



Milton Town School District
42 Herrick Avenue
Milton, Vermont 05468

The Milton Town School District has two building sites, less than one mile apart. Milton Elementary/Middle School is on one site, with approximately 1134 students in grades Pre K-8 housed in two different parts of the building. The other site accommodates Milton High School, with approximately 543 students. Both sites are frequently used by various community groups for meetings, plays, fund-raisers, and social gatherings. The Milton Town School District strives to provide quality services for the citizens of Milton. The District Office Administration is made up of:

John L. Barone, Sr., Ed.D., Superintendent of Schools
Timothy Dunn, M.Ed., Director of Student Services
Donald Johnson, Business Manager
Kerry Sewell, Ed.D., Director of Curriculum & Instruction

Our school district has a board of trustees to oversee local school district issues. The current members of the Board of School Trustees are:

Reg Godin
Eric Houghton
Mary Knight
James Lyons
Doug Stout

Mission Statement

Milton Town School District, a student-centered, equitable, learning community, will strive to maximize available resources through unified, collaborative leadership, and focus on continuous improvement in the area of student achievement, while promoting a safe and respectful learning environment for all.

Student-centered learning community involves a focus and commitment to all Pre-K through 12 students characterized and supported by the following attributes: an articulated learner-centered curriculum, leadership for student achievement, focused creativity and innovation in responsive student programming, sharing common goals and vision, and a commitment to best practices in teaching and learning.

Equitable opportunity means ensuring access to the benefits of an education, including supported opportunity to meet established expectations for academic achievement.

Unified and collaborative leadership includes a team of leaders connected to the same mission, vision, and beliefs and engaged beyond site-based interest, who inspire and motivate the school community to embrace the preK-12 continuum of learning.

Continuous improvement of staff and student achievement is a result of a process characterized by inquiry, data driven decision making, engagement, and assessment within the learning organization utilizing local, state, and federal assessments and/or quality indicators to ensure continuous improvement of staff and students. Our overall goal is to exceed the state averages in Reading, Writing, Math, and Science on the state assessments (NECAP or Smarter Balanced Assessment).

Safe and respectful learning environment is one in which students and staff can achieve their potential because their physical, social, and emotional safety has been ensured and their differences are respected.

The school district will complete an annual comprehensive needs assessment and planning cycle to ensure that we are responding to clearly identified needs in a way that leverages and influences improvement and reform (i.e., Action Planning) that is purpose-driven rather than event-driven and keeps us collaboratively focused on the needs of our students and our commitment to improving student learning. A planning team will be established to complete this process and will be charged with:

- Clarifying the vision/goals of the school district
- Identifying Data Sources
- Analyzing the Data
- Identifying Needs
- Writing, Implementing and Evaluating the results of the plan

Action Planning

(The following information is taken from page iv of the Equity & Excellence – Action Planning Guide, Vermont Department of Education, © 1998).

Each school shall develop and maintain an action plan that is designed to improve performance of all students in the school. A school district may choose to develop a combined plan for some or all of the schools within the district. In the case of a combined plan, it shall reflect the different needs of individual schools.

The plan shall be developed with the involvement of school board members, teachers, administrators, parents and community members.

The plan shall be developed using student performance data obtained from state and local assessments and other information related to student performance such as, but not limited to, dropout rates, retention rates, course enrollment patterns, and graduation rate.

At least annually, the school shall review the plan for its effectiveness toward meeting the stated goals and revise as necessary based upon updates of student performance data.

The school board shall approve the plan and any revision thereof and ensure that the community is informed annually of the school's progress toward meeting the goals of the plan.

The plan shall contain:

- a. Goals and objectives for improved student learning; and
- b. Educational strategies and activities specifically designed to achieve these goals.

The following common goals will be addressed through each of the schools' plans and through the supervisory union's plan:

1. Improve student performance in Literacy.
2. Improve student performance in Mathematics.
3. Improve student performance in Science.
4. Improve access to and use of technology to enhance instruction.
5. Address issues of school climate, school-community relations and communication.
6. Continue to support professional development for the purpose of maintaining Highly Qualified Teachers and Staff.
7. Wellness (both physical and mental wellness).

