

MHS Site Council

December 21, 2022

MHS Site Council 2022-2023



Milton High School Site Council

The MHS Site Council is comprised of students, faculty, parents and community members, and meets monthly as an advisory committee to the MHS Principal. The Site Council assists in the identification of priority areas, goal setting and planning, and receives updates on the school's progress throughout the life of the School Improvement Plan.

The priority areas and goals for the 2021-2024 School Improvement Plan were developed in conjunction with the Milton Public Schools Strategic Plan, the 2019-2020 NEASC Self-Assessment and Collaborative Conference processes, and a review of the progress made on the 2020-2023 School Improvement Plan. Embedded in both the MPS Strategic Planning and NEASC Accreditation processes are opportunities for student, faculty, parent and community feedback.

- Karen Cahill, Principal
- Jennie Beliveau, School Adjustment Counselor
- J Troy, Librarian
- Kiera Glazer, Student (Class of 2023)
- Tucker Korman, Student (Class of 2024)
- Jenny Lo, Student (Class of 2025)
- Julia Delaney, Student (Class of 2026)
- Anna Lyons, Parent
- Debra Bingham, Grandparent
- Sarah Porter, Parent
- Kathy Huntington, Community Member

MHS School Improvement Plan 2022-2023



Mission Statement

The mission of Milton High School is to cultivate a supportive environment that graduates 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.

Vision of the Graduate

All Milton High School graduates will:

1. Effectively apply critical thinking skills to make connections and solve problems.
2. Utilize technology to engage, explore and evaluate our community, nation and world.
3. Be original and innovative in individual and collaborative work.
4. Practice good citizenship, personal responsibility and character through individual and collective actions.
5. Demonstrate understanding and respect for themselves and the diversity of ideas, cultures, abilities and lifestyles in school and beyond.

MHS Highlights Fall of 2022

— — —



- NEASC Decennial Visit (New England Association of Schools and Colleges)
- SAT and PSAT School Day Administration (146 for SAT and 540 PSAT)
(PSAT courtesy of Copeland Foundation)
- MCAS & AP Data
- First full year of [Internship program](#)
- First year of Dual Enrollment Course with Quincy College
- Post Secondary Planning Night
- Beauty and the Beast-4 SOLD OUT SHOWS!
- MHS Athletics-Football, XC, Field Hockey



NEASC Decennial Visit



What is NEASC?

- NEASC is a non profit organization that works with schools throughout New England to assess and support high quality instruction. Every ten years Milton High School is evaluated and then accredited by NEASC, and this is a process that is voluntary on the school's part. During the visit educators from other school districts observe classroom teaching and meet with teachers, students and administrators. Upon completion of the visit NEASC provides a written report with their analysis of our school, including areas in which we are doing well and suggestions for ways we can successfully meet our students' needs.
- Foundational Elements of Collaborative Visit Fall 2020
 - Learning Culture
 - Student Learning
 - Professional Practices
 - Learning Support
 - Learning Resources

