

# MILTON HIGH SCHOOL'S



**SITE COUNCIL 2017 - 2018**

# Milton High School Site Council

**James Jette**, *Principal*

**Ben Kelly**, *Vice Principal*

**Karen Cahill**, *Director of Guidance*

**Mike Young**, *Teacher*

**Kathy Huntington**, *Parent Representative*

**Veronica Guerrero-Macia**, *Parent Representative*

**Oddessa Williamson**, *Parent Representative*

**Alisa Lorden**, *Student Representative*

**Penelope Holland**, *Student Representative*

**Eva Chow**, *Student Representative*

**Beverly Ross-Denny**, *Community Representative*

# MISSION STATEMENT

The mission of Milton High School is to graduate students who are equipped to reach their potential and contribute to the global community by engaging them in a rigorous, enriching educational program that emphasizes respect, achievement, and citizenship.



**ALL STUDENTS CAN AND WILL LEARN**

# Data Driven Goal Setting:

## Focus Areas 2016 - 2017

- Provide necessary supports and improved curriculum to increase student achievement. (*Advancement Initiative- Closing the Proficiency Gaps*)
- Increase proficiency in science for all students. (*Advancement Initiative- Advancing Science and STEM*)
- Use common on-line assessment tools to analyze student growth, and use data to provide appropriate support for all students. (*Advancement Initiative- Closing the Proficiency Gaps*)

# HOW DID THIS HAPPEN?

- Student Support Team - Continually discussed at-risk students to assure that administration, guidance, faculty and coaches are providing the most effective supports and interventions.
- Used data analysis of support programs to assure that we were offering the most effective support programs for all students (i.e. Bridge Program, Freshman Seminar, English, Math and Science support classes, etc.)
- Worked with students in earlier grades to enrich mathematical concepts through the Calculus Project. (4<sup>th</sup> Cohort is currently in grade 11)
- English Support course last year
- Two English 1 Co-Taught Classes and Two English II Co-Taught classes
- Increased the technology integration at Milton High to support the range of learners in the classroom.

# HOW DID THIS HAPPEN?

- Scaffold supports and inclusion strategies into the classes
- Focused on engagement and higher order thinking and questioning
- Implemented new technology and updated curriculum across all science classrooms purchased through the Science and STEM Advancement Budget 2 years ago
- Continued to use common planning time to assess common assessments and lab investigations
- Continued to administer the Biology Final Exam for all Biology students prior to the Biology MCAS Exam
- Continued vertical alignment work with elementary and middle schools

# MHS Highlights

- 96% of seniors were accepted to a college or university
- 92% of graduating seniors took the SATS in 2016 – 2017
- PSATs administered to all sophomores & juniors last year
- 96% of our graduating seniors were accepted to a 4-year and/or a 2-year college or university (June 2016)

# MHS Highlights

- 21 Advanced Placement courses offered in
- A total of 636 AP exams taken last year
- 85% of those AP exams taken earned a qualifying score
- 100% of our students who took the DELF Exam for French Language got a perfect score.
- MHS Produced six (6) Division 1 Athletes





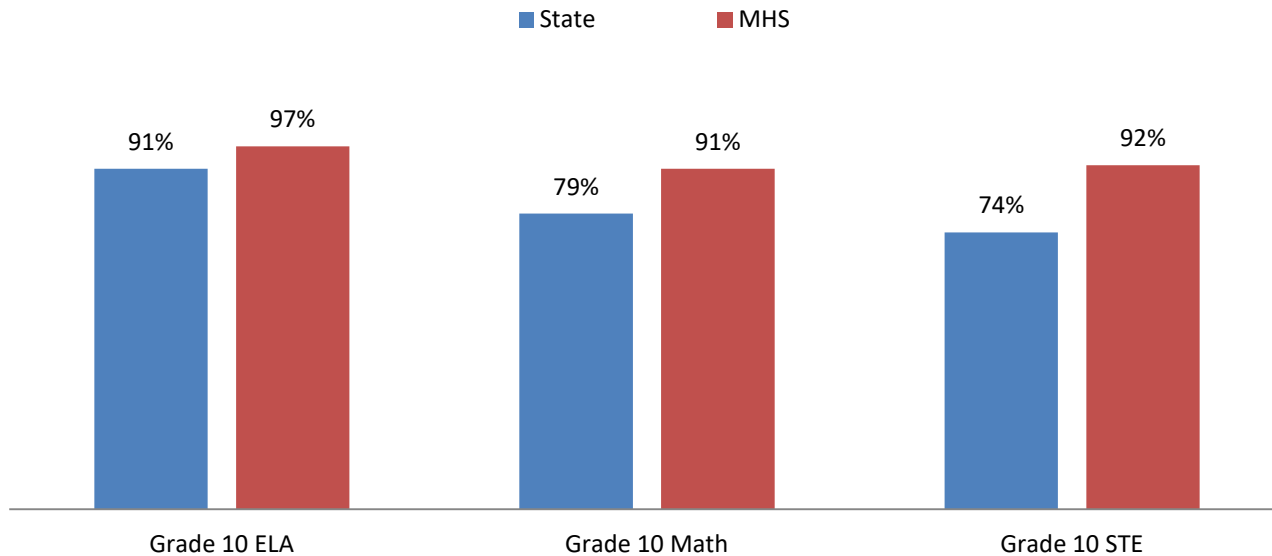
# Data Driven Success

|                 | 2015 -2016<br>Proficient/Advance | 2016-2017<br>Proficient/Advance |
|-----------------|----------------------------------|---------------------------------|
| Grade 10 ELA    | 97%                              | 98%                             |
| Grade 10 Math   | 90%                              | 93%                             |
| Grade 9 Biology | 89%                              | 96%                             |
| Grade 10 STE    | 86%                              | 92%                             |

# MHS vs. STATE



2017: Percent of Students in Proficient/Advanced (legacy MCAS)



# Community Support - Override

- 1.0 Special Education Teacher (Non Contingency Budget)
- .5 Guidance Counselor
- .5 Adjustment Counselor
- Reduction of Athletic & Club Fees
- Reduction of Bus Fees
- Inclusion Specialist – Pierce and MHS

# Reduced Athletic & Club Fees



- All sports                      \$150
- Ice Hockey                      \$300
- Swim                              \$400
- Crew                              \$650
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- Family Cap                      \$750 (\$900 with hockey)
- Swim and Crew do not count towards Family Cap
- Clubs                              \$25

# Goals for 2017 - 2018

- **Proficiency Gap** – Achievement for All. Increase the number of students in Advanced by 3% in each category (ELA, Math and Science)
- **Opportunity Gap** – Equal Access. Make sure all students are afforded the same opportunities (AP Program, Athletics, Clubs, Art, Music, etc)
- **Belief Gap** – Growth Mindset
- **Social Emotional Learning** – Whole Child

# Action Steps...

- Pre and Post Assessment on Student performance on SAT  
Every 9<sup>th</sup> and 10<sup>th</sup> grade student in English and History
- Reading Comprehension and Writing Skills in Grades 9 and 10
- History students working with the Founding Document which is on every SAT Exam (Non Fiction History)
- Increase of Vernier Technology in the science classrooms (Scientific simulations)
- Additional technology devices added to MHS Department

# Action Steps Continued

- Continue to expand how the new science practices are infused across all science curricula after the state fully adopted new STE standards during the last academic year.
- Increase staffing to expand science and STEM section offerings to ensure adequate class sizes are met.
- We have expanded engineering sections this year and had higher enrollment in astronomy for its first year roll out than originally anticipated.
- Screening, Brief Intervention, and Referral to Treatment (SBIRT ) – New State Mandate

# Action Steps Continued

- The Math Department will implement three positive growth mindset techniques or activities in our classrooms over the course of the school year and reflect on the impact that the implementation has had on our practice and students' classroom experiences.
- The mathematics department will use a variety of assessment tools and strategies to provide multiple indicators of the quality of each child's mathematical learning. In particular, we will:
  - Reflect and discuss grading policies as curriculum teams (what we grade, how we grade & when we grade);
  - Increase the use of formative assessment strategies in order to provide the opportunity for students to receive feedback on their work; and
  - Review how our current course assessments align with the revised SAT.
- In order to promote teacher growth and to improve student learning experiences, teachers in the mathematics department plan to engage in at least two peer observations during the school year. The focus of the peer observations will depend on the needs of the teacher.



# MHS BUDGET REQUEST

## 2018 -2019



- **Split the Humanities Department Head** – Have a 1.0 English Department Head who teaches and a 1.0 History Department Head who teaches.
- **Add 2.0 FTE Math/Science Teacher to advance STEM** - This request will help to alleviate larger class sizes\_(Engineering, Oceanography, Astronomy, Math Alternative Ed.)
- **Restore 1.0 FTE English** - We need an additional English teacher. When we reduced our staff in this department we did not require Speech as a graduation requirement. In short – we are increasing enrollment AND now require Speech as a graduation requirement for all students.

# MHS BUDGET REQUEST...

- **Health Teacher** - The person would teach a health and wellness class to help support our SEL initiatives and students dealing with stress/anxiety. We could offer wellness classes (ex. yoga, strength training, meditation, etc...)
- **.4 FTE HS Chorus Director** – This person would teach two sections of chorus of up to 100 students overall; advise and/or rehearse five singing clubs; prepare choral students for festivals and prepare and coordinate student engagement with community partners (community singing events).
- **Transitions Program (Teacher and Counselor)**
  - Short-term service for students returning to MHS after a crisis or extended absence due to illness, injury or hospitalization
  - Helps students and their families with re-entry and reintegration to school by supporting their academic, social and emotional needs
  - Tailored to the individual's unique set of needs as he or she transitions to a full schedule

# Developing Partnerships

Milton Public Schools– 33 % Students of Color

Milton High School – 37% Students of Color

Excellence through Social-Emotional Learning (exSEL)

Diversity Committee

Cultural Competency Training

Citizens for a Diverse Milton

Affinity Group

UMASS – Boston Partnership

Diversifying Faculty and Staff

Student Groups/Organizations

# EVERY STUDENT COUNTS

<https://www.youtube.com/watch?v=LdBD3m8o>

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**THANK YOU FOR YOUR  
SUPPORT!**

