



SAFE, SUPPORTIVE, and CHALLENGING

SECTION V. Due September 30, 2013

MILTON HIGH SCHOOL

STRATEGIC PLAN 2013 – 2016

MAY 2013



SECTION I: Strategic Planning Background and Approach

As part of Cohort 1 in the Fulton County School System, Milton High School embarked in the strategic planning process to provide direction and measurable goals to guide day-to-day decisions, evaluate progress, and change approaches and practices to improve the outlook for the class of 2014 and beyond.

Milton High's strategic planning process began with defining our mission. This occurred during the 2012-13 school year.

“The Milton High School Learning Community provides a safe, supportive, and challenging learning environment that fosters academic and personal excellence for all student as they prepare to succeed in the 21st century.”

After reviewing the mission, parent leaders, students, and teachers worked on adding Milton Values.

Milton Value 1: A safe environment is vital to teaching and learning.

Milton Value 2: A cooperative environment among administrators, teachers, parents, and community members increases the success of teaching and learning.

Milton Value 3: A learning environment fosters academic, athletic, and artistic excellence for all students.

The school governance council (SGC) reviewed affirmative statements submitted by students, parents, and teachers associated with each value. At a SGC meeting in April 2013, each governance council member rank-ordered their highest priorities to create a comprehensive list of Milton Beliefs.

Milton Belief: Every person has value and deserves respect. Bullying is not tolerated.

Milton Belief: Approachable and encouraging adults create a foundation of trust.

Milton Belief: Every teacher is valued and is encouraged to develop themselves and their students to their fullest.

Milton Belief: A knowledgeable and caring counseling staff forms a platform to support each student's academic, personal, social, and career/college development.

Milton Belief: Every student has a responsibility for learning and is dedicated to giving their personal best.

Milton Belief: Blended learning environments and current technologies that meet individual learning needs to maximize student learning.



Utilizing the work done on the mission, values, and beliefs, and after analyzing school performance and demographic five year trend data, the Milton administration, key teacher leaders, and the school governance council were able to develop three Long-term Outcomes. The process was collaborative and offered all involved important opportunities for input.

SECTION II: Context for the Strategic Plan: The School and Its Environment

Milton High opened in 1921. The landscape of public education has changed over the years; however, the expectations from the Milton community remain high for every student to be successful in and out of the classroom. Even though Milton High has been recognized for its exceptional students and staff, our work is not complete until all students achieve at high levels.

I. Environmental Scan – Process

To understand the expectations of the community concerning Milton High, the community has been engaged through surveys, small group meetings, and informal dialogue. The survey was facilitated by Advanced Ed via an online platform. Small group meetings included participation in the Milton Business Alliance and an open forum with local real estate agents. Informal meetings with PTSA and booster clubs were held by the administration to solicit feedback on culture and climate.

II. Environmental Scan – Summary of Findings & Implications

Through the mechanisms above, the community's voice was clear about the following:

- Continued high standards of academic rigor
- Increased connections between business and the school
- Forward looking rules and procedures that embrace technology
- Curriculum flexibility and access for students
- Rich elective and extracurricular offerings for students
- Increased connection between school staff and students

Milton High is well situated with engaged partners and high performing students to move forward with addressing these suggestions. The culture and climate of the school is defined by the high performing academic, athletic, and artistic success. The faculty and staff is dedicated to working collaboratively through Professional Learning Communities (PLC) to increase innovation and creativity opportunities throughout the school day.

The challenges we face in implementing comprehensive reform are predicated on organizational capacity and flexibility. Traditionally school reform is a slow process. The school house is a symbol of a manufacturing era gone by, denoted by bells and siloed learning rooms. Infusing a culture of innovation and creativity into the



learning environment is the foundation for future success. The Charter System creates a new frontier allowing local schools to innovate while being challenged to do so.

III. Organizational Assessment – Process

Working with members of the community, teacher leaders, and administrators we analyzed school data related to demographic trends, academic achievement, extracurricular participation, and post-secondary acceptance. This analysis generated discussions and suggestions from all involved concerning areas of strengths and improvement.