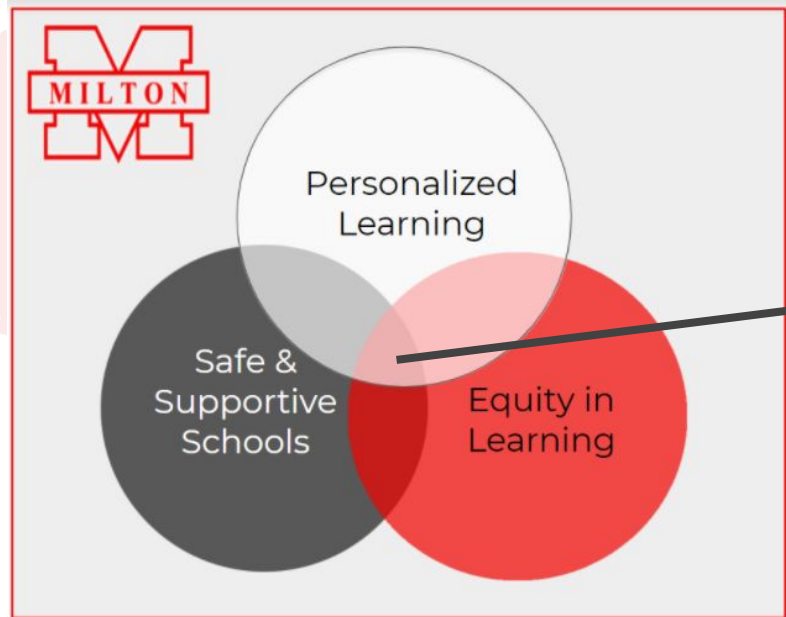
NEASC Decennial Visit



Four C's ~ Officially called **Capacity for Continuous Growth as a Learning Organization**

- **CONCEPTUAL UNDERSTANDING** Is there a shared understanding of what optimal or effective learning looks like in the school? How do you know?
- **COMMITMENT** To what extent are members of the school community committed to the school's vision of the graduate? To what extent are members of the school community committed to a growth mindset for students? For adults? For the school? To what extent is the school community committed to alignment with the Standards for Accreditation?
- **COMPETENCY** To what extent does the school community understand and acknowledge the changes that need to be made in order to align with the Standards? To what extent do faculty members, staff members, and school and district leaders have the skills, knowledge and dispositions necessary to help students achieve the school's vision of the graduate? What additional professional learning will be required for the school to align with the standards?
- **CAPACITY** Does the school have the time, resources, and support needed to make progress on its

MPS District Strategic Plan & MHS Improvement Plan



1. School Mission & Vision of a Graduate

2. Curriculum and Instruction

3. Student Support & Engagement

4. Facilities



FALL HIGHLIGHTS





MHS Priority Area #1: School Mission and Vision of the Graduate

Goal #1: Explicitly connect all of our work at MHS to our mission statement and vision of a graduate.



Content	
Common Core Standards	
<p>MHS Expectations - Vision of a Graduate</p> <p>All Milton High School graduates will:</p> <ul style="list-style-type: none"> Effectively apply critical thinking skills to make connections and solve problems. Employ technology to engage, explore and evaluate our community, nation and world. Be original and innovative in individual and collaborative work. Practice good citizenship, personal responsibility and character through individual and collective actions. Demonstrate understanding and respect for themselves and the diversity of ideas, cultures, and abilities in school and beyond. 	
Concepts, Skills and Practices (students will know and be able to...)	Essential Questions

Class of 2023 Updates

— — —



<i>Early Action</i>	914
<i>Early Decision</i>	47
<i>Early Action II</i>	59
<i>Restrictive Early Action</i>	5
<i>Regular Decision</i>	1207
<i>Rolling</i>	215
<i>Priority</i>	9
<i>Other</i>	19

Supports for Academic Excellence

— — —



- Advisory
- Homework Club
- MCAS Support
- Math Support
- Academic Strategies
- National Honor Society Tutoring



MHS Priority Area #2: Curriculum & Instruction

Goal #2: Consistently facilitate a rigorous, research-based, culturally sensitive, anti-bias, anti-racist curriculum with exemplary instruction to meet the needs of every learner, while promoting excellence, and preparing students for success in an evolving digital culture.

Fall Snapshot:

