> a. Anonymous online reporting software b. Supports district management of incident reports, investigations, and follow-up 	L. Veldran – District - side (PMS), R. Guarino, K. Sullivan	2011-2013		<ul style="list-style-type: none"> • Student Safety • Student Achievement • Rate of bullying reports

	c. Allows district to track incident trends and plan more effective prevention plans				
	2. Rachel’s Challenge a. November 2011 - MHS and PMS Hosted Rachel’s Challenge	R. Guarino	2011-2012		
	3. Stand-Up 2012 a. Twenty students from MHS (and 20 from PMS) attended an anti-bullying rally with representatives from schools across the state	M. Kreuzer	2012-2013		
	4. Student Led Anti-Bullying Initiatives a. Members of MHS Student Leadership team continuing a four year, anti bullying program/partnership with Bentley College. MHS students working with PMS students (Friends of Rachel Club)	R. Guarino, K. Sullivan	2011-2013		<ul style="list-style-type: none"> • Student Safety • Student Achievement • Rate of bullying reports
	5. Two year review of MPS Bullying Policy a. Legally mandated review of all policy and procedural documents related to bullying prevention and intervention	L. Veldran – district-wide (PMS), R. Guarino, K. Sullivan	2011-2013		
	6. MPS Designed Bullying Prevention Curriculum – all lessons posted online a. Borrowing from a number of leading bullying prevention and socio-emotional skill building curricula, a team of teachers representing each of the six Milton Public Schools*, met during the summer and created a series of highly engaging, media-based bullying prevention lessons focusing on four themes: Compassion, Honesty, Respect, and Responsibility. Lessons are age appropriate and tied to the Massachusetts State Curriculum Frameworks. b. The goal of the Milton Public Schools bullying prevention curriculum is: b.i. To develop the socio-emotional and interpersonal skills of all students b.ii. To establish district-wide norms of behavior and a common vocabulary that can travel with students as they progress through the MPS.	B-PAC	2011-2013		<ul style="list-style-type: none"> • Student Safety • Student Achievement • Rate of bullying reports
B. Increase Cultural Competency	1. See above (section I.C.5) 2. Faculty and staff – monitoring and evaluating a welcoming environment for all students 3. Differentiated Instruction – curriculum and lesson planning to intended to meet the needs of multiple learning styles and needs 4. Translating student handbooks into Haitian Creole and Spanish	HS Admin	Ongoing		<ul style="list-style-type: none"> • Student achievement • Achievement gap

MILTON HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

C. Celebrate Diversity in our school	<ol style="list-style-type: none"> 1. See above (section I.C.5d) 2. Martin Luther King Jr. Day Activities <ol style="list-style-type: none"> a. Creating and designing a presentation and discussion b. Clubs and athletic teams created a multicultural mural in the lobby 	Y. Beech, Diversity Committee			<ul style="list-style-type: none"> • Student Achievement • Achievement gap
D. Continue to educate students and families about good decision-making and adolescent well-being	<ol style="list-style-type: none"> 1. Chris Herren Student and Community Presentations (November 2012) and continued participation in Chris Herren's Project Purple (ongoing) 2. "Dirt" production – John Morello (January 2013) 3. Biology curriculum revision which includes a unit on substance abuse 4. Teen Safe Initiative with Dr. Knight 				<ul style="list-style-type: none"> •
E. Develop the school's Advisory Program	<ol style="list-style-type: none"> 1. Analyze and continue to develop the advisory program based on teacher and student feedback (see I.E.2) 				<ul style="list-style-type: none"> • Improve school culture
V. Risk Taking and Innovation for Education					
<u>Goal</u>	<u>Initiative</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Resources</u>	<u>Performance Indicator</u>
A. Continue to offer Specialized Programming	<ol style="list-style-type: none"> 1. Special Education Services <ol style="list-style-type: none"> a. see above I.E.6 2. Alternative Program <ol style="list-style-type: none"> a. See above I.E.5 3. Student Support Team (SST) <ol style="list-style-type: none"> a. See above I.E.7 	T. Grandeau			
		M. Kreuzer, B. Mackinaw, M. Johnson			
		J. O'Sullivan			
B. Increase opportunities for students to think critically	<ol style="list-style-type: none"> 1. Biograph (Ms. Tom's Biology Classes) – National Science Foundation funded, multi-year research study designed to improve learning 2. Debate team 3. Mock Trial 4. Speech 5. Robotics 6. Senior Project 				
C. Expand teacher understanding of research based best practices	<ol style="list-style-type: none"> 1. Leadership Team comprehensive review of researched based best practices for inclusion in the list of teacher expectations and the teacher handbook 	HS Admin	ongoing		<ul style="list-style-type: none"> • Student Achievement • Teacher job satisfaction – teacher turnover
	<ol style="list-style-type: none"> 2. Focus on differentiated instruction (student centered lessons) 	HS Admin	ongoing	Time	
D. Mentor students	<ol style="list-style-type: none"> 1. See I.C.3 	Y. Beech	2011-2012		

MILTON HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN