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To: Milton School Committee
From: Superintendent Mary C. Gormley
Date: April 4, 2018
Topic: 2016-18 Superintendent's Revised Goals (Red)

District Improvement Goals

Goal #1: Identify and implement strategies to address the social, emotional and mental health issues that impact student academic achievement. Complete by June 2017. Utilize the DESE "Whole Child, Whole School" framework to develop and deliver on-going support, programs and initiatives.

Goal #1 Revised: Social Emotional Learning (SEL) is the process through which children and adults develop the skills needed to effectively manage themselves and their relationships with others. Through a "Whole Child, Whole School" approach, we will create school environments and classroom practices whereby children, parents and faculty appreciate and apply the concepts consistent with enhancing the emotional intelligence and social competencies of students. The exSEL Committee chaired by Karen McDavitt and Noel Vigue with support from Janet Sheehan and Laurie Stillman will implement the MPS SEL Action Plan for the 2018-2019 school year. The Plan development will be completed by June of 2018.

Goal #2: Develop a plan for recruitment and retention strategies for new and veteran teachers of color to increase the population of teachers of color in the long-term. Ensure that 15% of all new teacher openings are filled by well-qualified candidates of color by the commencement of the 2017-18 school year.

Goal #2 Revised: Develop a plan for recruitment and retention strategies for new and veteran teachers of color to increase the population of teachers of color in the long-term. Assistant Superintendent for Curriculum and Human Resources, Principals and the Cultural Competency Committee will ensure that 17% of all new teacher openings are filled by well-qualified candidates of color by the commencement of the 2018-2019

school year. Again, the Assistant Superintendent for Curriculum and Human Resources, Principals and the Cultural Competency Committee will evaluate which strategies were successful and share that information with the Leadership Team

Goal #3: Increase the athletic participation of students of color by 5%. Complete by June 30, 2017.

Goal #3 Revised: Increase the athletic participation of students of color by 5%. Complete by June 30, 2018.

Goal #4: Develop and execute a Digital Technology strategy to enhance and improve academic achievement for Grades K-12, with consideration for the unique needs of Grades K-5. Implementation in the 2017-18 school year.

Goal #4 Revised: Develop, fund and execute a long term Technology Professional Development Plan. The plan will provide teachers and staff with the knowledge and skills needed to redesign lessons in innovative ways within a 1:1 setting. This plan will increase student engagement and enhance differentiation to support increased student achievement and digital literacy for students in Grades K-12. Implementation will occur in the 2018-19 school year.

Professional Practice Goals

Goal #5: Develop and utilize differentiated instruction practices such as extension projects, differentiated literature in the same classroom, online coursework, Honors/AP Blended courses to further challenge students in the Milton High School Honors and College Prep levels by 2018.

Goal #5 Revised: Create a 7 hour professional development Strand targeted to high school teachers who teach CORE subjects (English, Math, Science and Social Studies). Teachers will learn how to use student achievement data to differentiate their instruction through small groups. Department heads will work with at least one third of the teachers in their departments to create a Professional Practice Goal focused on using data to differentiate through small group instruction.

Goal #6: Ensure all staff has the opportunity to engage in high quality professional development in the following areas by June 2018:

- Cultural Competency
- Subject vs. Level Specific
- Vertical Intra-Discipline Integration
- Inclusion Policies and Best Practices
- Measuring and Monitoring Outcomes and Competency
- Technology Integration
- Differentiated Instruction
- Personalized Learning

Student Learning Goals

Goal #7: Narrow academic proficiency gaps for subgroups by 25% by June 30, 2017 as measured against the Spring 2016 MCAS/PARCC Results presented at the 10/5/16 School Committee Meeting and the Spring 2016 MCAS/PARCC Cohort Analysis presented at the 10/26/16 School Committee Meeting.

Goal #7 Revised: Based on the recommendation of MPS's Data Specialist Vy Vu, A Smart Goal will be developed once DESE publishes the final version of the accountability system.

Vy Vu's comments regarding DESE's new accountability system: "I've reviewed the presentation that Dr. Karen Spaulding forwarded from DESE, and as far as I can tell, the changes to the accountability system will be substantial. Here are some important highlights:

- This is a total reset of the accountability system.
 - Schools will no longer be placed in a vertical hierarchy of accountability levels 1 - 5.
 - Schools will instead be measured against set criterion-referenced performance targets and accountability category labels will reflect whether schools are meeting, partially meeting, or not meeting targets, or needing focused/targeted support. For 2018 reporting, targets will only be set for one year. Long-term targets will be set in the future.
 - Schools with low assessment participation (below 95%) will be classified as needing focused/targeted support.

- Forthcoming accountability percentile 1-99 cannot be compared to past years' percentile ranking. It only compares schools administering similar statewide assessments. Schools will be grouped and compared based on assessments administered in 2018 as "non-high schools", "middle/high/K-12", and "high schools."
- English language proficiency is a new indicator (in addition to the other academic indicators we've seen in the past for ELA, Math, Science, SGP, and graduation, dropout rates for high schools).
- There are some additional accountability indicators, such as chronic absenteeism (defined as missing 10 percent or more of school days) and high school participation in advanced coursework (AP, IB courses etc.).
- There is also a focus on closing the achievement gap by raising the "achievement floor" - i.e. a focus on raising the performance of each school's lowest 25 percent of performers (identified from cohort of students enrolled in the school for more than one year). Lowest performing cohort will be identified by DESE using a combined 2017 ELA & math average scaled score.
- Districts will be classified based on the performance of the district as a whole - not on the performance level of lowest performing school as in the past.
- DESE plans to roll out the new accountability results and redesigned district and school report cards in late fall 2018.

It seems the Board of Education still has to vote on the weightings given to these various indicators in the new accountability system. It's hard to say how it will all shake out at this point, because the weightings might put schools in different accountability categories. The PowerPoint indicates DESE will still have a public comment period this spring for these proposed changes."

Goal #8: Increase college matriculation rates of subgroups (including African-American/Black and Students with IEP's) so that the percent of subgroups matriculating in college mirrors their share of the high school population by June 2018.

Other Goals

Goal #9: Improve teacher-family communication by aligning the grade book and student information systems. By September 2017, all high school and middle school teachers will transition to Teacher Plus GradeBook to easily integrate with our Administrator's Plus student information system. At the Elementary level, all teachers will use a new tool aligned with Standards-Based Report Cards to report to parents/families.

Goal #10: Provide teachers with more effective means of communicating with parents/families through Administrator's Plus Parent Portal. Complete by May 31, 2018.

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