— — —



Staff Experiences and Learning

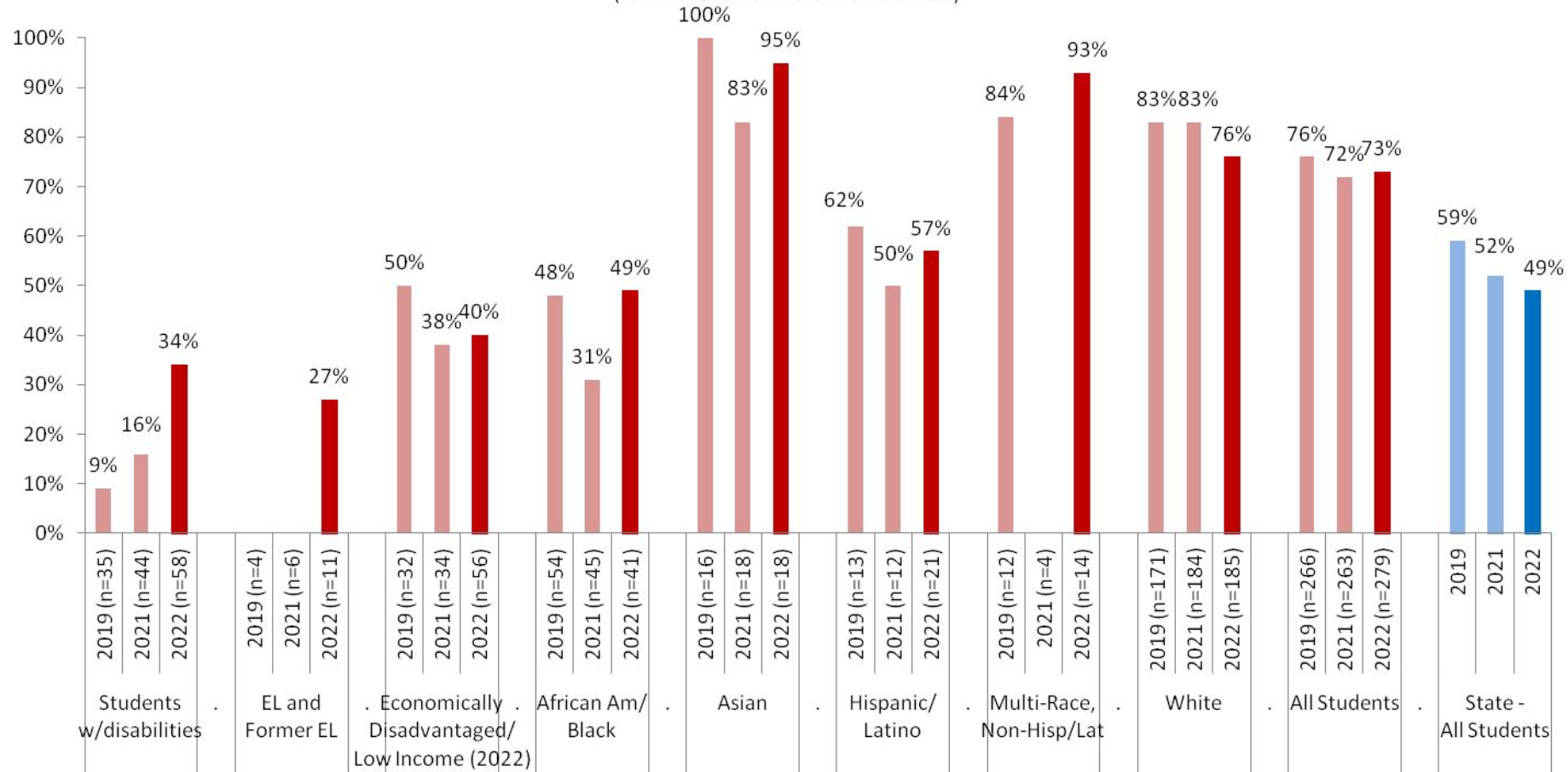
- Personalized Learning
 - UDL Professional Development
 - Equity in Grading Conversations
 - Data Analysis
- Restorative Justice Trainings

Student Experiences and Learning

- Project Based Learning
 - *Animal Farm*
 - Virology
- Career Internship Program

