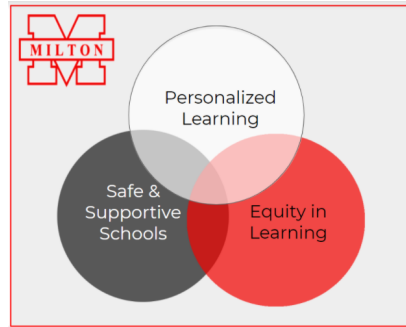# Milton Public Schools Strategic Plan
2022-2027

Educate, **Challenge** & **Empower**
all students to achieve individual post-secondary goals and to be productive, caring, and contributing members of society.

MILTON PUBLIC SCHOOL 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 the behavioral health of children; and we build strong partnerships with families and the community.

STRATEGIC GOAL:

Milton Public Schools will provide all students with highly personalized, developmentally appropriate, emotionally safe and equitably balanced daily learning experiences designed to ensure each student becomes a productive, caring, and contributing member of society and can achieve his/her/their post-secondary goals, as measured by the analysis of information obtained via the district data cycle.

MPS has identified three strategic initiatives in this Strategic Plan. It is our belief that when these three initiatives are realized:

- students will experience a robust and academically rich school experience
- the district will experience growth in high stakes testing outcomes, and
- Performance outcomes, such as achievement/opportunity gaps will be reduced and or eliminated.

At the district level, these are the student and equity outcomes we would achieve via the Strategic Goal.

Three Pillars	Definition:	Strategic Initiatives:
Personalized Learning	A path in education that takes into account the specific strengths, interests and needs of each student and creates a unique learning experience based on those individual traits. This is done through existing curricula.	All educators will learn about, use, and monitor **personalized teaching, learning**, and **instructional practices** in order to ensure that all students are making progress academically, socially, emotionally, behaviorally, cognitively and culturally.
Safe & Supportive Schools	Safe and Supportive Schools foster a safe, positive, healthy and inclusive whole school learning environment; support students holistically in key areas of development; and integrate services and align the many student support initiatives that aim to address particular areas of need in our schools. Access to culturally, linguistically, clinically, age, and developmentally appropriate practices and services, integrated into a welcoming school culture, are critical components of safe and supportive learning environments.	All educators will learn, understand, and implement practices grounded in trauma-informed instruction and SEL competencies (self-awareness, social awareness, relationship skills, responsible decision-making, and self-management); embed their use across daily instruction; and monitor for effective use and implementation, to foster **Safe & Supportive Learning Environments.**
Equity in Learning	Equity means creating conditions in which all learners (students and adults) of all identities	All educators will have opportunities to build their capacity, practice, progress monitoring

	skills designed to improve the implementation of **Equitable, Restorative and Inclusive Educational Practices** to leverage each students' unique identities while ensuring that all students are making progress academically, social-emotionally, behaviorally, cognitively and culturally.
and abilities have the resources and support they need to thrive.	

IMPLEMENTATION OVERVIEW

Comprehensive review of data identifies:

Rationale: Milton Public Schools has developed a robust strategic plan that has evolved over several years. Initiatives have grown over time, and the document has had several revisions. The work guided by this process is designed to create a clearer path for next steps, as well as clear action steps related to Impact Benchmarks and Measuring Outcomes. It is also designed to identify Key Terms (guiding vocabulary) for consistency and Resources (funding, professional development, curriculum, et. al) needed to reach the goals. The Strategic Plan is designed to be the foundation that drives instruction, school improvement plans, and staff professional development (teaching & learning and professional practice).

History: For the past 3 ½ years, the Strategic Planning Committee has been composed of members who served as liaisons to strategic goal task forces that have been addressing the work of the strategic plan. The goal of this revised document is to streamline the strategic plan to ensure that all the below mentioned data in conjunction with current initiatives are clearly articulated in terms of outcomes for students.

Milton Public Schools has completed several SWOT and Root Cause Analyses in alignment with preparing for this strategic plan related to work in all areas of educational need and growth. This has included formal and informal program reviews, data analysis and stakeholder engagement.

