

Milford Public Schools Goals 2021-2026



Board of Education “Homework”

[CAPSS Blueprint to Transform Public Schools](#)

[Equity Toolkit for Connecticut Boards of Education](#)

[HQI Model](#)

[Vision of the Learner](#)

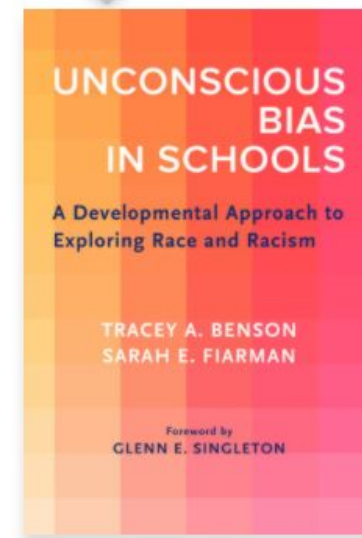
[District Academic Priorities, Goals and Targets 2016-2020](#)

[Leading and Lagging Indicators](#)

[Reimagining a More Equitable and Resilient K-12 Education System](#)

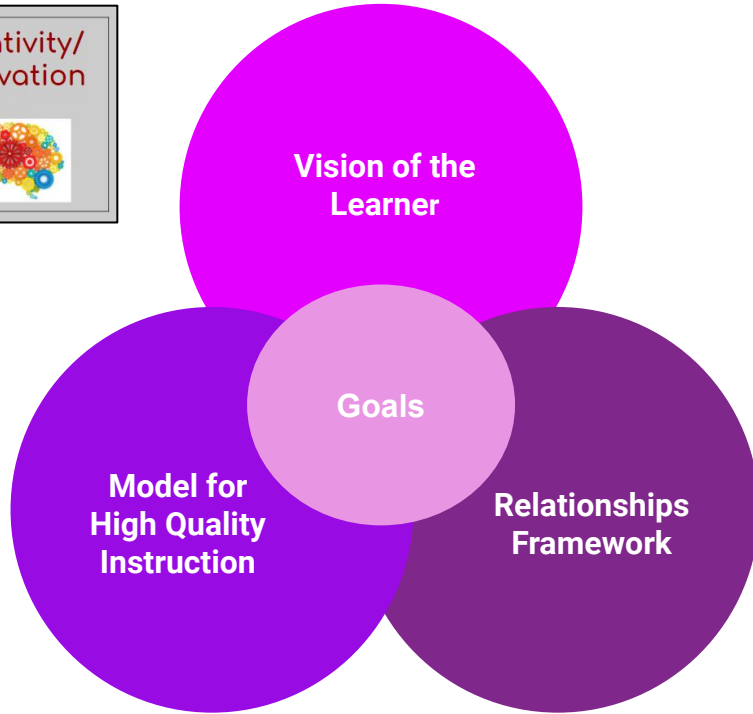
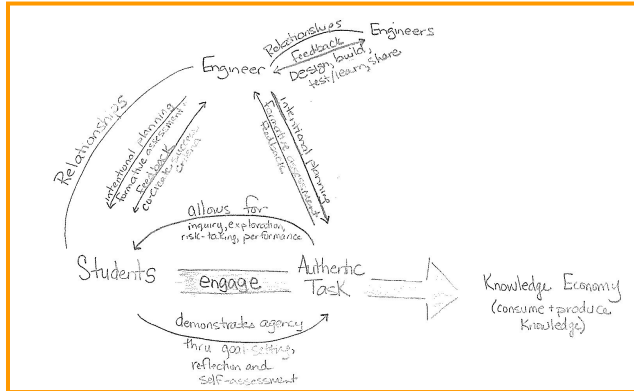
[Your Strategy Should Be a Hypothesis You Constantly Adjust](#)

[Don't Let Metrics Undermine Your Business](#)



District Focus TEACHING & LEARNING

<p>Scholarship</p> 	<p>Personal Development</p> 	<p>Citizenship</p> 	<p>Creativity/Innovation</p> 
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Express Care
Show me that I matter to you.

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Challenge Growth
Push me to keep getting better.

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Provide Support
Help me complete tasks and achieve goals.

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Share Power
Treat me with respect and give me a say.