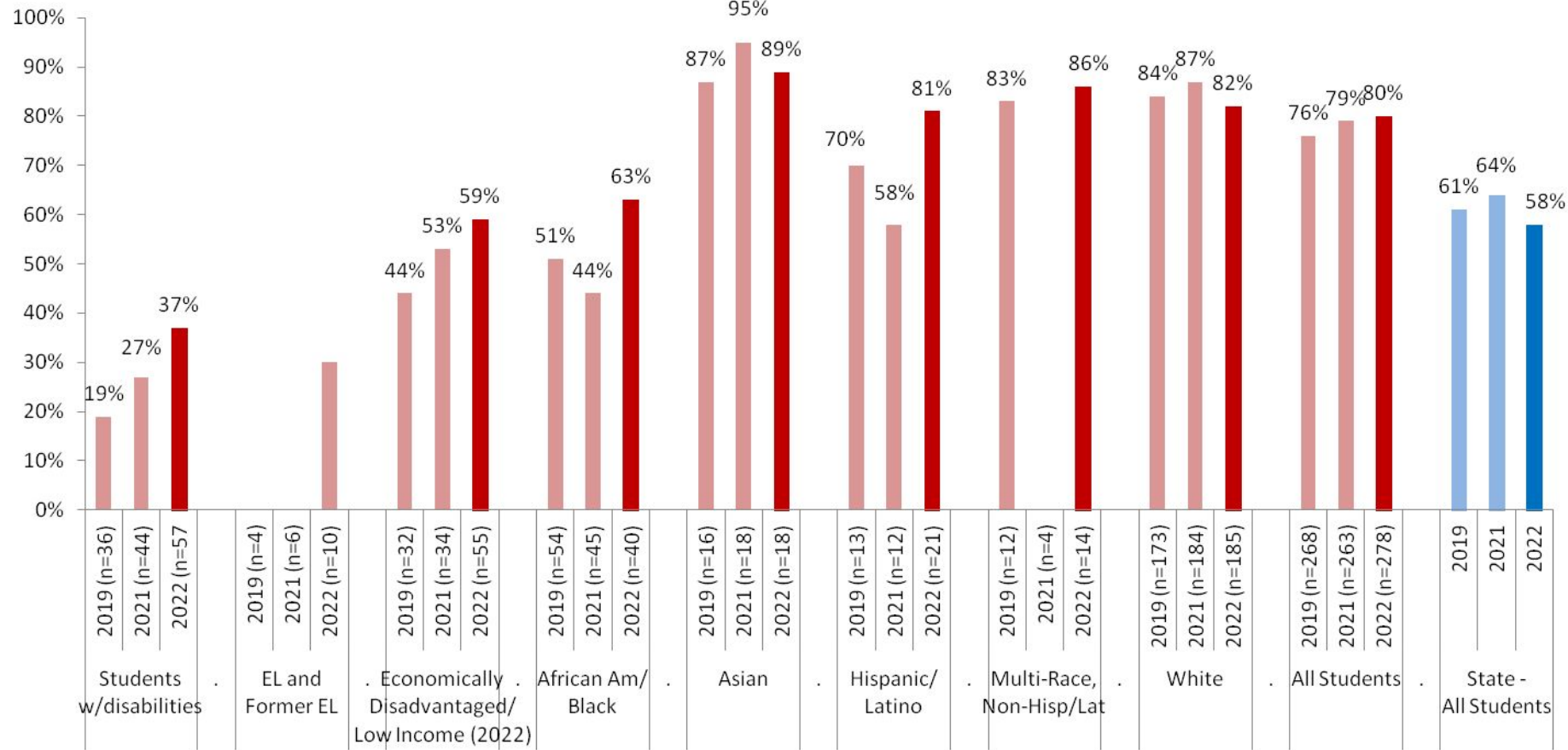
G10 Math MCAS: % of MHS Student Subgroups Meeting/Exceeding Expectations

(% not available where n is 10 or less)