IV. Organizational Assessment – Summary of Findings & Implications

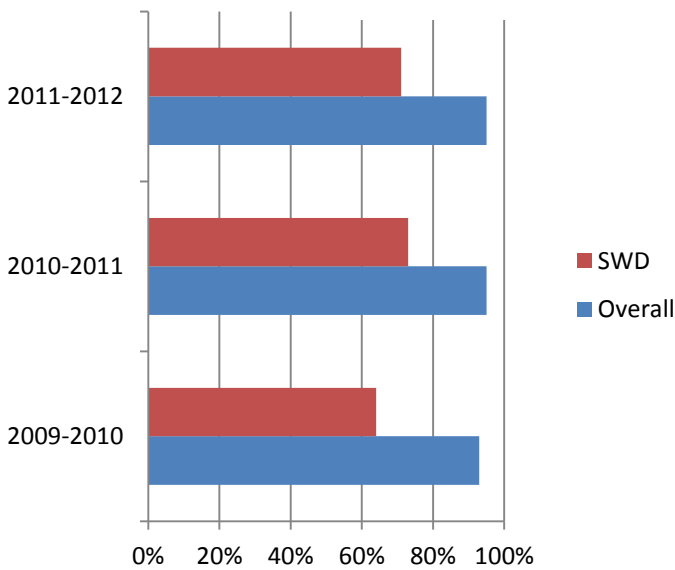
Milton High has earned a strong reputation in academics, athletics, and the arts. Leading the state in graduation rate and advanced placement opportunities, Milton students achieve at high levels. The menu of classes available for students to choose from provides a unique and personalized learning environment. Empowering student and parent choices is a hallmark of the Milton experience.

	2011-12	2012-13
Graduation Rate	96%	96%
Advanced Placement Participation	41%	47%
Extracurricular Participation	43%	48%

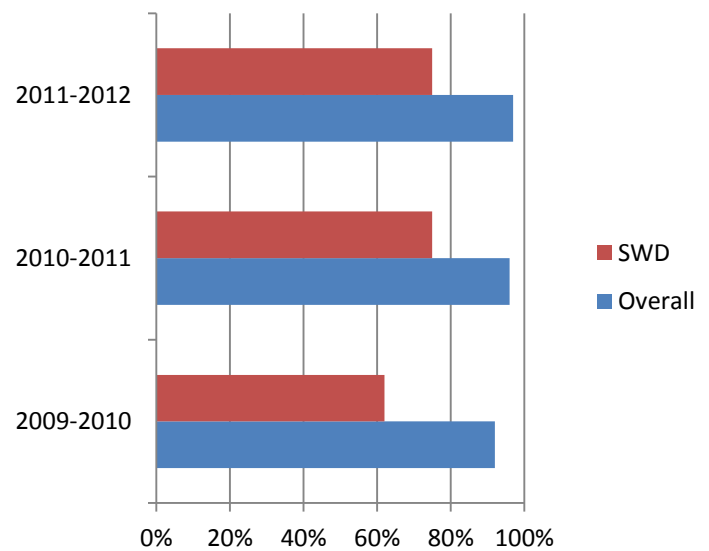
While the percent of students passing state End of Course assessments has far exceeded the state and county averages, the rigor of future curriculum and testing norms is increasing quickly. The opportunity to create efficient and flexible systems to empower all students to pass and exceed state norms is a clear area of growth.

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BIOLOGY EOCT



9th Lit EOCT



When comparing the results of our Students with Disabilities to their peers, the pass rate on EOCTs is quite different. These results make it clear that we can work on closing this gap so that all students can benefit from staying on track to graduate.

School Demographics

Looking at the schools demographics over the past four years, it is evident that the school’s overall population has decreased based on the opening of Cambridge High School and the subsequent redistricting. As the school’s overall population has decreased, the make-up of the school has not been significantly impacted. The 2013 and 2014 ninth grade population provides the best insight into future demographic trends. The compellation of students in the ninth grade, reflect an increase in percentage of students in special education, talented and gifted, and qualifying for free and reduced lunch.

	2010	2011	2012	2013
	Special Education			
	%	%	%	%
09	7%	9%	7%	10%
10	6%	7%	10%	7%
11	6%	4%	6%	9%
12	8%	7%	4%	6%
Grand Total	7%	7%	7%	8%

	2010	2011	2012	2013
	Talented and Gifted			
	%	%	%	%
09	34%	36%	38%	40%
10	35%	31%	33%	33%
11	35%	39%	31%	32%
12	26%	36%	38%	31%
Grand Total	33%	35%	35%	34%

	2010	2011	2012	2013
	Free and Reduced			
	%	%	%	%
09	7%	8%	7%	13%
10	7%	4%	8%	10%
11	7%	4%	3%	9%
12	5%	7%	4%	5%
Grand Total	6%	6%	6%	9%

	Total
	#
2010	2483
09	705
10	635
11	589
12	554
2011	2572
09	690
10	671
11	614
12	597
2012	2619
09	696
10	676
11	639
12	608
2013	2131
09	470
10	514
11	555
12	592
2014	2010
09	528
10	451
11	487
12	544

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Extra-Curricular

Milton offers a myriad of opportunities for students. Athletic and artistic programs are supported by students through their time and service. These opportunities create platforms for students to develop positive self-image and connection to a group. Transitional skills learned through these pursuits will help in a positive maturation journey.