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Expand Possibilities
Connect me with people and places that broaden my world.

In fulfilling the Mission and Vision, District Four-Year Goals for 2016 – 2020 will be established. These goals will reflect the **Board's Priorities**.

Priority # 1: Our schools will be safe, orderly and caring places that support and promote student learning and positive relationships.

Priority # 2: All students will have access to and engage in rigorous learning in every Connecticut Common Core and other content area standards, and will be measured by the Instructional Framework. Imbedded in student learning is the expectation that in the core academic disciplines* to enable them to learn, follow, and

- **Think critically and reason**, i.e., synthesize, interpret, analyze, evaluate and
- **Communicate**, i.e., employ oral, written, non-verbal skills and/or tools in mul
- **Problem solve**, i.e., analyze data, use various types of reasoning, and utilize a
- **Collaborate**, i.e., participate effectively in group tasks and provide meaningful accomplish their goals.
- **Receive and Give Feedback**, i.e., utilize and/or provide feedback – teacher to extends thinking and learning.

Priority # 3: Teaching and learning will be supported by leaders focused on instructional communities grounded in best practices, and appropriate and high quality ins

Priority # 4: Parent, community and business relationships will be built and supporte students.

REVISE

Milford Public Schools students will be able to read, write and speak effectively.

Goal #1: Improve student achievement in the area of literacy.

- Goal #1a: All students will be able to read accurately and fluently, and interpret and respond to grade level texts by the end of 3rd grade (PK-3).
- Goal #1b: All students will be able to identify valuable information, research across multiple varied texts, synthesize information, and present it in a well- constructed, evidenced based response by the end of 7th grade (4-7).

Milford Public Schools students will be able to define and solve problems.

Goal #2: Improve student achievement in the area of numeracy.

- Goal #2a: All students will formulate, select and apply mathematical practices in solving complex, grade level problems by the end of 3rd grade (PK-3).
- Goal #2b: All students will be able to problem solve, use reasoning, make connections, and represent mathematical ideas by the end of 7th grade (4-7).

Milford Public Schools students will be able to solve complex problems and construct and engage in viable arguments based on evidence and research.

Goal #3: Improve students' ability to solve problems and take a critical stance based on evidence and research.

- Goal #3a: All students will be able to analyze grade level texts and construct viable arguments by the end of 12th grade (8-12).
- Goal #3b: All students will be able to solve complex problems effectively through analyzing data, posing questions, and examining different solutions by the end of 12th grade (PK-12).

REVISE

Social/Emotional
Learning

Safety & Security

High Quality
Instruction

Race, Equity &
Social Justice

Adult Capacity
Building

Curriculum review,
revision &
implementation

Operations,
Facilities, Talent
Management and
Technology

In fulfilling the Mission and Vision, District Four-Year Goals for 2016 – 2020 will be established. These goals will reflect the **Board's Priorities**.

Priority # 1: Our schools will be safe, orderly and caring places that support and promote student learning and positive relationships.

Priority # 2: All students will have access to and engage in rigorous learning in every classroom. Instruction and curriculum will be aligned to the Connecticut Common Core and other content area standards, and will be measured by internal and external assessments as well as by the MPS Instructional Framework. Imbedded in student learning is the expectation that Milford Public School graduates will acquire knowledge and skills in the core academic disciplines* to enable them to learn, follow, and

REVISE

- **Think critically and reason**, i.e., synthesize, interpret, analyze, evaluate and apply information.
- **Communicate**, i.e., employ oral, written, non-verbal skills and/or tools in multiple contexts to articulate ideas for a range of purposes.
- **Problem solve**, i.e., analyze data, use various types of reasoning, and utilize appropriate tools to find solutions to a variety of problems.
- **Collaborate**, i.e., participate effectively in group tasks and provide meaningful feedback to help both the group and individuals solve problems and accomplish their goals.
- **Receive and Give Feedback**, i.e., utilize and/or provide feedback – teacher to student, peer to peer – that leads to further understanding and extends thinking and learning.

Priority # 3: Teaching and learning will be supported by leaders focused on instruction, sound professional development, professional learning communities grounded in best practices, and appropriate and high quality instructional resources.

Priority # 4: Parent, community and business relationships will be built and supported recognizing that they contribute to increased learning for all students.