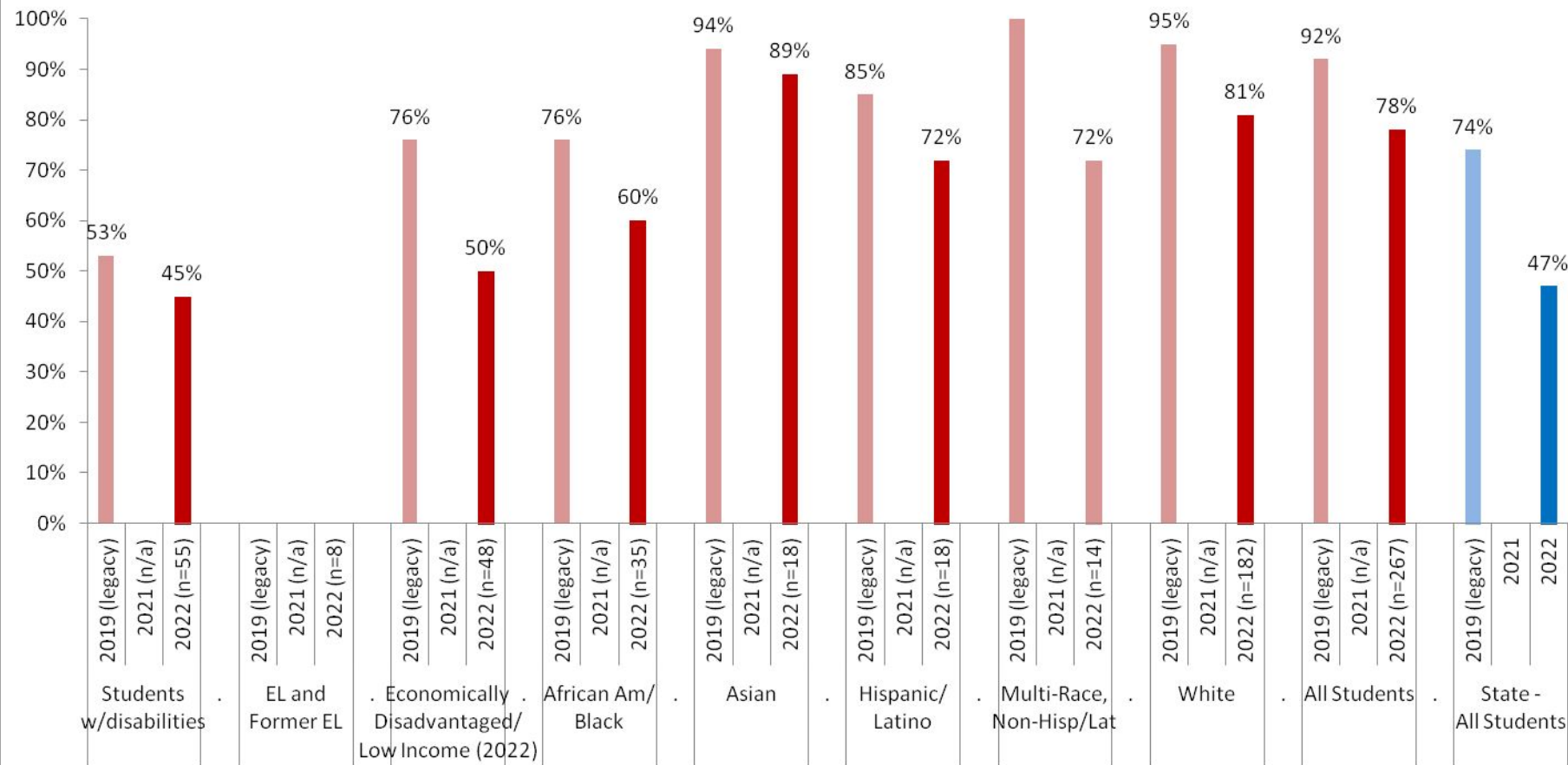
G10 ELA MCAS: % of MHS Student Subgroups Meeting/Exceeding Expectations

(% not available where n is 10 or less)



G10 Science MCAS: % of MHS Student Subgroups Meeting/Exceeding Expectations

(% not available where n is 10 or less; 2022 was the transition to NextGen scoring scale)



Subgroups Performance Change between 2021 and 2022

(change in % of students meeting/exceeding expectations)