Grades PreK – 5

Academic Expectations

1. A Milton graduate investigates, considers points of view, reflects and thinks critically, across settings and content areas.
2. A Milton graduate comprehends, interprets, and evaluates a wide range of written and visual material.
3. A Milton graduate collaborates respectfully with others to creatively solve problems and meet goals.
4. A Milton graduate sets goals, creates learning opportunities, and self-assesses in order to become an independent learner.
5. A Milton graduate clearly and effectively communicates thoughts and ideas, using a variety of media.
6. A Milton graduate as a global citizen, understands the importance of culture and diversity within Milton Elementary School, his/her community, country, and the world. A Milton graduate understands the past in order to critically evaluate the present, and determine how it shapes the future.
7. A Milton graduate uses appropriate technology for a variety of authentic purposes.
8. A Milton graduate understands the importance of life-long wellness. This included making healthy choices for the mind and body and developing an awareness and responsibility involving money management.

Civic Expectations

9. A Milton graduate is an informed and active citizen.

Social Expectations

- 10) A Milton graduate practices *Habits of Mind*.

Grades 6 – 12

Milton High School's Core Values and Beliefs

Milton High School is an inclusive and supportive educational community for students, educators, parents, and the community. Our educational community believes students must take ownership of their learning - thinking critically, creatively, and globally across disciplines, and adapting to a rapidly-changing world. We foster a collaborative partnership among teachers, parents, students and community. In addition to learning in the classroom, co-curricular educational opportunities take place so that Milton students value wellness, cultural literacy and global awareness. All students have challenging 21st Century learning opportunities. Instruction is personalized, research-based, and data-driven. Curriculum, assessments, and instruction, aided by technology, involve students in authentic learning opportunities that require curiosity, imagination, and healthy risk-taking while embracing their personal learning styles. Students, educators and school leaders engage in active and purposeful learning within an organizational structure that promotes collaborative learning partnerships and instills school pride. Assessments provide variety and choice that inform on both the formative and summative level. The Milton learning community values technology as a way of leveraging learning beyond the traditional boundaries of the school. We actively encourage and support student education beyond the secondary level.

Academic Expectations

1. A Milton graduate discerns, analyzes perspectives, reflects and thinks critically using a variety of contexts and content areas.
2. A Milton graduate comprehends, interprets, and evaluates a wide range of written and visual material.
3. A Milton graduate collaborates respectfully to leverage the intelligences of diverse groups to solve problems, attain goals and increase innovation.
4. A Milton graduate sets goals, creates learning opportunities, and self-assesses in order to become an independent learner.
5. A Milton graduate articulates and expresses thoughts and ideas effectively in different contexts using a variety of media. A graduate uses communication for a wide range of purposes with an awareness of audience.
6. A Milton graduate as a global citizen, understands the importance of culture and diversity within Milton High School, his/her community, country, and the world. A graduate understands the past in order to critically evaluate the present, and determine how it shapes the future.
7. A Milton graduate uses appropriate technology for a variety of authentic purposes.
8. A Milton graduate understands the components of life-long wellness, including emotional, physical, financial and occupational health.

Civic Expectations

9. A Milton graduate is an informed and active citizen.

Social Expectations

10. A Milton graduate practices *Habits of Mind*.

Milton Town School District

Strategic Action Plan: 2012-2013; 2013-2014; 2014-2015

Approved by the Milton Board of School Trustees: 09/30/2013

Target Goal #1: Literacy - Improve student performance in Literacy and improve student performance on the Reading and Writing NECAP (New England Common Assessment Program) Assessments. The number of students who reach proficient and/or proficient with distinction on the Reading and Writing Assessments (both state and local) will increase by 10%.

Rationale: Based upon the results of the Fall 2012 Reading NECAP Assessments, the following percentage of students, by school, scored proficient or higher in Reading: Milton High School (Grade 11): 82%; Milton Middle School (Grades 7 & 8): 78%; Milton Elementary School (Grades 3-6): 63%. Based upon the results of the Fall 2012 Writing NECAP Assessments, the following percentage of students, by school, scored proficient or higher in Writing: Milton High School (Grade 11): 49%; Milton Middle School (Grade 8): 53%; Milton Elementary School (Grade 5): 39%.