- **Summaries include:**
  1. The SEL Task Force reports: The need for trauma-informed practice and instruction has been clearly demonstrated and the capacity of all staff and educators to support the ever-changing and complex needs of all learners continues to build. Through data collection and intentional, tiered support for students, we will be better able to track, monitor, and intervene effectively with at-risk students.
  2. The Teaching and Learning SubCommittee reports: Following school closure related to the Covid-19 Pandemic, the Teaching and Learning SubCommittee focused on Return to School Planning.

3. The Cultural Competency subcommittee reports: Identifying a focus on increasing the effective participation and outcomes for students in all subgroups as well as a focus on increasing the cultural competency of all staff towards increasing engagement across all community members and increasing home to school collaboration and coherence.
4. The Personalized Learning SubCommittee reports: The PL subcommittee determined that the utilization of a digital platform would offer an initial repository to collect student work. Next steps need to include professional development designed to support understanding of Personalized Learning and data interpretation and analysis. Following this understanding, professional development of platform navigation will be necessary.
5. Cambridge Consulting Group completed a comprehensive quality program review with a lens on equity in learning and provided the following feedback: CCG made some strong recommendations regarding district practices that offer enrichment as well as limitations to student learning across subgroups.
6. The Office of Pupil Personnel Services completed a root cause analysis of the district's disproportionality in special education as well as a Special Education Program Review, and developed a robust action plan to address equity for all students. Initiatives are focusing on staff support and training to enhance instruction, further social emotional support for all students, and provide intensive early intervention services for students who may be at academic and learning risk and ensure Restorative Justice Practices drive student outcomes related to social issues, equity in instructional practices and discipline.
7. Academic Program Reviews:
    a. ELA Program Review and 5 year review: : K-5 review during the 2016-1017 academic year, 6-8 review during the 2019-2020 academic year
    b. A Social Studies Program Review InquirEd rubric. explanation
    c. Science K-8 initiatives align with the revision of the Advancement Budget
    d. Math Program Review is in progress (2021)
    e. Arts Program Review:
8. District-wide Data Review: MPS has also completed a comprehensive review of data related to student performance on high stakes testing. This process has indicated that the Covid-19 global pandemic has had a significant impact on student academic achievement and progress, as shown through our standardized assessments - MCAS, AP, SAT. Across all assessments, including our universal literacy and math screeners - Lexia and iReady - there are pervasive and historical performance gaps between subgroups. Those subgroups experiencing the lowest outcomes include: students with disabilities, low income students, African American/Black students, Hispanic/Latino students, and English learners.
9. DESE Sponsored Audits and Program Reviews in the past few years has included:
    a. Office of Civil Rights/Special Education Tiered Focus Monitoring Review, noting area of opportunity related to academic access for all students and appropriate use of restraint
    b. MPS is also in process of a Targeted Program Review and will be integrating findings into this document as appropriate. *(in process)*

PRIORITIES FOR EACH STRATEGIC INITIATIVE:

Personalized Learning:	Safe & Supportive Schools:	Equity in Learning:
All educators will learn about, use, and monitor **personalized teaching, learning**, and **instructional practices** in order to ensure that all students are making progress academically, socially, emotionally, behaviorally, cognitively and culturally.	All educators will learn, understand, and implement practices grounded in trauma-informed instruction and SEL competencies (self-awareness, social awareness, relationship skills, responsible decision-making, and self-management); embed their use across daily instruction; and monitor for effective use and implementation, to foster **Safe & Supportive Learning Environments.**	All educators will have opportunities to build their capacity, practice, progress monitoring skills designed to improve the implementation of **Equitable, Restorative and Inclusive Educational Practices** to leverage each students' unique identities while ensuring that all students are making progress academically, social-emotionally, behaviorally, cognitively and culturally.

Using an equitable lens, MPS will complete the following benchmarks as measured by growth in the evidence collected with the district data cycle.