	G10 ELA	G10 Math
Students w/ disabilities	+12%	+19%
EL and former EL	n/a	n/a
Low Income	+5%	+3%
African Am/Black	+19%	+18%
Asian	-6%	+11%
Hispanic/Latino	+27%	+10%
Multi-Race	n/a	n/a
White	-4%	-6%
All Students	+2%	+2%

AP Program Enrollment 2022

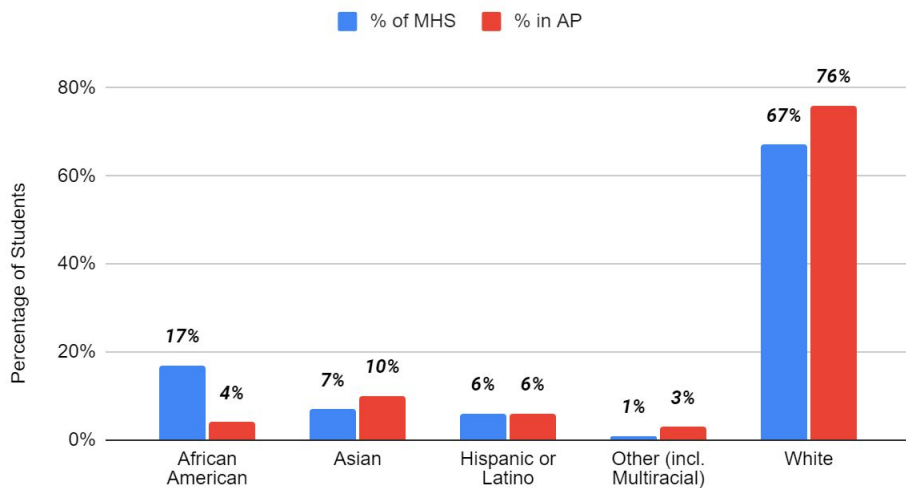


	2018	2019	2020	2021	2022
Total AP Students	309	343	325	370	360
Number of Exams	703	731	769	782	767
AP Students with Scores 3+	275	265	286	268	287
% of Total AP Students with Scores 3+	89.00	77.26	88.00	72.43	79.72