ACTION STEPS (What is to be done?)	Focus Area:	Possible Funding Sources:	Result Indicators:
In collaboration with school districts/supervisory unions throughout Chittenden County, develop and carry out an implementation plan and professional development plan for the Common Core Standards and the SMARTER Balance Assessment.	Milton Town School District	Title IIA IDEA-B Local Budget	A clearly articulated implementation plan for alignment of our PreK-12 English/Language Arts Curriculum, and our Social Sciences/History Curriculum (Grades 6-12), and our Science Curriculum (Grades 6-12) to the Common Core Literacy Standards and to the SMARTER Balance Assessment.
Create and articulate a PreK-12 English/LA curriculum which is aligned to the Common Core Learning Standards and to the SMARTER Balance Assessment.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Local Budget	A clearly articulated, aligned PreK-12 English/LA Curriculum, with professional development and fidelity of implementation will result in improved student performance on both state and local reading and writing assessments.
Provide explicit professional development focusing on reading across the content areas (with an emphasis on non-fiction; and a focus emphasis in the content areas of Science and Social Sciences/History, grades 6-12) to meet the literacy requirements of the new Common Core Learning Standards. Include professional development on best practices in the teaching of literacy, to include, but not limited to, differentiated instruction & Co-Teaching.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA IDEA-B Local Budget	Focusing professional development on reading across the content areas will result in an increase in the number of students achieving proficiency and/or proficiency with distinction on both state and local reading assessments.
Based upon current data (from local and state assessments), develop a comprehensive plan to identify the core cause/effects of the MTSD Writing Data and develop steps to address weaknesses/deficiencies. Writing emphasis to be aligned with the Common Core of Learning Standards and the SMARTER Balance Assessment.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Local Budget	A systematic approach to improving writing instruction in identified weak/deficient areas PreK-12 and focused professional development in these areas of writing will result in an increase in the number of students achieving proficiency and/or proficiency with distinction on both state and local writing assessment.
Provide on-going training and the regular opportunity for teachers to meet (by grade level, across grade levels, by content areas) to review student performance data and/or to review student work and to discuss impact on student learning and on instruction.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Local Budget	Using professional development time, faculty meeting time, and/or designated PLC and/or Data Team times, a comprehensive and systemic review of student performance data and/or student work will impact instruction and student learning and as a result, the number of students who reach proficiency and/or proficiency with distinction on state and local assessments will increase.
Conduct a comprehensive review of our student support services (such as, but not limited to, the use of Responses to Intervention – Tiers I, II, and III; MTSS Process) for students who are identified as performing below standard and/or students who are identified as “At-Risk” and improve our overall ability to meet students’ needs and monitor their progress.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Milton Town School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.

Milton Town School District

Strategic Action Plan: 2012-2013; 2013-2014; 2014-2015

Approved by the Milton Board of School Trustees: 09/30/2013

Target Goal #2: Mathematics - Improve student performance in Mathematics and improve student performance on the Mathematics NECAP (New England Common Assessment Program) Assessments. The number of students who reach proficient and/or proficient with distinction on the Mathematics (both state and local) assessments will increase by 10%.

Rationale: Based upon the results of the Fall 2012 Mathematics Assessments, the following percentage of students, by school, scored proficient or higher in Mathematics: Milton High School (Grade 11): 38%; Milton Middle School (Grades 7 & 8): 67%; Milton Elementary School (Grades 3-6): 56%.

