

MILFORD

PORTRAIT OF A MILFORD EAGLE



CONFIDENT LEARNERS

Draw from a baseline understanding of knowledge in areas of study and successfully transfer this learning to other situations.

CRITICAL THINKERS

Collect, assess, and analyze relevant information and reflect critically on learning experiences, processes, and the impact of solutions to make sound decisions.

EFFECTIVE COMMUNICATORS

Articulate thoughts and ideas effectively and seek to understand others' perspectives and decipher meaning.

Milford schools' students are empathetic lifelong learners who are:

INFORMATION EVALUATORS

Evaluating medias critically using digital technology, communications tools, and networks to access and manage data.

PURPOSEFUL COLLABORATORS

Work respectfully with diverse teams. Exercise flexibility in thinking and behavior to accomplish common goals and share responsibility for outcomes.

PERSISTENT CREATORS & INNOVATORS

Refine, analyze, and evaluate ideas, maximizing creative efforts with originality and inventiveness. Develop resiliency in learning and view failure as an opportunity to grow.



Strategic Plan Goal Statements

Communication	We will promote interactions to strengthen and nurture relationships that build a sense of community.
Culture	We will foster supportive and positive school communities for Students, Staff, and Families to feel safe, engaged, and welcomed.
Student Success	We will provide an exceptional education for every student, including necessary support, to prepare all students to achieve success now and in the future.
Learning Environments	We will continually create safe, flexible, and responsive environments to support a dynamic learning community for all Students, Staff, and Families.
Finances	We will continue to ensure the efficient and effective use of financial resources while maintaining high-quality educational experiences for all students.

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Goal 1: Communication

We will promote interactions to strengthen and nurture relationships that build a sense of community.

Objectives	Strategies
<p>We believe that trust and understanding are formed through face-to-face conversations, and we will pursue opportunities to build relationships through two-way, in-person communication.</p>	<p>Strategies that utilize face-to-face conversations are noted with the icon:</p>
<p>1.1 Communicate in a timely and consistent manner using channels identified by August 2019.</p>	<p>Phone messages through School Messenger will be used exclusively for critical notifications.</p>
	<p>All buildings will use a common platform for newsletters.</p>
	<p>Teachers will use a common platform, appropriate to the grade, to communicate with parent/guardians.</p>
	<p>Staff will use a common platform, appropriate to the grade band, to communicate with students.</p>
<p>1.2. Engage the community through ongoing strategies beginning in August 2019. Engagement will include all of the following means: face-to-face, digital, and active participation opportunities.</p>	<p>Provide district information to community members without children enrolled in Milford Schools.</p>
	<p>Increase awareness and participation with the Silver Eagles Program.</p>
	<p>Seek volunteer/internship opportunities with community organizations.</p>
	<p>Use identified social media platforms to tell our story.</p>
	<p>Build and maintain partnerships with business and community leaders.</p>
	<p>Host community engagement meetings bi-annually.</p>
	<p>Host digital engagements to obtain feedback bi-annually.</p>
<p>1.3. Promote and strengthen internal communication beginning in August 2019.</p>	<p>Establish expectations with staff members for internal communication.</p>
	<p>Implement parameters for the use of different modes of communication.</p>
	<p>Implement a system for staff to collaborate within and across buildings to strengthen instructional practices.</p>

	Hold quarterly voluntary staff meetings with the superintendent in each building.
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Goal 2: Culture

We will foster supportive and positive school communities for Students, Staff, and Families to feel safe, engaged, and welcomed.

Objectives	Strategies
2.1. Implement consistent practices centered around an emotionally, socially, and physically safe environment.	Positive Behavior Interventions and Supports (PBIS) are implemented, measured, and reviewed each year.
	Provide mental health information and resources for the school community as well as embed Mental Health and Wellness into the appropriate grade level throughout the K-12 curriculum.
	Students will have access to crisis response and support.
	Expand peer and community mentoring opportunities.
2.2 Recognize the diversity of our community and embrace the uniqueness of students, family, and community	Annual Measure of Culture.
	Utilize the voices of our stakeholders (students, staff, parents, and community).
	Curriculum reviews to ensure that materials provide the diversity needed to be accurate historically, and widely accessed by the community.
	Human Resources will implement a plan that will increase diversity amongst our staff through partnerships, expanded outreach, and recruitment.
	Redefine family and community engagement opportunities and experiences.

