

## **The Milton Public Schools District Strategic Plan and Process**

### ***Introduction and Background on the Process***

The Milton Public Schools Strategic Planning Advisory Committee (SPAC) 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 SPAC 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.

Since June 2018, when the School Committee approved the 3-5 year Strategic Plan, the SPAC has met quarterly to review progress and revise the objectives and activities as needed. After each meeting, when SPAC has reviewed and approved proposed changes, the plan is officially updated and the revised plan is posted on the Milton Public Schools website.

### **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.

### **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 2<sup>nd</sup> or at the Milton Access TV website beginning on the morning of May 4<sup>th</sup>. A survey will be made available to all staff and families to share their feedback at that time, with a due date of May 9<sup>th</sup>. 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 6<sup>th</sup> meeting.

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### ***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 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
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	the behavioral health of children; and we build strong partnerships with families and the community.
<b>Goals</b>	
1. Curriculum and Instruction	<i>To consistently facilitate a rigorous, research-based, culturally sensitive curriculum with exemplary instruction that is differentiated to meet the needs of every learner.</i>
2. Technology	<i>To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.</i>
3. Data Use	<i>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.</i>
4. Cultural Competency	<i>To cultivate the cultural competence of all stakeholders and incorporate strategies to foster and sustain the organizational cultural competence of the district.</i>
5. Social Emotional Learning	<i>To develop a comprehensive, well articulated PreK-12 approach to support the social and emotional growth of all students.</i>
6. Facilities	<i>To ensure that the Milton Public Schools has sufficient classroom and other space for its expanding enrollment and that its facilities provide adequate elements necessary for a strong 21<sup>st</sup> century education.</i>

<b>Goal 1:</b> <i>Curriculum &amp; Instruction</i>	To consistently facilitate a rigorous, research-based, culturally sensitive curriculum with exemplary instruction to meet the needs of every learner.
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<b>Objective 1.1</b>	<i>Achieve English Language Arts proficiency for at least 70% of third grade students as measured by MCAS assessment and internal Language Arts assessments.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	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	Reach for Reading curricular materials  Gafi reading method curricular materials  Zig-Zag curricular materials  Grade Level Facilitators  Literacy Leadership Team

				showing proficiency in ELA	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 collaborative learning experiences	Google classroom  Technological Devices  Online subscriptions (i.e. Learning.com, 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	Informational brochure for families  Contacts at local organizations  Identify lead personnel to sustain partnership

				education  Improved transitions from home to school  MECA/MPS Family Summer Programming	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 Specialists	By June 2019	Timeline for the expected administration of assessments  Refinement of benchmark expectations per grade level	Reach for Reading curriculum materials  Gafi curriculum materials  Zig-Zag curriculum materials
	1.1.5 Maximize Reading Specialist role as integral members of grade-level intervention teams.	District Reading Specialists;  Elementary Curriculum	By June 2019	Progress monitoring data within small group setting	Reach for Reading Benchmark Assessment

		Coordinators		<p>Data reflecting growth within the small group setting</p> <p>Providing targeted enrichment and support for all students as determined by internal data</p> <p>Providing PD to special education teachers on implementation of REACH tiered interventions</p>	<p>GB+ Assessment System (French)</p> <p>Running Records</p> <p>Ongoing schedule restructuring for rigorous, tiered intervention</p>
	1.1.6 Professional Development Plan for language arts educators in literacy instruction and assessments.	Curriculum Coordinators, Principals, Department Heads, Classroom Teachers, Reading	June 2020	Professional Learning Plan for K-5 centered around anchor practices in LA (academic	<p>Lexia Rapid Universal Screener</p> <p>Assessments linked to anchor practices</p> <p>K-5 1/month Common</p>



		Specialists, Literacy Leadership Team/s		language and small group teaching)  Utilize collected data in ELA (3x/year) in a timely manner to support students at all levels  Implement adaptive universal screeners (Lexia Rapid) K-8 and necessitated data analysis	Planning Time between district-wide PD and Lexia data collection
<b>Objective 1.2</b>	<i>Engage K-12 students in high quality Science, Technology, Engineering and Mathematical experiences.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	1.2.1 Research other districts'	Curriculum	By Dec	Knowledge of	Develop contacts with