ACTION STEPS (What is to be done?)	Focus Area:	Possible Funding Sources:	Result Indicators:
In collaboration with school districts/supervisory unions throughout Chittenden County, develop and carry out an implementation plan for the Common Core Standards and the SMARTER Balance Assessment.	Milton Town School District	Title IIA IDEA-B Local Budget	A clearly articulated implementation plan for alignment of our PreK-12 Mathematics curriculum to the Common Core Mathematics Standards and to the SMARTER Balance Assessment.
Create and articulate a PreK-12 Mathematics which is aligned to the Common Core Learning Standards and to the SMARTER Balance Assessment.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA	A clearly articulated, aligned PreK-12 Mathematics Curriculum, with professional development and fidelity of implementation will result in improved student performance on both state and local mathematics assessments.
Provide explicit professional development focusing on the Standards of Practice in Mathematics requirements of the new Common Core Learning Standards, best practices in Mathematics instruction, to include, but not limited to, differentiated instruction and assessment practices and Co-Teaching.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA IDEA-B Local Budget	Focusing professional development on the Standards of Practice in Mathematics and on best practices in Mathematics instruction, will result in an increase in the number of students achieving proficiency and/or proficiency with distinction on both state and local reading assessments.
Provide on-going training and the regular opportunity for teachers to meet (by grade level, across grade levels, by content areas) to review student performance data and/or to review student work and to discuss impact on student learning and on instruction.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Local Budget	Using professional development time, faculty meeting time, and/or designated PLC and/or Data Team times, a comprehensive and systemic review of student performance data and/or student work will impact instruction and student learning and as a result, the number of students who reach proficiency and/or proficiency with distinction on state and local assessments will increase.
Conduct a comprehensive review of our student support services (such as, but not limited to, the use of Responses to Intervention – Tiers I, II, and III; MTSS Process) for students who are identified as performing below standard and/or students who are identified as “At-Risk” and improve our overall ability to meet students’ needs and monitor their progress.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Milton Town School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.
Research, pilot, and implement new math programs for grades K-5 and 6-8 which are aligned to the Common Core Mathematics Standards and the Smarter Balanced Assessment. Include in the implementation process the professional development/training necessary for implementation across grade levels. As part of the implementation process, the math curriculum for grades 9-12 will be adjusted /aligned to reflect the K-8 changes.	Milton Elementary School Milton Middle School	Title IIA IDEA-B Local Budget	A math program that is aligned to the Common Core Mathematics Standards and to the Smarter Balanced Assessment, with proper and sufficient trainings, which is followed to fidelity, will result in an increase in the number of students achieving proficient and/or proficient with distinction on state and local assessments.

Milton Town School District
Strategic Action Plan: 2012-2013; 2013-2014; 2014-2015

Approved by the Milton Board of School Trustees: 09/30/2013

Target Goal #3: Science - Improve student performance in Science and improve student performance on the Science NECAP (New England Common Assessment Program) Assessments. The number of students who reach proficient and/or proficient with distinction on the Science NECAP assessment will increase by 10%.

Rationale: Based upon the results of the Spring 2012 Science NECAP Assessments, the following percentage of students, by school, scored proficient or higher in Science: Milton High School (Grade 11): 27%; Milton Middle School (Grade 8): 16%; Milton Elementary School (Grade 4): 41%

ACTION STEPS (What is to be done?)	Focus Area:	Possible Funding Sources:	Result Indicators:
Create and articulate a PreK-12 Science curriculum which is aligned to the Next Generation Science Standards and to the state assessment (Vermont Science NECAP).	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Local Budget	A clearly articulated, aligned PreK-12 Science Curriculum, with professional development and fidelity of implementation will result in improved student performance on both state and local Science assessments.
Implement the Literacy requirements (Grades 6-12) in the Common Core Learning Standards and aligned to the SMARTER Balance and NECAP Assessments.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA	A clearly articulated approach to embedding the Common Core Literacy requirements into the Science Curriculum, with professional development and fidelity of implementation will result in improved student performance on both state and local Science assessments.
Provide explicit professional development focusing on reading across the content areas (with an emphasis on non-fiction; and a focus emphasis in the content areas of Science and Social Sciences/History, grades 6-12) to meet the literacy requirements of the new Common Core Learning Standards. Include professional development on best practices in the teaching of literacy, to include, but not limited to, differentiated instruction.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA	Focusing professional development on reading across the content areas will result in an increase in the number of students achieving proficiency and/or proficiency with distinction on both state and local Science assessments.
Identify grade level skills and competencies specific to Inquiry Based instruction and assessment. Provide continued professional development for the implementation of Inquiry Based instructional and assessment strategies.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA	A clearly articulated approach to identifying grade level skills and competencies specific to Inquiry Based instruction and assessment, supported with continued professional development and fidelity of implementation will result in improved student performance on both state and local Science assessments.