● Leadership will provide opportunities for teachers to see Personalized Learning modeled within specific lessons. ● Educators will identify places in their instruction where Personalized Learning can be used successfully and leverage provided examples to plan units and lessons. ● Educators will integrate Personalized Learning modalities in daily practice to support student understanding. ● Educators will help students determine their strengths, interests, and needs and how to integrate those into the student's educational experience. ● Educators will assess achievement towards standards using student's strengths, interests, and needs. ● Educators will reflect on individual needs as learners and track progress on learning goals and standards.	● Educators will model and utilize and practice trauma-informed skills in their classrooms to create safe and supportive, equitable learning environments ● Educators will use SEL and behavioral health assessment data using district identified screeners and tools, such as Intellispark ● Educators will collect, analyze and use data to inform instruction, foster safe and supportive learning environments, and support equitable learning environments ● Educators will develop and implement an MTSS system of support for Tiers 1, 2, and 3 interventions for SEL and behavioral health ● Educators and school leaders will continue to utilize and implement a Positive Behavioral Interventions and Supports (PBIS) system to establish and maintain a foundation of universal,	● Educators will implement an equitable PreK-12 curriculum that supports ALL learners of ALL identities and abilities ● Educators and district leaders will create structures that provide opportunity for student voice to inform the provision of appropriate instruction and needed supports. ● Educators and district leaders will routinely conduct curriculum reviews in accordance with the schedule identified in the review cycle, ● Educators will apply and assess equitable grading practices. ● Educators will implement best instructional practices that are culturally relevant. ● Educators and leaders will use the principles of restorative justice to build school & classroom communities.

● Educators will develop a rubric defining the levels of achievement on each [standard](#). ● Educators will routinely monitor and evaluate data collected and use data to inform instruction.	consistent, and proactive support for all students school-wide ● Educators will be provided opportunities, resources and support to ensure they effectively enter the district and grow as an educator and community member-resources and support may include [mentoring](#) and [affinity groups](#)	● All staff will [strengthen partnerships](#) with family/community outreach and engagement to ensure strong home/school coherence and collaboration ● Educators and staff will review, iterate, and implement with fidelity an equitable behavioral [incident reporting process](#). ● Recognizing the rich backgrounds and experiences within Milton Public Schools, educators and leaders will research and utilize best practices for recruitment of diverse faculty. ● Milton Public Schools will conduct a needs assessment that examines barriers experienced by families when seeking and accessing quality care and education for their preschool aged children with an emphasis on the need to examine whether all ethnic-racial groups and families from varied socio-economic labels have equal and equitable access to high-quality early education and care opportunities.

RESOURCES and PROFESSIONAL DEVELOPMENT:

Personalized Learning
Adopt a common data platform (e.g. Otus) for all grade levels and determine what information will be collected. Data Cycle Expanding on what has been started: Data Cycle implementation Standards Based Grading with equity lens District current report cards K-5

Resources and Professional Development		
Year One and Two		
Direct Instruction hours: (Directors/Outside Providers/Personalized Learning Committee)	**Coaching/Mentoring hours: (Coordinators, Department Heads, Personalized Learning Committee, Leadership Team)**	**Teacher Collaboration hours: (Teachers)**
* New staff training on using multiple modalities in lessons/units * Training on how to link standards to all teaching and learning * Training on how to track progress on standards in a common platform, pending commitment to platform * Training on how to empower students to track progress on standards * Training on how to remediate and expand knowledge on standards	* All leaders promote the use of the MPS Data Cycle: Common language, MPS Data cycle, Learner Centered Problem, & Problem of Practice * All leaders support teachers with mastery learning - link standards to lessons, track progress, remediation, expanding, and assessing student progress with an effective rubric	* After viewing sample lessons teachers identify lessons/units to embed PL initiatives * Using common planning time, teachers develop PL lessons * Teachers use common planning time, department/grade level meetings to discuss how to meet needs of all students * Use common planning, dept. meetings, grade level meetings to brainstorm ways to incorporate multiple modality instruction into lessons/units

* Training on how to create an effective rubric on standards		* Common planning, dept. Time, principal time, half-day PD…to create rubrics for standards