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	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
	1.2.3 Develop an action and implementation plan for K-12 STEM students, aligned with	Curriculum Coordinators for STEM content	By June 2021	Definition of essential content and learning	ISTE Standards

	current multidisciplinary curriculum and 21st Century Skills and standards.	areas; Principals; Asst. Supt. for Curriculum and Instruction		expectations vertically and across grade levels  Articulate professional development plan  STEM Program Guide	P21's 21st Century Skills Early Learning Framework and Guide  P21's Framework for 21st Century Learning  MA DESE Digital Literacy & Computer Science, Mathematics, and Science and Technology/Engineering Frameworks
	1.2.4 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)
	1.2.5 Implement K-12 STEM	Curriculum	Sep	Increased student	STEM Assessment

	action plan consistently across the district.	Coordinators for STEM content areas;  Teacher Leaders;  Principals; Asst. Supt. for Curriculum and Instruction	2021- June 2023	proficiency and expertise in STEM  Increased participation in STEM programming	Tools  Curriculum Materials  Costs associated with increased enrollment in STEM programming
	1.2.6 Provide support to teachers through instructional coaching.	Elementary Math Coaches;  Instructional Technology Specialists;  Curriculum Coordinators;  Teacher Leaders;  Principals	Present - June 2023	Increased student-centered activities  Increased opportunities for problem-based learning	Training for instructional coaches and teachers  Instructional Materials
	1.2.7 Develop a system of assessment within the STEM curriculum including a benchmark framework across	Science Coordinators (all levels), Technology Coordinator,	By June 2023	Timeline for benchmark assessments, refinement of expectations per	STEM Curriculum materials

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	grade levels and programs.	Math Director, Teacher Leaders		grade level or course	
<b>Objective 1.3</b>	<i>Foster a strong district-wide vision of inclusive practice to ensure that all students are engaged and show growth.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	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; Inclusion Specialists  Adjustment Counselors	By June 2019	Guidance document that can be shared with faculty, parents/guardians, and the community  Revised program descriptions and implementation for Pre-K to 22 special education programs  K-5 tiered interventions to be utilized via SST	DESE Guidebook for Inclusive Practice  Current program descriptions  Research on students with increasingly complex social competence, school refusal

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		School resource officers		<p>process</p> <p>6-12 inclusionary practices for learners leading to increased authentic inclusionary opportunities</p> <p>PD on accommodations versus modifications</p> <p>PD on IEP development to ensure disability remediation is addressed for all students</p>	
	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	Present - 2023	<p>Plan for continuous professional development opportunities over five years</p> <p>Increased support</p>	<p>DESE Guidebook for Inclusive Practice</p> <p>MA Teacher Rubric with Inclusive Practice Annotations</p>

		Technology Specialists; Professional Development Committee		<p>for collaborative arrangements</p> <p>15 hour PD strand for general education teachers related to how to integrate an IEP into lesson planning</p> <p>PD for special education teachers on best practices for students with specific learning disability (SLD)</p> <p>Implementation of research-based differentiated instructional practices</p> <p>Decrease of gaps in educational opportunities</p> <p>Maximize classroom rigor</p>	<p>DESE Foundations for Inclusive Practice: Administrator and Teacher Online Courses</p>
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				and enrichment opportunities	
	1.3.3 Continue to support evaluators in identifying and providing feedback around inclusive instruction.	Superintendent; Assistant Superintendent	Present - June 2023	<p>Implementation of research-based differentiated instructional practices</p> <p>Decrease of gaps in educational opportunities</p> <p>Maximize classroom rigor and enrichment opportunities</p>	<p>DESE Guidebook for Inclusive Practice</p> <p>DESE Inclusive Practice Tool: What to Look For</p>
	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	<p>Consistent policies and practices across the district</p> <p>Revised entrance and exit criteria for each specialized</p>	Current entrance and exit criteria for specialized programs



				<p>program</p> <p>Revised guidelines for entrance and exit criteria for specialized programs on district website</p>	
<b>Objective 1.4</b>	<i>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.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	1.4.1 Further develop a system of identification and progress monitoring.	<p>District Data Specialist; Teachers;</p> <p>Curriculum Coordinators;</p> <p>Principals;</p> <p>Reading Specialists;</p> <p>ELL Teachers</p>	By June 2021	<p>Identification of universal benchmarks</p> <p>Identification of screening tools</p> <p>Documentation of how intervention progress is measured and monitored</p>	<p>MCAS Results</p> <p>Common Unit Assessments</p> <p>Beginning and end-of-year assessments</p> <p>Individual Knowledge Assessment for anchor Numeracy (IKAN)</p> <p>GloSS - Global Strategy</p>