Goal 3: Student Success

We will provide an exceptional education for **every** student, including necessary supports, to prepare all students to achieve success now and in the future. The objectives and strategies relate back to the competencies in Milford’s Portrait of a Graduate/Portrait of a Milford Eagle.

Objectives	Strategies
3.1. Creator/Innovator - All students will view failure, mistakes, and errors as opportunities to create and innovate again.	Embed Growth Mindset principles into the appropriate grade level throughout the K-12 curriculum.
	Provide opportunities for hands-on inquiry experiences such as Maker Spaces, STEM, Problem Based Learning, Design Thinking.
	Implement staff training on how to effectively assess creation and innovation.
3.2. Confident	Balance rigorous academic curriculum and employability skills to prepare students for

<p>Learner - All students will demonstrate a baseline understanding of knowledge in core areas of study, capable of transferring learning to all situations by 2025.</p>	a diverse set of post-high school experiences.
	Identify and extend learning experiences to enhance the individual curiosity of all students inside and outside of the classroom such as Diverse Electives, Flex Credit, Capstone, Internships, Career Credentials, Extra-Curriculars, and Independent Study.
	Research and identify practices to elevate student ownership and autonomy of learning.
	Ensure all students have the opportunity to apply learning processes and content knowledge to new experiences.
	Implement staff training on how to effectively assess confident learning.
<p>3.3. Information Evaluators - By 2025, all PreK-12 students will build a core set of skills to evaluate information c[ritically.</p>	Milford students will routinely utilize print and digital media to build an awareness and understanding for evaluating its appropriate usage.
	Equip all learners with the skills to identify bias and credibility in print and digital media.
<p>3.4. Effective Communicator/Purposeful Collaborator - Every student will effectively communicate their learning - confidently, creatively, and purposefully.</p>	Milford students will be specifically taught collaboration skills.
	Milford students and staff will incorporate social-emotional skills to create new relationships, emphasize accountability, build positive team dynamics, and foster empathy.
	Milford students will present, explain, and defend their ideas in oral and written form routinely across all content.
	Implement staff training on how to effectively assess effective communication and purposeful collaboration.
<p>3.5. Critical Thinker - All Milford students will be immersed in real-life learning situations that develop their independent thinking curiosity and decision-making ability beginning in 2019.</p>	Milford students will be reflective thinkers who can apply their learning to real-world scenarios.
	Milford students will develop curiosity by tying their learning to their individual passions.
	Milford staff will provide opportunities for deep learning that emphasize independent thinking and decision making skills.
	Milford staff will create lessons that allow students to define the elements of time, path, and space.

Goal 4: Learning Environments

We will continually create safe, flexible, and responsive environments to support a dynamic learning community for all Students, Staff, and Families.

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Objectives	Strategies
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4.1. Evaluate, develop, and implement safety protocols for all learning environments.	1. Continue to leverage relationship with Milford and Miami Township Fire and Police Departments
	2. Establish safety protocols for environments based on mental health and physical needs.
	3. Develop procedures for current and future learning environments
4.2. Develop responsive learning environments specific to place and time for staff and students.	1. Equip staff with the knowledge to identify and create learning environments aligned with research-based instructional practices that meet student needs
	2. Equip students with the knowledge to recognize and communicate individual needs and utilize appropriate resources
4.3. Provide increased access to flexible learning environments specific to place and time for staff and students.	1. Provide resources for staff training on utilizing flexible spaces for learning
	2. Provide and analyze resources to promote student collaboration, critical thinking, creativity, and communication to facilitate their individual needs.
	3. Develop and adapt flexible scheduling to meet the individual needs and interests of students
	4. Create spaces that can be used in multiple ways and adapted as future needs change.

Goal 5: Finance

We will continue to ensure the efficient and effective use of financial resources while maintaining high-quality educational experiences for all students.

Objectives	Strategies
5.1. Maintain financial management and stewardship practices that ensure focused spending within the budget.	1. Evaluating and employing effective financial practices.
	2. Responsibly monitoring resource management.
5.2. Maintain the appropriate balance between a high-quality	1. Attract and retain high-quality staff through fair compensation.
	2. Annually, link educational priorities and initiatives to budgetary resources.

education for all students and cost efficiency.	
5.3. Communicate regularly with all stakeholders regarding school finances.	1.Create an ongoing and comprehensive communication plan for all audiences about district finances.