Years Three, Four and Five		
Direct Instruction hours: (Directors/Outside Providers/Personalized Learning Committee)	**Coaching/Mentoring hours: (Coordinators, Department Heads, Personalized Learning Committee, Leadership Team)**	**Teacher Collaboration hours: (Teachers)**
* New staff training on using multiple modalities in lessons/units * Additional training on how to remediate and expand knowledge on standards * Training on how to assess the effectiveness of a rubric on standards	* All leaders continue to promote the use of the MPS Data Cycle: Common language, MPS Data cycle, Learner Centered Problem, & Problem of Practice * All leaders continue to support teachers with mastery learning - link standards to lessons, track progress, remediation, expanding, and assessing student progress with an effective rubric	* Teachers view samples lessons from year one (other grade bands) and continue to identify lessons/units where PL can be embedded * Using common planning time, teachers develop PL lessons * Teachers use common planning time, department/grade level meetings to discuss how to meet needs of all students * Use common planning, dept. meetings, grade level meetings to brainstorm ways to incorporate multiple modality instruction into all lessons/units * Common planning, Dept. Time, principal time, half-day PD…to calibrate assessments against rubrics and continue to develop rubrics for standards

Safe and Supportive Schools

Develop a Tiered Systems of Support for SEL and Behavioral Health
Classroom, School, and District-Wide Implementation of [Tiered SEL supports within MTSS](#)

Expanding on what has been started:
SEL and Behavioral Health Screeners and Assessments (i.e. Intellispark)
Continued implementation of PBIS (Positive Behavioral Interventions and Supports)
Trauma-Informed Work

Resources and Professional Development

Year One and Two

Direct Instruction hours: (Directors/Outside Providers, SEL Advisory Team)	Coaching/Mentoring hours: (Coordinators, Department Heads, SEL Advisory Team, Leadership Team)	Teacher Collaboration hours: (Teachers)
*Training for teachers on using the Intellispark platform and analyzing the data *Training on how to use the Intellispark data to inform practice and determine necessary interventions and supports for individual students *Training on [Tiered Systems of Support](#) related to Mental and Behavioral Health *In-depth training on the provision of tiered interventions and supports within the classroom: focus on **Tier 2** interventions *Training on trauma-informed practice and classroom/instructional implications *Training on utilizing trauma-informed practices	*All leaders continue to promote the use of trauma-informed practices and the integration of SEL/Behavioral Health data as integral components of conversations about student progress, growth, and achievement *All leaders continue to advocate for SEL and Behavioral Health supports and interventions for individual students at the Tiers 1 and 2 level of need *All leaders continue to support teachers in implementing and assessing efficacy of SEL and Behavioral Health interventions *PBIS coaches at each school will continue to assess efficacy of PBIS implementation with teacher teams and administration, determining necessary next steps and coaching new staff	*Common planning time dedicated to comparing and calibrating data across classrooms *Common planning time, department time, pd time, and principal meetings dedicated to the various ways teachers are providing interventions based on demonstrated need *Common planning time, department time, pd time, and principal meetings dedicated to ongoing PBIS implementation, revisions, improvements, and strategies *Development of a Tiered Systems of Support for Mental and Behavioral Health, focusing on **Tier 2** interventions- led by SEL Advisory Team, Student Support Teams, and Behavioral Health Support Teams at each school

to create safe and supportive learning environments	on the PBIS model	
		*Common planning time, department time, pd time, and principal meetings dedicated to the development and implementation of Tier 1, 2, and 3 SEL and Behavioral Health interventions

Year Three, Four and Five		
Direct Instruction hours: (Directors/Outside Providers, SEL Advisory Team)	**Coaching/Mentoring hours: (Coordinators, Department Heads, SEL Advisory Team, Leadership Team)**	**Teacher Collaboration hours: (Teachers)**
*Additional training to maximize the possibilities associated with the Intellispark platform (including incentives, tracking of interventions, and student-teacher communication tools) *Continued training on Tiered Systems of Support related to Mental and Behavioral Health *Training on the provision of tiered interventions and supports within the classroom: focus on **Tier 3** interventions with a focus on partnerships with outside agencies, providers, and in-district resources to support our most at-risk students *Additional trauma-informed practice training focusing on reflective practice and classroom-based and school-wide implications of the adoption of a trauma-informed approach	*All leaders continue to promote the use of trauma-informed practices and the integration of SEL/Behavioral Health data as integral components of conversations about student progress, growth, and achievement *All leaders continue to advocate for SEL and Behavioral Health supports and interventions for individual students at the Tiers 1 and 2 level of need *All leaders continue to support teachers in implementing and assessing efficacy of SEL and Behavioral Health interventions	*Common planning time dedicated to best practices around assessing SEL and Behavioral Health utilizing district-provided platforms *Common planning time, department time, pd time, and principal meetings dedicated to analyzing and determining school and district-wide implications of SEL/Behavioral Health data collected *Development of a Tiered Systems of Support for Mental and Behavioral Health, focusing on **Tier 3** interventions- led by SEL Advisory Team, Student Support Teams, and Behavioral Health Support Teams at each school (*Common planning time, department time, pd time, and principal meetings focused on best practices and strategies for supporting our most at-risk students *School-based and district-level leadership meetings dedicated understanding the impact that trauma-informed practice has had and next steps/implications