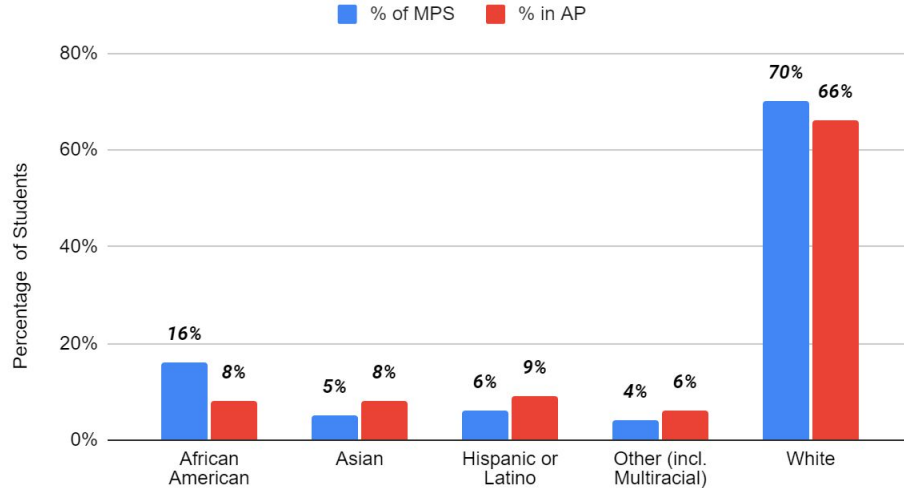
Grade 11 & 12 AP Participation by Race



Grade 11: AP Participation by Race



Grade 12: AP Participation by Race





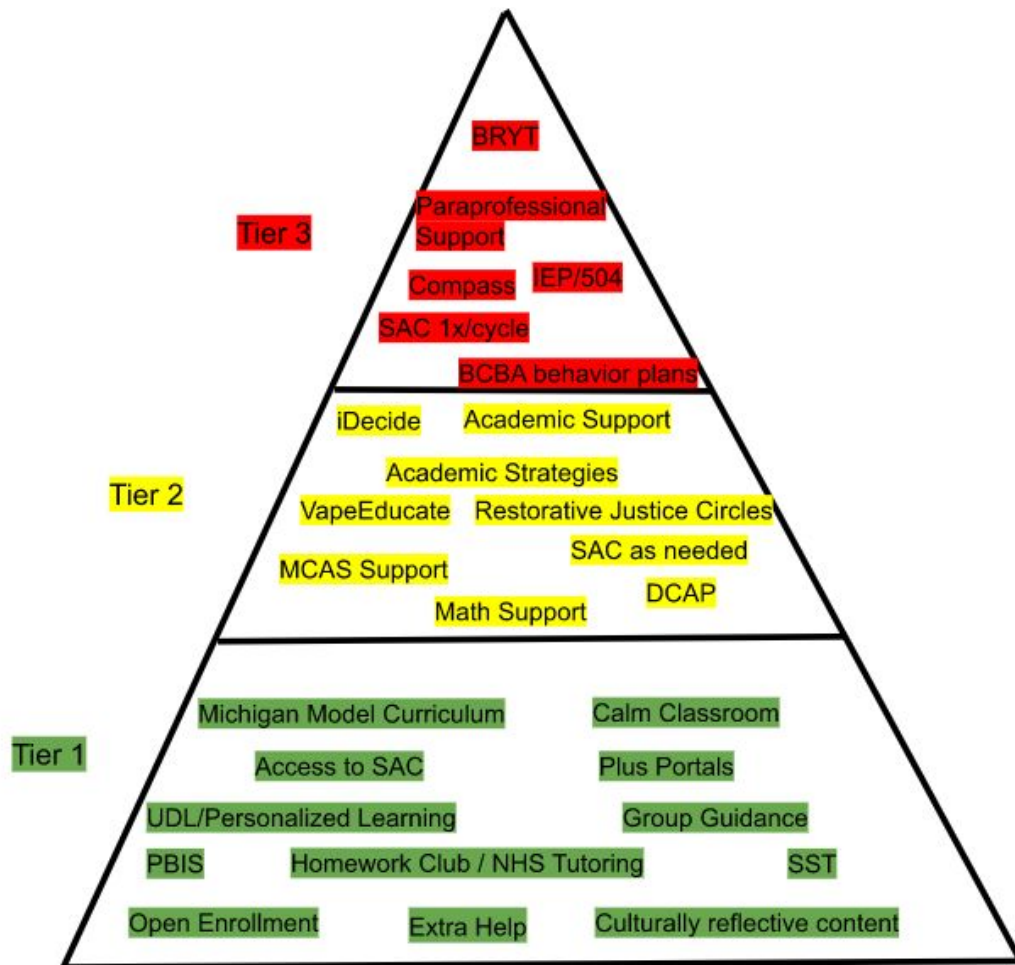
MHS Priority Area #3: Student Support & Engagement

Goal #3: Develop a formal multi-tiered system of supports (MTSS) for students in an effort to identify and provide the necessary tools to help each student find success at MHS, while providing promoting and removing barriers to participating and engagement in academics and extracurriculars.

Multi-tiered system of supports (MTSS):



- Trauma Sensitive Schools (Year 2, supported by grant through Milton BID)
- Calm Classroom Training funded by MFE
- YRBS-report to come from Milton Coalition
- iDecide/Vape Educate
- Restorative Justice work
- SEL Leads
- Michigan Model for Health Curriculum
- Youth Mental Health First Aid Training