				Data-based decisions made using measures that are valid and reliable	Stage (Math) Lexia Rapid (ELA) 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  Evaluation of effectiveness of core instruction, supplemental intervention, and intensive support  Strengthening of core, supplemental intervention and intensive instruction, as	District-wide Data Files  MCAS Results Individual Knowledge Assessment for Numeracy (IKAN) GloSS - Global Strategy Stage (Math) Lexia Rapid (ELA) Common Unit Assessments  Beginning and end-of-year assessments

				needed	Additional resources 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  Inclusion Specialist	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	Accurate records of students in programs  Student growth percentiles and achievement data for students enrolled in programs such as: Calculus Project,

				each program  Analysis of achievement data and student growth percentiles of students in select subgroups who attend programs	Summer Reading Program, Pierce Academy, Beyond the Bell, Title I Programming, Bridge Program, Milton 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	Family Outreach Liaison   Teacher Leaders

				subgroup populations at parent/guardian education events  Parent Speaker Series  1647 Family Engagement Partnership	
	1.4.6 Provide ongoing professional development regarding progress monitoring, identification of students who are not meeting targets, and tools and strategies for intervention and targeted support.	Curriculum Coordinators;  Teacher Leaders; Elementary Math Coaches; Elementary Instructional Technology Specialists; Professional Development Committee	By June 2022	Plan for continuous professional development opportunities over five years  Implementation of research-based instructional practices	Resources for progress monitoring  District-wide data files

				Decrease of gaps in educational opportunities	
<b>Objective 1.5</b>	<i>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.</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	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, common assessments, year and version of curriculum adoption, alignment to DESE	<p>Current curriculum documents</p> <p>Records regarding year of most recent curriculum update</p> <p>Information regarding efforts to align to DESE frameworks</p> <p>Records regarding year and version of</p>

				frameworks	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

<b>Goal 2:</b> <i>Technology</i>	To comprehensively integrate technology to personalize learning, promote excellence, and prepare students for success in an evolving digital culture.
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<b>Objective 2.1</b>	<i>Create a blueprint for transforming technology use in the Milton Public Schools.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	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 2020	List of best practices, assess and update Technology Plan, and implementation of the plan	-External experts - Admin (IT & School Based) - Teachers - Elementary Instructional Technology Specialists
	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 & Pierce 1:1 Committees	Every Fall	Detailed, researched, and sustainable technology plan	Research  Feedback from External experts  Time

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<b>Objective 2.2</b>	<i>Explore models and implement for 1:1 device adoption across all six schools to ensure equitable access to current and emerging technologies and digital resources.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	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	Pierce - Spring 2020  Elementary Schools - 2021	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 Create an elementary school 1:1 committee, and continuously assess the effectiveness of all the MPS 1:1 initiatives.	Educational Technology Director  MHS AP  Information Technology Director	Spring 2020	Easy to follow guide to assessing the effectiveness of the 1:1 initiatives	Research
	2.2.3 Design a detailed communication plan that will inform all stakeholders with regard to technology initiatives.	Educational Technology Director  1:1 Team	Each fall a detailed plan will be completed.	Communication plan that reaches all stakeholders using multiple communication platforms.	
<b>Objective 2.3</b>	<i>Promote an environment of professional learning and innovation where educators-enhance student learning through the infusion of contemporary technologies and digital resources.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning</b>

					materials)
	<p>2.3.1 Establish monthly meeting dates for technology subcommittees to:</p> <ul style="list-style-type: none"> <li>● Monitor best practices using technology</li> <li>● Assess implementing 1:1 or BYOD</li> <li>● Identify assistive technology options &amp; determine the types of behaviors that merit their use</li> <li>● Develop a K-12 digital citizen curriculum</li> <li>● Update/assess the technology skills needed by all MHS graduates to succeed in postsecondary education and beyond and how it looks K-12</li> <li>● Establish a personalized learning mission, vision, and</li> </ul>	Educational Technology Director	Each spring a list of dates will be identified for the following school year.	<ul style="list-style-type: none"> <li>● <b>Scheduled meeting dates for the year</b></li> <li>● <b><u>Outcomes for committees</u></b></li> </ul>	<p>External experts</p> <p>Admin (IT &amp; School Based)</p> <p>Teachers</p> <p>ES IT Specialists</p> <p>Budget for experts \$2500 (Technology Experts)</p>