Equity in Learning

Expanding what has been started:
Cultural Proficiency Professional Development
Tier 1, 2, 3 Restorative Justice Training for all administrators
[Restorative Justice PD](#) for all staff
Teachpoint DEI Professional Development Modules
Disproportionality in Special Education PD and training
Mentoring and Affinity Groups for Students and Staff
Anti-Biased Hiring and Recruitment Practices

Resources and Professional Development

Year One and Two

Direct Instruction hours: (Directors/Outside Providers, Cultural Competency Committee, Steering Committee, Director of Educational Equity)	Coaching/Mentoring hours: (Coordinators, Department Heads, Cultural Competency Committee, Steering Committee, Leadership Team)	Teacher Collaboration hours: (Teachers)
*Cultural Competency PD for new staff, ongoing and robust PD * Facilitate learning with the use of a core text to create common language and strategies across the district using tools that focus on a book that focuses on shifting mindset but also outlines practical strategies that teachers and counselors can start right away.	*All leaders continue to incorporate, implement, assess, and coach diversity, equity, and inclusion by embedding professional development around diversity, equity, and inclusion in the district's teaching and learning practices (ongoing). Evaluation cycle should align with the disciplines in the cycle of review.	*Common planning time, department time, pd time, and principal meetings dedicated to review policies and procedures around grading practices including development of rubrics to support procedures
*Restorative Justice Tier 1,2,3 for Administrators *Restorative Justice Tier 1 and 2 for teachers and counselors who opt into the 10-hour strand	*All leaders use Restorative Practices within their discipline model and ask for ongoing feedback and collaboration with teachers and counselors. *Restorative Justice Coach models the circle	*Common planning time, department time, pd time, and principal meetings dedicated to educators identifying variables in content that may create [instructional bias](#) in lessons and anticipate student impact during planning

*Those who finish the Restorative Justice PDs can support Restorative Justice Coach in co-leading Restorative Justice PDs for future cohorts (teacher leadership approach, building a movement from the ground up.	practice for both proactive and reactive circles, and provides one-on-one coaching for administrators, teachers, and counselors.	
*All school leaders provided with yearly formal training on anti-biased hiring and recruitment practices	*All school leaders provided with yearly formal training on anti-biased hiring and recruitment practices	
How do staff work across disciplines		

Years Three, Four and Five		
Direct Instruction hours: (Directors/Outside Providers, Cultural Competency Committee, Steering Committee, Director of Educational Equity)	**Coaching/Mentoring hours: (Coordinators, Department Heads, Cultural Competency Committee, Steering Committee, Leadership Team)**	**Teacher Collaboration hours: (Teachers)**
*Cultural Competency PD for new staff that discuss topics such as developing CUlturally responsive Teaching, and learning meaningful conversations about Race in the classroom.	*Director of Equity and Restorative Justice Coach provide in-classroom support for teachers by modeling how to plan and implement lessons that create meaningful dialogue about issues related to equity and inclusion.	*Common planning time, department time, pd time, and principal meetings dedicated to review policies and procedures around grading practices
*Restorative Justice PD Tier 1,2,3 for Teachers and Counselors	*Restorative Justice Coach models the circle practice for both proactive and reactive circles, and provides one-on-one coaching for administrators, teachers, and counselors.	*Common planning time, department time, pd time, and principal meetings dedicated to educators reflecting on lessons and ensuring any follow up/response is done utilizing the principles of restorative justice