Milton Town School District
Strategic Action Plan: 2012-2013; 2013-2014; 2014-2015

Approved by the Milton Board of School Trustees: 09/30/2013

Target Goal #4: Technology - “Implementation and support of a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement”. (No Child Left Behind, Section 2402, Part D, Enhancing Education Through Technology).

Rationale: : No Child Left Behind, Section 2402 – Part D – Enhancing Education Through Technology – requires that every student is technologically literate by the time the student finished the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location or disability. Furthermore, schools are encouraged to integrate technology into teacher training and curricular development across grade levels.

ACTION STEPS (What is to be done?)	Focus Area:	Possible Funding Sources:	Result Indicators:
Provide on-going professional development for teachers in the use of and integration of technology into the various curricular areas, K-12 . This plan will also contain provisions for the continual training of teachers, staff, and administrators on the use of the new Power School Student Data Management System, Interactive White Boards, 1:1 student devices, and other emerging technologies.	Milton Town School District	Title IIA IDEA-B Local Budget	A comprehensive plan will be developed to identify the professional development needs of teachers within the diatrict on the use of and implementation of technology within the various content areas and across grade levels. The needs identified will then be formulated into a professional development plan for implementation.
Continue to implement the three (3) year Technology Plan for the integration of technology into the curricula in content areas across the Milton Town School District, include a hardware/software replacement plan, and a clearly defined professional development plan around the use of educational technology integration.	Milton Town School District	Title IIA IDEA-B Local Budget	A comprehensive plan has been developed and articulated to address Vermont’s Technology Grade Expectations K-12 and to provide students and teachers with more access to current and relevant technology hardware and software within our schools.
Continue as a collaborative member of the Vermont Comprehensive Assessment Tool cohort and utilize this data tool for requesting data for the purpose of analysis to impact student learning and classroom instruction.	Milton Town School District	Title IIA IDEA-B Local Budget	A comprehensive plan will be developed for the storage, analysis, and dissemination of student/district assessment data. An increase in the use of statistical and trending data will be utilized by teachers and staff to impact individual and group learning.
Align our technology staffing/educational leadership to be in-line with other K-12 school districts in the region in terms of staffing ratios, salaries and capacities (to include providing the necessary leadership to implement the mission/vision of the MTSD Technology Plan).	Milton Town School District	Local Budget	Increasing staffing and alignment of staffing ratios, salaries and work load will help to meet the demands of deployment of new hardware and/or software, decrease wait time for new hardware, software, and repairs, increase employee retention, and improve teachers’ abilities to implement technology in their classrooms, thus improving overall student academic achievements.

Milton Town School District

Strategic Action Plan: 2012-2013; 2013-2014; 2014-2015

Approved by the Milton Board of School Trustees: 09/30/2013

Target Goal #5: School Climate, School Community/Relations and Communications - The Vermont Department of Health's division of Alcohol and Drug Abuse Programs, the Vermont Department of Education's Comprehensive School Health Program, the Town of Milton, the Milton Community Coalition and the Milton Town School District are working in partnership to reduce high risk behaviors among our students and to promote healthy behaviors. Therefore, our goal is to reduce the number of students engaged in risky behaviors, as reported on the Vermont Youth Risk Behavior Survey, by 10% in each of the categories.

Rationale: Per the July 2012 results of the Developmental Assets report, completed in partnership with the Milton Community Coalition, 25% of the students responded that young persons in the town of Milton perceive that adults in the community value youth; 23% of the students responded that parent(s) and other adults model positive, responsible behaviors; and 54% of the students responded that both parent(s) and teachers encourage young people to do well.