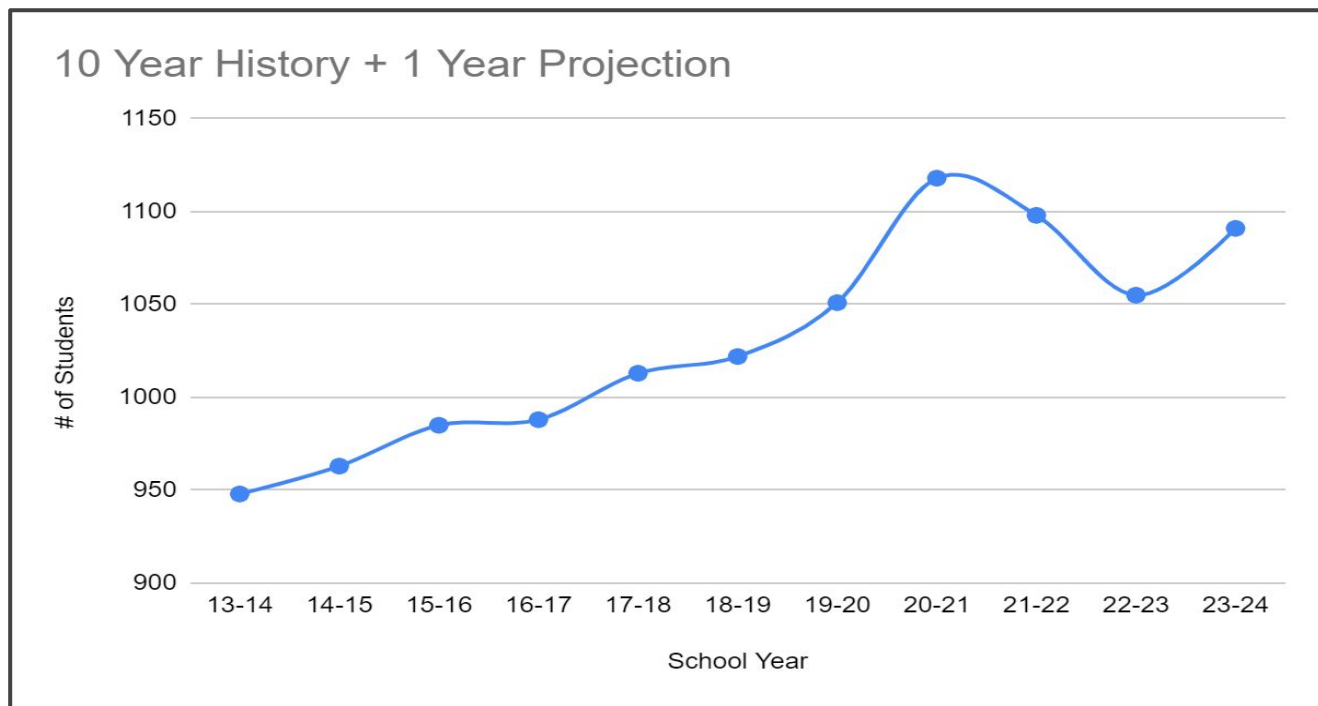




MHS Priority Area #4: Facilities

Goal #4: Ensure that MHS has sufficient classrooms and space for its expanding enrollment and that its facilities provide adequate elements necessary for a strong 21st century education.

Enrollment Trends and Class Size



Building Modifications

— — —



Space Adjustments:

- Converting closets and storage spaces into classrooms
- Loss of theater space
- Multiple teachers to a classroom
- Moving senior privilege into the library for 3 periods a day

Impact:

- Complicates ability to achieve strategic plan goals
 - Spaces not intended for learning
 - Transitions between classes more complex - lose time
 - Ability to find staff complicates collaboration and support
 - Impacts electives and universal resources



Budget Requests to Support Goals/Plan

- Increase in staffing to support increased enrollment
(Business/Career Tech, Special Education, PE, Language)
- Increasing Internet Access points in cafeteria, auditorium, converted spaces
- Funding to support AP, SAT, Dual Enrollment Programs (access for all)



What the spring brings...

— — —

- AP & MCAS tests
- Signed to be a Pilot School for 2023-2024 school year for AP African American Studies
- New sports seasons and continuing our diverse array of clubs
- Continuing to bring back field trips
- Graduation and Prom
- Post graduate decisions
- Mama Mia & concerts
- Seeing all of our students continue to learn and grow as adults



Thank you!