	implementation plan				
	2.3.2 Conduct technology professional development needs assessments	MPS PD Committee, App, Assistive, Instructional, Digital, MHS 1:1 Committees	Every spring/summer a PD plan will be in place for the following school year.	List of 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 includes current and future trends in educational technology	PD Committee, App, Assistive, Instructional, Digital, and MHS 1:1 Committees	Every spring/summer a PD plan will be in place for the following school year.	Detailed, researched, data driven plan which promotes technology that allows teachers to redesign units featuring new tasks, that were previously inconceivable.	Principals and Superintendents office, PD Committees, and district wide directors
<b>Objective 2.4</b>	<i>Establish and promote policies and practices for safe, legal, and ethical use of digital information and technology.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	2.4.1 Develop a preK-12 Digital Citizen Curriculum	Educational Technology Director,	June 2018 complete. Each year the	Engaging, comprehensive, scaffolded curriculum	Technology teachers

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		Elementary School Instructional Technology Specialists  Technology teachers at MHS & Pierce	curricula will be reevaluated.	preparing students to be responsible digital citizens	Research
	2.4.2 Embed opportunities throughout the curriculum for the development of responsible digital citizen skills	Educational Technology Director, Elementary School Instructional Technology Specialists	Every spring/summer a PD plan will be in place for the following school year.	Engaging, comprehensive, scaffolded curriculum embedded into the core subjects	Ed Tech Director, ES IT Specialists, Tech teachers
	2.4.3 Evaluate effectiveness of Digital Citizenship Curriculum	Educational Technology Director, Elementary School Instructional Technology Specialists  Technology teachers at MHS & Pierce	Each year the curricula will be assessed and reevaluated by the end of the school year.	Revised curriculum that reflects an ever changing digital society.	Evaluation system  Research on current digital citizen trends
<b>Objective</b>	<i>Increase use of technology to personalize learning.</i>				

2.5					
	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 personalized learning	MHS 1:1 Team	Fall 2019	Generate ideas for implementing personalized learning in a 1:1 environment, and an assessment of what is going well and what we could do differently to improve.	School personnel, MHS van, cost of substitutes
	2.5.2 Identify teachers to pilot best practice models & tools for personalizing learning using technology	Instructional Technology Committee, Curriculum Coordinators, Department Heads	Spring 2020	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	Instructional Technology Committee,	Spring 2020	Detailed, researched plan to help teachers personalize learning	Research

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	personalized learning models	Curriculum Coordinators, Department Heads		using technology	
<b>Goal 3:</b> <i>Data Use</i>	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.				
<b>Objective 3.1</b>	<i>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.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	3.1.1 Research different examples of district dashboards	Data Group & Data Specialist	By end of March 2020	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 2020	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	School Committee & Data Group	By end of August 2020	Reporting calendar	Meeting time and district calendar with SC meeting dates; include on School



	year				Committee meeting agenda in August
	3.1.4 Launch the district dashboard in school year 2018-19	Data Group & Data Specialist	SY20-21	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 2021	Refined set of metrics to benchmark district goals	Summary input from stakeholders
<b>Objective 3.2</b>	<i>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.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	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 2020. 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 20-21	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 2021	Online or in-person tutorial, perhaps coupled with parent/teacher conferences	Research, time, and technology
<b>Goal 4:</b> <i>Cultural Competency</i>	<i>To cultivate the cultural competence of all stakeholders and incorporate strategies to foster and sustain the organizational cultural competence of the district.</i>				
<b>Objective 4.1</b>	<i>For new hires, increase the teachers of color to 22%.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.1.1 Examine research and trends to develop a robust process to reach	Cultural Competency	2019	Process will be developed and staff diversity goals will	Research and Trends Data from MPS and from

	high but attainable goals to increase the diversity of MPS staff.	Committee		be set.	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	By Fall 2019	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	Cultural Competency Committee  Affinity Group	By December 2019	Regular meetings with University partner  Process for recruiting/attracting	Release time to meet with university representatives  Identify lead personnel

	color	Administration		staff/faculty of color	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 Spring 2019	Data that describe the experiences and decision-making process for teachers new to the district	
<b>Objective 4.2</b>	<i>Increase the overall participation of students of color in extra-curricular activities to close the participation gap.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	4.2.1 Develop a robust efficient system for tracking participation in extracurricular 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 extracurricular activities at each level  Data that describe participation that	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

				can be easily disaggregated	
	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
<b>Objective 4.3</b>	<i>Increase the cultural competency of all staff members.</i>				
	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	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.	Cultural Competency Committee  Administration  Professional Development	Present- June 2019	A professional development plan that makes explicit how cultural competency growth of all staff/faculty will be enhanced  A well-articulated,	Enhance existing process for planning professional development.  Stipend teacher leader group to create curriculum review process