ACTION STEPS (What is to be done?)	Focus Area:	Possible Funding Sources:	Result Indicators:
Each of the schools within the Milton Town School District will plan and implement informational meetings and/or publications for parents and community members (to include Student-Handbooks aligned to applicable MTSD Board Policies) around a variety of relevant topics such as programs available to students within their schools, alcohol/drug prevention and education sessions, information on students who engage in risky behaviors, and academic programs and intervention programs available to struggling learners.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I Local Budget	Through improved communication between the schools and parents and the community, each of our schools will see a decrease in the number of students engaged in risky behaviors and through a comprehensive effort to improve school-community relationships, student performance on local and state assessments will improve.
Each of the schools within the Milton Town School District will develop and implement a School Safety Plan to address issues such as emergency evacuations, lock down procedures, and the prevention of intruders into the school buildings.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Local Budget	A comprehensive and well articulated safety plan in each of the schools will ensure that every effort possible is being made to keep the children and adults within our schools safe as measured and practiced through periodic safety drills and the possible use of school climate surveys administered to students (applicable by grade level), teachers, staff, and parents.
The Milton Town School District will fund a 1.0 FTE Medicaid Clerk for the purpose of working with Special Education Case Managers to identify students/families for which Medicaid service can be billed and therefore funds collected to continue to support prevention & Intervention programs.	Milton Town School District	Medicaid Funds	An annual Medicaid Budget will be created with each school receiving funding based upon need and based upon the amount of Medicaid funds billed/received from their Special Education students. Each school will integrate the use of these funds into their annual Action Plans/Restructuring Plans, as required by the Medicaid Annual Reinvestment Report.
Conduct a comprehensive review of our student support services (such as, but not limited to, the use of Responses to Intervention – Tiers I, II, and III; MTSS Process) for students who are identified as performing below standard and/or students who are identified as “At-Risk” and improve our overall ability to meet students’ needs and monitor their progress.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Milton Town School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.
Based upon our review, develop a comprehensive and highly functioning multi-tiered system of support (MTSS) for students who struggle academically, emotionally, behaviorally, or socially.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Milton Town School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.

Milton Town School District

Strategic Action Plan: 2012-2013; 2013-2014; 2014-2015

Approved by the Milton Board of School Trustees: 09/30/2013

Target Goal #6: Preparing, Recruiting, Retaining, and Training Highly Qualified Educators, Para-Educators and Administrators - Increase student academic achievement through strategies such as improving educator and administrator quality and increasing the number of highly qualified educators in classrooms and highly qualified administrators.

Rationale: As of August 2012, 29% of the teachers within the Milton Town School District hold only a Bachelor Degrees and 71% of the teachers within the Milton Town School District hold Master's Degrees. 100% of the Administration hold Master Degrees and 44% hold advanced degrees, beyond the Masters Level.

ACTION STEPS (What is to be done?)	Focus Area:	Possible Funding Sources:	Result Indicators:
Expand the use of research-based instructional methods used to support all students in learning. This will be accomplished through a systemic approach to reviewing student performance data and planning for and training teachers, staff, and administration in best-practices in teaching and learning .	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	Responsive and comprehensive planning for professional development, that is needs-based, on-going, and results-driven, will continue across the supervisory union and will result in high quality educators able to meet the needs of all students within the Milton Town School District.
Provide on-going training and the regular opportunity for teachers to meet (by grade level, across grade levels, by content areas) to review student performance data and/or to review student work and to discuss impact on student learning and on instruction.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Local Budget	Using professional development time, faculty meeting time, and/or designated PLC and/or Data Team times, a comprehensive and systemic review of student performance data and/or student work will impact instruction and student learning and as a result, the number of students who reach proficiency and/or proficiency with distinction on state and local assessments will increase.
Develop and implement a common hiring process for the hiring of all new professional and non-professional staff within the Milton Town School District (to be reflected in district policy). Additionally, develop and maintain common hiring expectations and procedures (for the posting, interviewing, and recommending) of all new employees to the Milton Town School District.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	A responsive and comprehensive hiring process predicated with clearly articulated hiring expectations and guidelines for all staff across the district will result in high quality employees able to meet the needs of all students within the Milton Town School District.
Review, modify, and adhere to with fidelity, the evaluation process for the Support Staff, Faculty, Individual Contracted Positions, and Administrative positions across the Milton Town School District.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Local Budget	“Evaluating teachers is one of the most important tasks that principals perform. Indeed, teacher evaluation may be the <i>most</i> important task. After all, what matters more to the quality of a school than the quality of its teachers? Neither the beauty and functionality of a school building nor the quality and relevance of a curriculum can begin to compare to the effect that an inspirational and skilled teacher has on students.” <u>The Art of School Leadership (p. 87), Thomas R. Hoerr</u>
To be in compliance with federal and/or state guidelines and requirements, develop and implement a formal Mentoring Program for all teachers and administrators new to the Milton Town School District and/or new to the teaching profession.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Local Budget	A responsive and comprehensive mentoring process aligned to the faculty and administrative evaluation process/criteria, implemented with fidelity, across the district, will result in the retention of high quality employees able to meet the needs of all students within the Milton Town School District.