Milton 12-13	Baseball	Basketball	Cross-Country	Football	Golf	Gymnastics	Lacrosse	Soccer	Softball	Swimming	Tennis	Track and Field	Volleyball	Wrestling	Competition Cheer	School Grand Totals	
	MALE	57	38	83	147	12	0	57	36	0	14	15	63	0	15	2	929
	FEMALE	0	19	65	0	5	7	50	40	30	24	19	58	39	0	34	

Performing Arts 12-13	# of participants
Band	180
Chorus	113
Drama	314
Orchestra	80
Total	687

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Key findings:

- Demographics: Milton is decreasing in overall student population; however, groups such as Students with Disabilities, Talented and Gifted ninth graders, and Economically Disadvantaged are growing in percent of the population.
- Academics: Not all groups of students at Milton perform at the same level.
- Extracurricular: Nearly half of the students are engaged in athletics and another twenty-five percent are engaged in the arts.
- Extracurricular: Over eighty percent of our teachers coach, sponsor a club, or are in teacher-leader positions.



SECTION III: Long-term Outcomes

LONG-TERM OUTCOME 1. Enhance student learning at all levels

All Milton High students will graduate on time with deep academic knowledge in the core subjects as well as other content areas.

- Increase success for all students on state tests in both *meeting* and *exceeding*
- Decrease the Achievement Gap for students on state tests

LONG-TERM OUTCOME 2. Increase healthy connections for students

The Milton High learning community will work to get to know students and staff as individuals in order to offer more personalized connections to the curriculum and other school activities. The community learning environment will be supported by building strong relationships with students, staff, and the community.

- Increase the participation of students in athletics, the arts, or student clubs
- Decrease the number of students making unhealthy life choices reported on the Georgia Health Survey
- Expand opportunities for parents to learn about current trends in parenting

LONG-TERM OUTCOME 3. Increase student use of technology for learning

The classroom of the future will be a place of learning without limits. Technology will link students with peers, information, and opportunities across town and/or across the globe. Teachers will benefit from real-time data to create student focused learning environments.

- Increase student and staff access to technology
- Increase the number of students taking one course online

SECTION IV: Focus Areas, Objectives, and Initiatives

FOCUS AREA 1. Effective Instructional Practices

All teachers will increase the use of effective instructional practices. This will engage every student in a meaningful, authentic, and rigorous manner. We understand that a mix of innovation and proven strategies in a classroom create a learning environment that motivates students to be self-directed and inquisitive learners.



<p>As measures of progress, we will:</p> <ol style="list-style-type: none"> 1. Increase the passing and exceeding rates on the End of Course Test 2. Increase the overall school rating on the College and Career Readiness Performance Index 3. Increase the schools' overall average on the SAT 4. Increased professional development aligned to teacher effectiveness in TKES

Summary of Strategic Initiatives:

- Professional Learning Communities
- Expand professional learning aligned to employee needs
- Increase SAT preparation for students
- Increase peer walk-throughs and instructional rounds
- Implement a balanced assessment plan

FOCUS AREA 2. Supportive Technologies

Increase the use of technology to expand the walls of the traditional classroom by providing varied content and by expanding opportunities for students to work collaboratively. Ensuring that all teachers and staff have the necessary expertise in the expanding digital learning environment is a must so that educators can blend technology into educational practices. The prudent use and expansion of technology will drive access to tools and content for students.

<p>As measures of progress, we will:</p> <ol style="list-style-type: none"> 1. Increase technology proficiency among staff 2. Expand technological tools that support individual learning needs to students 3. Increase online course content that meets students' individual learning needs 4. Enhance the existing school interior to provide technologically appropriate learning environments for students and teachers
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Summary of Strategic Initiatives:

- Integrate technology into daily instruction
- Increase blended and flipped classroom environments

FOCUS AREA 3. Mental Health

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Align parent and school resources to maximize exposure of topics related to student mental health. Expand opportunities for parents and the community to fulfill their roles actively as partners in supporting outcomes for student success.

As measures of progress, we will:
1. Increase student participation in extracurricular clubs, sports, and fine/performing art programs
2. Increase parent engagement in programs that academically and socially support students
3. Decrease student use of drugs and alcohol on the Georgia Health Survey
4. Increase student and parent support as reflected on parent and student surveys

Summary of Strategic Initiatives:

- Implement school-wide focus on the whole child
- Partner with Milton City to provide expanded services and resources to community
- Parent workshops
- ASCA integration
- Summer Bridge Program

SECTION V: Next Steps

The strategic plan is a living document and provides important opportunities for the school community to collaborate. The next stage of the plan is for the Milton School Governance Council to discuss, to edit, and to approve the plan. After such time the principal will share the plan with the staff and post it on the website for public comment. A hard copy of the plan will be posted in the front office for visitors, volunteers, and staff review. Continuous communication of the plan via staff meetings, parent nights, and student meetings will be the norm.

The principal will manage the document while various leadership team members will share in the collective accountability for it. Key staff members in this process will include the administrative team, the department chairs, student leaders, and key parent leaders.

Committees overseen by the leadership team will develop specific actions for each initiative. The committees will create project plans and determine timelines. The administrative team will collect and communicate data. Quarterly updates will be provided to the School Governance Council meetings.

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