	professional development offerings, curriculum review processes, etc.) with a cultural competency lens.	Committee Teacher leaders		robust process for regularly reviewing curriculum with a cultural competency lens	
	4.3.2 Leverage partnerships (e.g. Yale University, Primary Source, Teachers As Scholars, etc.) and identify new ones to enhance the cultural competency of the district.	Administration	Present- - Fall 2019	Elementary to middle school and middle school to high school  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.	Financial support for attending external culturally competent professional development
<b>Objective 4.4</b>	<i>Increase home/school collaboration and engagement with families using culturally competent practices.</i>				

	<b>Activity</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Anticipated Resources (e.g. facilities, personnel, learning materials)</b>
	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 families requiring translated documents (including 504s, IEPs, etc.) receive them	Costs associated with translating documents  Costs associated with activating EDPLAN translation process  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 2019	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
<b>Goal 5:</b> <i>Social Emotional Learning</i>	<i>To develop a comprehensive, well-articulated PreK-12 approach to support the social and emotional growth of all students.</i>				
<b>Objective 5.1</b>	Develop a systematic approach to planning social emotional learning across all grade levels.				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	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	Superintendent,	By June 2018	SEL Integration	Grant, exSEL

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	advisory team to work with the exSEL Network to author a plan to advance SEL	Asst. Superintendent, SEL Facilitator		Plan that prioritizes needs and actions at classroom level, school level, and district level	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 Heads	By June 2020	Development of PreK-12 SEL curriculum maps	Release time, Stipends for teacher members of curriculum teams
	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	exSEL Team, Adjustment	2018-2021	Staff understanding of	PD costs for staff, Cost of Interface Referral

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	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	Counselors, Director of Pupil Personnel Services,  PD Committee		how PBIS impacts student learning and academic outcomes; school staff will be trauma informed, develop common language and protocols to address behavioral health challenges	Service, Clinical support for adjustment counselors
<b>Objective 5.2</b>	Enhance understanding and adoption of classroom SEL Competencies				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	5.2.1 Focus on 3 SEL competencies: growth mindset, responsible decision making, and cooperative learning	Leadership Team, Department Heads, Curriculum Coordinators,  Director of	Sept. 2018- June 2021	Students will apply learning strategies that increase positive academic behaviors, perseverance	PD, Teacher leaders/coaches, Showcase best SEL practices through videotaping, peer observations

		Instructional Technology		and engagement; students will use problem solving and critical thinking strategies to make responsible decisions	
	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
<b>Objective 5.3</b>	Assess, address and enhance the behavioral health of students				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>

	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 Support Teams	2018-2020	Implementation of a system that supports a positive school climate and positive social and academic outcomes for students; protocols used consistently across district for referrals and progress monitoring of effectiveness of supports and interventions	DESE resources and trainers, SEL Facilitator, PBIS teacher leader stipends
	5.3.2 Develop clear policies, protocols, procedures, programs and resources for addressing student behavioral health needs; engage the parent community in this effort.	Principals, SEL Facilitator, Director of Pupil Personnel Services, Adjustment Counselors	2018-2019	Consistent expectations and responses to student behavioral health needs in the home and school environment	Assessment of current policies, procedures, and resources, research of best practices, collaborative time, meetings and programs with community partners

	5.3.3 Advance understanding and practices concerning behavioral health and trauma informed schools	Leadership Team, Adjustment Counselors	2018-2020	Teachers and parents/guardians will recognize, understand and address the learning needs of children impacted by behavioral health needs and trauma	PD for staff, Behavioral consultants, educational programs for parents/guardians
	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 supported in transitioning and re-entering their full academic program	.5 Adjustment Counselor or Clinician, 1.0 Academic support position
<b>Objective 5.4</b>	Assess and improve School Culture across the district through collaborative practices				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>

	5.4.1 Explore opportunities for facilitated 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 opportunities	Student leadership, SADD
	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	2018-2021	Student inclusion and belonging	DESE grant (part B), Collaborative time

		Teams			
<b>Objective 5.5</b>	Establish a system for regularly collecting, analyzing, and communicating SEL data				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	5.5.1 Review current and new assessment tools and develop a system for measuring student self-efficacy and behavioral health as well as school climate	exSEL Team, Principals, Data Analyst	2018-2019	Identification of SEL metrics and assessments for students, staff, and families	Consultants
	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	2018-2020	Informed and supportive school	Communication Specialist