Milford Public Schools Priorities:

1. We believe the foundation of any learning community is based on strong, trusting and dependable relationships. With the Developmental Relationships Framework as our guide, we commit to close connections which learners discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.

Milford Public Schools Priorities

2. We believe our schools will be safe and secure learning environments.

Milford Public Schools Priorities

3. We believe by providing students with high-quality learning experiences, each member of the learning community will demonstrate a commitment to scholarship, personal development, citizenship, creativity and innovation.

Milford Public Schools Priorities

4. We believe addressing race, equity and social justice in a safe and supportive learning environment is essential to our growth as a learning community.

Milford Public Schools Priorities

5. We believe in being responsive to adult learner needs and interests that will transform teaching and learning practices, support ongoing collaborative relationships and promote reflection resulting in systemic innovation. Our aim is to engineer a professional learning system that encourages educators within our district to stretch themselves professionally, build relationships, take risks, and improve their practice.

Milford Public Schools Priorities

6. We believe curriculum is a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in Milford's Vision of the Learner: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Milford Public Schools Priorities

7. We believe in attaining the very best resources, both human and operational, to enable our teachers and learners to reach their maximum potential.

Milford Public Schools Priorities:





Is the word *priorities* what we want to use?

Beliefs?

Commitments?

Vision of the Learner

Milford's Vision of the Learner describes the characteristics and competencies that the district seeks to develop in learners of all ages during their time in the Milford Public Schools. The elements of the Vision of the Learner are interrelated, equally important and represent the foundation of success and contentment throughout life, whatever path is chosen. The Vision of the Learner is a "working document" that is ever evolving and guides the development of curriculum, instruction, assessment, professional learning and systemic strategic planning within the Milford Public Schools as well as supports learners in the participation of the knowledge economy. Our mission is to apply knowledge, skills and other resources, including core documents such as *The Developmental Sequencing Framework* and *Milford Public Schools Instructional Skills*, equitably and strategically to develop the characteristics and competencies described in the Vision of the Learner as best we can for all learners to reach their fullest potential.

<p>Scholarship</p> 	<p><i>Synthesis: Learners will be curious and challenge themselves. Learners will comprehend, organize and analyze information in order to solve problems and articulate solutions.</i></p> <ol style="list-style-type: none"> 1. Master reading, writing, and communicating across the academic disciplines 2. Master a core body of knowledge 3. Create ambitious learning goals with teacher/peers 4. Collaboratively identify learning intentions and success criteria of lesson 5. Utilize success criteria to gauge learning progress 6. Utilize skills and knowledge to support learning and learning of peers 7. Receive and provide feedback to adult and student learners 8. Analyze, reason, and construct arguments based on evidence 9. Use technological and digital tools to explore and communicate
<p>Personal Development</p> 	<p><i>Synthesis: Learners will engage in self-care to result in a healthy lifestyle. Learners will identify and regulate their emotions and behaviors, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making and responsible actions to achieve success in school and life.</i></p> <ol style="list-style-type: none"> 1. Consider a range of perspectives in order to develop a moral worldview that helps create a compassionate, inclusive, and socially just community 2. Act with empathy and kindness - respect each individual by authentically, and empathetically engaging with diversity 3. Express themselves clearly, purposefully, and creatively in their speaking and writing, as well as other forms that they find effective and rewarding 4. Collaborate effectively with others to create new ideas and solutions 5. Be responsible and advocate for their own mental and physical health 6. Pursue their unique interests, passions and curiosities 7. Learn from failure and success through reflection and resilience 8. Set, monitor, adapt and evaluate ambitious goals to achieve success in school and life
<p>Citizenship</p> 	<p><i>Synthesis: Learners will be global citizens who think and act beyond self towards service to others and their community.</i></p> <ol style="list-style-type: none"> 1. Engage in multiple perspectives 2. Identify, engage in and develop solutions to real world problems 3. Take informed action 4. Conduct themselves in an ethical and responsible manner 5. Evaluate the points of view of others against one's moral standard 6. Work collaboratively and respectfully with others 7. Embrace diversity
<p>Creativity/Innovation</p> 	<p><i>Synthesis: Learners will be imaginative, curious and challenge themselves to mold, shape, and invent their learning experiences.</i></p> <ol style="list-style-type: none"> 1. Imagine and create beyond the existing boundaries of understanding and learning 2. Manage ambiguity, suspending disbelief and not seeing the world in black and white terms 3. Design innovative solutions to persistent challenges 4. Practice initiative and entrepreneurship

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Milford Public Schools Goals

1. Learners will be curious and challenge themselves. Learners will comprehend, organize and analyze information in order to solve problems and articulate solutions.

