

Millis Public Schools



District Improvement Plan 2022-2023

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Our Vision

The Millis Public Schools are respected for high academic standards, committed to social responsibility, and dedicated to educating and inspiring every student to achieve personal excellence.

Our Mission

The Millis Public Schools Community is firmly committed to developing students as independent, lifelong learners and leaders who will contribute to a changing and complex society.

Our Overarching Personalizing Learning Goal

In Millis, we honor each student as an individual learner, recognizing that students have their own learning styles, interests, passions, challenges to learning, strengths, identities, and skills. We engage, support and challenge all students through varied and culturally responsive instructional approaches that help students take ownership of their learning. Students are afforded voice, choice and flexibility in how they learn and are allowed to demonstrate their understanding in various ways to improve student well-being and ensure that they are “future ready.”

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Goal

Provide rigorous, challenging learning experiences that promote academic growth for all students

Action Steps/Responsibility/Timeline

1. Implement new literacy programs K-5 at Clyde Brown School (Director of Curriculum; CFB Principal) *Ongoing 2022-2023*
2. Pilot Reveal Math Program at the Millis High School (Director of Curriculum; HS Principal) *Ongoing 2022-2023*
3. Align world language courses with the Massachusetts World Language Curriculum Frameworks (PLC Teams, Director of Curriculum, Principals) *Ongoing 2022-2023*
4. Develop a vertically aligned standard of writing and research skills 6-12 (MS Principal; HS Principal; PLC Teams) *Ongoing 2022-2023*
5. Provide tiered supports and interventions at all three schools to support academic growth. (Principals, Specialists, Teachers) *Ongoing 2022-2023*
6. Utilize WINN/Flex blocks at Middle and High Schools to support targeted learning goals and personalization of learning (MS Principal; HS Principal; Teachers) *Ongoing 2022-2023*
7. Continue work with NEASC to develop a Vision of a Graduate. (Superintendent, Director of Curriculum, HS Principal) *Ongoing 2022-2026*
8. Continue work on ELL curriculum development and implementation (Director of Curriculum, EL staff) *Ongoing 2022-2023*

Outcomes/Evidence

1. Wit and Wisdom, Foundations, Heggerty, and Geodes professional learning for CFB staff
2. Data from MCAS, AimsWeb, STAR, DIBELS, IDEL and local assessments
3. Revised Spanish curriculum maps reflecting Massachusetts Curriculum Frameworks

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4. Scope and Sequence of research writing skills 6-12

5/6. Individual instruction, intentional groupings, and targeted instruction addressing individual students' needs in the classroom and during WIN/Flex blocks

7. High School progress towards a Vision of A Graduate that will outline expectations for students by the time they graduate high school including transferable skills, content, understandings and dispositions as well as mechanisms for assessing progress toward that vision

8. ACCESS testing results, other EL student data

Goal

Implement high quality curriculum using instructional strategies rooted in evidence-based best practices

Action Steps/Responsibility/Timeline

1. Utilize DESE 2022-2023 Focus Indicators and Millis Public Schools Educator Evaluation system to develop expectations and prioritize standards and practices for educator evaluation. (Principals, Evaluating administrators) *Ongoing 2022-2023*

2. Provide professional development opportunities to expand teacher capacity for engaging instruction. (Administrative Team) *Ongoing 2022-2023*

3. Implement high quality curriculum materials in Literacy at CFB, World Language (1-12), and Math (9-12) (Principals, Staff) *Ongoing 2022-2023*

4. Conduct non-evaluative paired walkthroughs with the administrative team to promote discussion and reflection on observing and analyzing teaching and learning. (Administrative Team) *Ongoing 2022-2023*

5. Support peer observations at all schools (Administrative Team) *Ongoing 2022-2023*

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Outcomes/Evidence

1. Observations, teacher submitted evidence and supervisor evaluations reflect teachers' addressing focus indicators
2. Observed classroom activities, strategies, and techniques
3. Student surveys (VOCAL, locally produced) reflecting engagement
4. Shared understanding among administrators of best teaching and learning practices and how effective curriculum, instruction, and assessment manifests in classrooms
5. Teacher feedback at faculty and PLC meetings

Goal

Support student physical and mental health and wellness

Action Steps/Responsibility/Timeline

1. Provide school nurses with tools and resources to ensure health and safety among students and staff. (Administrative Team) *Ongoing 2022-2023*
2. Provide counseling staff with training and resources to identify and support students facing mental health challenges. (Superintendent; Director of Student Support Services) *Ongoing 2022-2023*
3. Support classroom environments that promote mental health and well being (Principals) *Ongoing 2022-2023*
4. Partner with townwide Social Worker to support students with social-emotional health needs beyond the school day *Ongoing 2022-2023*
5. Partner with wellness organizations to provide appropriate services and programs to students both in and out of school (Principals, Director of Student Support Services, Counseling Staff) *Ongoing 2022-2023*

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Outcomes/Evidence

1. Student health needs addressed; data from health offices
2. Data from counseling staff including student visits, referrals to outside therapists/agencies, and hospitalizations
3. Student/family surveys include positive mental health indicators and understanding of help-seeking avenues available
4. Positive school/classroom culture evident; student/family surveys indicate positive school culture
5. Increased mental health support available for students in school; tiered approach to mental health and wellness issues

Goal

Develop and sustain a culture of belonging and dignity for all students

Action Steps/Responsibility/Timeline

1. Support school and district procedures, programs and services that are inclusive (Administrative Team) *Ongoing 2022-2023*
2. Collect and review data on student performance, discipline, special education, course enrollment, and extracurricular activities to address any areas of concern in access, treatment, or achievement among any group of students. (Administrative Team) *Ongoing 2022-2023*
3. Support clubs and activities that celebrate the diversity of our students and community (Administrative Team) *Ongoing 2022-2023*

Outcomes/Evidence

1. Teacher student learning and professional practice goals will reflect consideration of the diverse perspectives, feedback, and voices of all students and families in the classroom learning community
2. District, school, and classroom programs, procedures, practices will support

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inclusion and equity as demonstrated by data, student feedback, and family feedback

3. Data from surveys (e.g. VOCAL, MetroWest Health, and locally developed) indicate students' sense of connection with their school

Goal

Develop a three-year strategic plan with input from all stakeholders

Action Steps/Responsibility/Timeline

1. Work with stakeholders (staff, students, families, community) to determine core values and vision for the Millis Public Schools (Administrative Team)
Ongoing 2022-2023
2. Develop a Theory of Action to provide the basis of a strategic plan (Administrative Team) *Ongoing 2022-2023*
3. Develop strategic objectives that will be the basis for yearly action planning

Outcomes/Evidence

1. A district strategic plan that reflects the agreed upon mission, vision, and values of the Millis community
2. Strategic objectives aligned with the district plan
3. Yearly action plans that support the mission and values of the strategic plan