		Analyst		community	
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<b>Goal 6: Facilities</b>	To ensure that the Milton Public Schools has sufficient classroom and other space for its expanding enrollment and that its facilities provide adequate elements necessary for a strong 21 <sup>st</sup> century education.				
<b>Objective 6.1</b>	<i>Provide sufficient dedicated classroom and other related space for our expanding enrollment</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Responsible Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	6.1.1 Using current enrollment and NESDEC study of enrollment trends, generate and prioritize a list of options for ways to deal with space needs	Assistant Superintendent for Business Affairs and Facilities Advisory Committee	Annually in November	Short term and long term options to meet needs based on accurate enrollment projections	NESDEC membership
	6.1.2 Contract for a study for architectural services to explore the options generated in 6.1.1 and to analyze cost implications of each option	Facilities Advisory Committee and School Committee	Fall 2018	Facilities Study Report with conclusions that guide decision making	Funding for facilities study

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	6.1.3 Conduct public awareness campaign to inform the public of the need for space to accommodate increased enrollment and to share options that have been considered (including presentation on this issue at Town Meeting 2019)	Facilities Advisory Committee	2018-19 and ongoing	Public gains awareness about needs of schools relative to enrollment growth	Regular communication with public via various means
	<p>6.1.4 If needed/appropriate, request that Town Meeting authorize a School Building Committee at Town Meeting 2019 to:</p> <ul style="list-style-type: none"> <li>a. Develop a plan, including cost estimates, for needed facilities expansion and enhancements to meet enrollment needs;</li> <li>b. Seek approval from Town Meeting and voters for the recommended facilities adaptation or expansion;</li> <li>c. Develop, approve and oversee the construction or adaptation of needed facilities</li> </ul>	School Committee with guidance from Facilities Advisory Committee	2019 and ongoing	Establishment of School Building Committee, if deemed appropriate	

<b>Objective 6.2</b>	<i>Ensure that our facilities offer the adequate elements necessary for a strong 21<sup>st</sup> century education</i>				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	6.2.1 Establish a 21st century schools task force to explore and prioritize the elements required for a strong 21 <sup>st</sup> century education – including: <ul style="list-style-type: none"> <li>• technologically appropriate space for STEM</li> <li>• foreign languages</li> <li>• special needs services</li> <li>• fine arts</li> <li>• social emotional learning</li> <li>• space and furnishings to enable small group work</li> <li>• student related programs and activities to address</li> </ul>	Mary Gormley Ben Kelly	2018-19	21st century schools task force established	Personnel and parents/community members to form task force  Consultation with outside experts or other school districts

	sustainability goals				
	6.2.2 Develop a plan for recommended improvements to school facilities to meet curriculum goals.	Facilities Advisory Committee with 21st century schools task force	2019-20	Plan developed with recommended improvements	Personnel time to develop plan
	6.2.3 Forward recommendations for necessary improvements to School Building Committee to include in its school building plans.	School Committee	as appropriate, based on 6.1.4	Summary report of recommendations from 21st century schools task force	Time on School Committee calendar, as needed.
<b>Objective 6.3</b>	Effectively utilize our 20 year facilities maintenance plan to ensure that our buildings are well maintained.				
	<b>Activity</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Expected Outcome</b>	<b>Resources Needed (Facilities, Personnel, Instructional Materials/Supplies)</b>
	6.3.1 Using the Facilities Maintenance Plan, and with the guidance of the Director of the Consolidated Facilities Department,	Assistant Superintendent for Business	Annually October-December	Annual recommendations developed and approved by	20 year Facilities Maintenance Plan

	generate an annual recommendation for required maintenance to be submitted, in collaboration with the Capital Improvement Committee, to the Warrant Committee as part of an annual recommended capital expenditure.	Affairs  Director of Consolidated Facilities Dept.		School Committee	
	6.3.2 Raise public awareness about the adequate funding level required to properly maintain MPS school buildings.	School Committee	Annually at Town Meeting and other venues	Public gains awareness about adequate funding needed for school maintenance	Regular communication with public via various means
	6.3.3 Establish a Sustainability Task Force to develop a plan to integrate Sustainability into the operations and planning for the district's facilities.	Facilities Subcommittee (Rick Malmstrom)  Sustainable Milton  Hillary Waite – DPW Environmental Coordinator	2019-20	Sustainability Plan with recommended improvements	Personnel and parents/community members to form task force