Milton Town School District

Strategic Action Plan: 2012-2013; 2013-2014; 2014-2015

Approved by the Milton Board of School Trustees: 09/30/2013

Target Goal #7: Wellness – “Effective systems have a comprehensive and highly functioning support system in place to address students’ academic, emotional, behavioral, and social needs.” Roots of Success, p. 9.

Rationale: *Healthy students learn best and do their best.* Schools prioritize students’ academic needs but recognize it is also necessary to address other needs, such as emotional, social, and physical needs of all students and adults within the school building/community. Schools establish a safe place for children with emotional or behavioral problems to go during the day to process with help of professionals. Students are provided access to healthy and nutritious food throughout the day, including before, during, and after school. –

Summary of Findings: Internal and External Factors, Roots of Success, p. 9

ACTION STEPS (What is to be done?)	Focus Area:	Possible Funding Sources:	Result Indicators:
Conduct a comprehensive review of our student support services (such as, but not limited to, the use of Responses to Intervention – Tiers I, II, and III; MTSS Process) for students who are identified as performing below standard and/or students who are identified as “At-Risk” and improve our overall ability to meet students’ needs and monitor their progress.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Milton Town School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.
Based upon our review, develop a comprehensive and highly functioning multi tiered system of support (MTSS) for students who struggle academically, emotionally, behaviorally, or socially.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title I IDEA-B Medicaid Funds EPSDT/MAC Funds Local Budget	Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Milton Town School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.
Each of the schools within the Milton Town School District will develop and implement a School Safety Plan to address issues such as emergency evacuations, lock down procedures, and the prevention of intruders into the school buildings.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Local Budget	A comprehensive and well articulated safety plan in each of the schools will ensure that every effort possible is being made to keep the children and adults within our schools safe as measured and practiced through periodic safety drills and the possible use of school climate surveys administered to students (applicable by grade level), teachers, staff, and parents.
Continue to improve nutritional choices, within the school hours, on all Milton Town School District properties, to include all access to and use of food (including but not limited to bake sales, breakfast programs, lunch programs, classroom celebrations).	Milton Town School District Child Nutrition Act Compliance	Local Budget	By continuing to improve the nutritional choices of the food that is serves/used across the Milton Town School District and the incorporation of locally grown produce and improved lunch choices, the school district will see an increase in revenue generated by the school lunch program. This will be a direct result of more students and adults accessing said program. Furthermore, healthier choices in meals/foods, will result in healthier students and adults and this will result in a decrease in absenteeism, referrals to the School Nurse, and improved student performance on local, state and national assessments.
Create and articulate a comprehensive PreK-12 Guidance and/or Health & Wellness curriculum for the school district that aligns with the Vermont Framework of Standards and Learning Opportunities, requirements/recommendations from the CDC, and supports research based best practices in health and wellness education.	Milton Town School District Milton Elementary School Milton Middle School Milton High School	Title IIA Medicaid Funds EPSDT/MAC Funds Local Budget	A comprehensive PreK-12 health and wellness curriculum will ensure that all students are addressing the Heath standards of the Vermont Framework of Standards and Learning Opportunities and will result in a reduction of “at-risk+ behaviors as reported on the bi-annual Youth Risk Behavior Survey.
Collaborate with community partners on community projects, events, and activities that engage Milton Town residents and students in community based health and wellness activities/initiatives.	Milton Town School District Milton Community Coalition Town of Milton Recreation Dept.	Tobacco Grant Medicaid Funds EPSDT/MAC Funds Local Budget	Collaboration between the school district and community based partnerships will improve overall relationships between the two entities and will serve to expand opportunities for students, families, and community members to feel engaged within the Milton Town community, as reported on the bi-annual Youth Risk Behavior Survey and on the Community Asset Index.