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Milford Public Schools Goals

2. Learners will engage in self-care to result in a healthy lifestyle.

a.

Milford Public Schools Goals

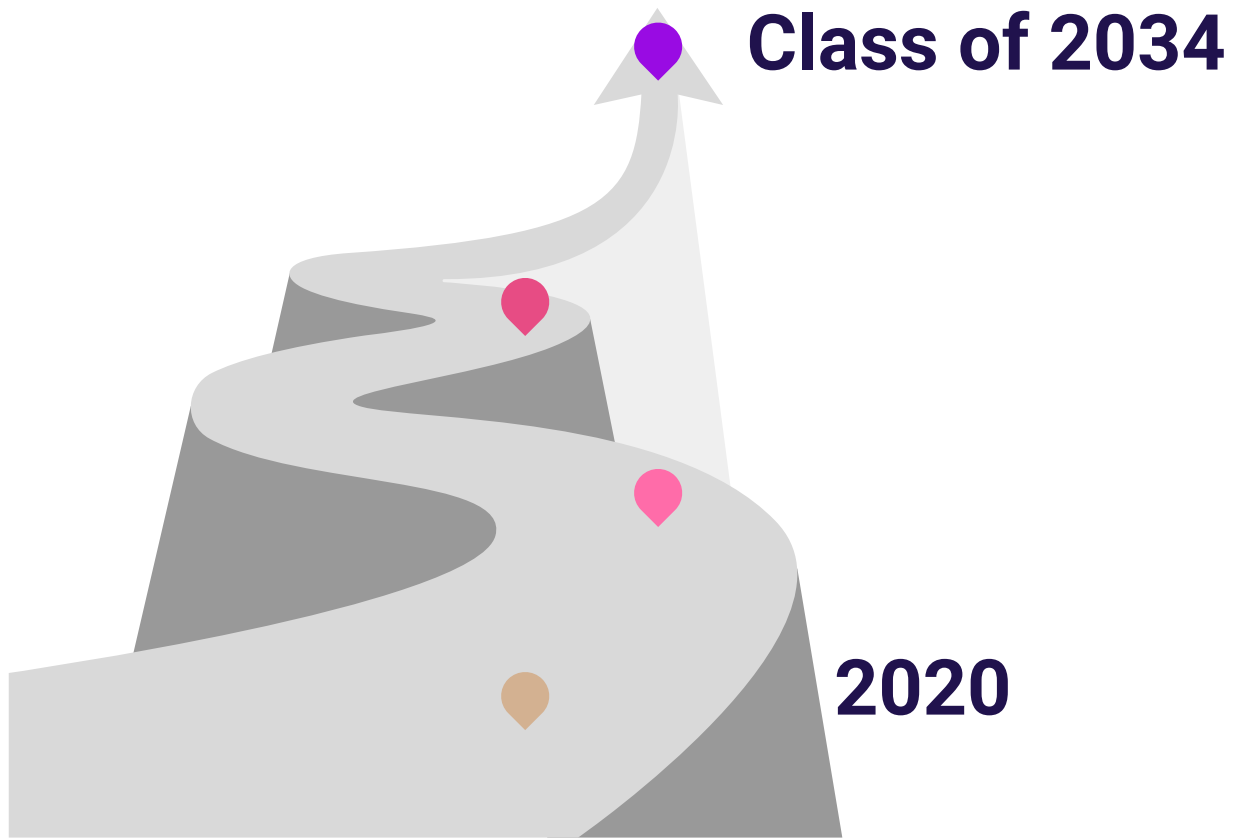
3. Learners will develop into global citizens who think and act beyond self towards service to others and their community.

a.

Milford Public Schools Goals

4. Learners will be imaginative, curious and challenge themselves to make, shape, and invent their learning experiences.

a.



Class of 2034

2020