



STRATEGIC PLAN

In the coming decade, Milton will be known, first and foremost, as a vibrant community of educators with an unparalleled commitment to students and to the quality of our work with them.



A VISION FOR MILTON

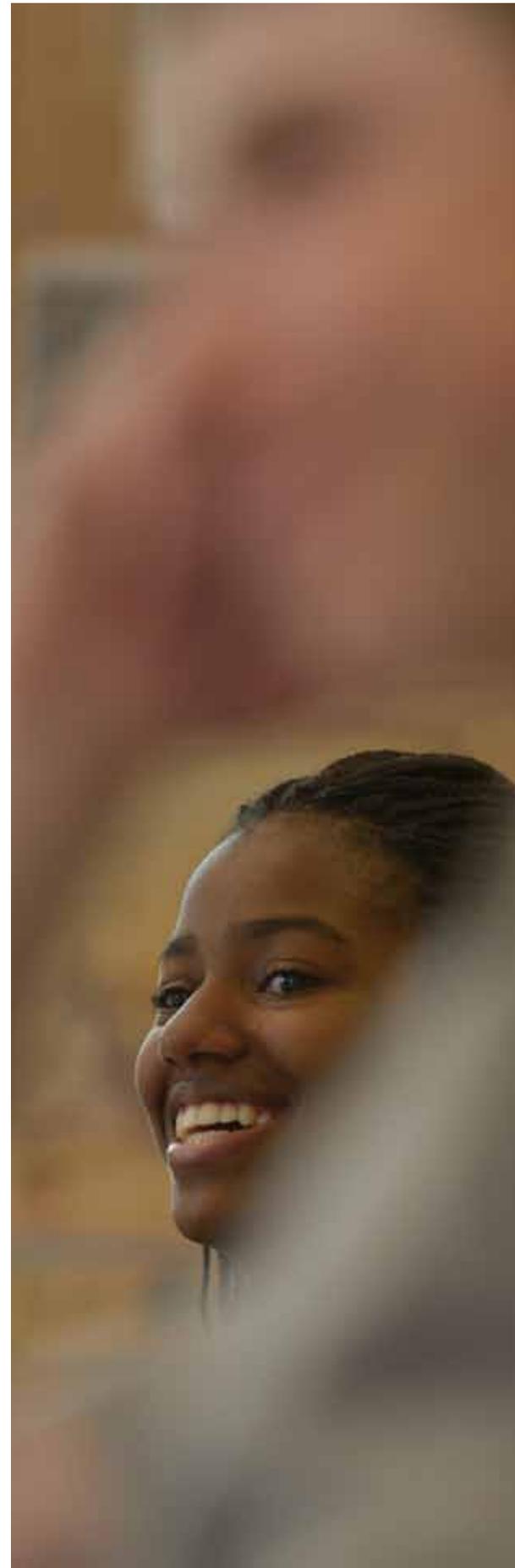
For generations, engaging academics, devoted teachers, and broad opportunities for intellectual and personal growth have been Milton hallmarks. In the coming decade, Milton will be known, first and foremost, as a vibrant community of educators with an unparalleled commitment to students and to the quality of our work with them.

Three defining goals will shape Milton's future and strengthen the fundamental traditions of the School:

- **We will build the highest quality and strongest faculty,** providing both the tools and the support for teachers to excel at their profession. Meeting this goal means providing compensation that fully recognizes the commitment teachers make to this crucial profession and to Milton. To succeed, we must also recruit and retain a diverse faculty.
- **We will consistently and rigorously renew our curriculum, relying on purposeful dialog among our faculty, and between our faculty and educational leaders outside Milton.** This approach to curriculum will achieve and sustain genuine innovation over time, focusing on long-term excellence above short-term trends.
- **We will continue to enroll diverse, multi-dimensional students; help them develop their passion for learning; and explicitly cultivate mutual caring, respect, and understanding among them.** Milton's students will continue to be a daily manifestation of our mission and values.

These commitments will stimulate creativity across the School, and also preserve our core strengths: the excellence of our faculty and the transformative relationships between teachers and students.

Realizing these commitments will require all of us at Milton to hold ourselves fully accountable for our work as educators — to meet absolutely the highest standards for fostering extraordinary growth in each of our students.



THE PLANNING PROCESS

A Comprehensive Process Leads to Shared Goals and Action Plans

Milton Academy's strategic planning process began in September 2011. Milton's board of trustees adopted the resulting priorities, objectives and implementation plans in January 2013. A successful reaccreditation process with the New England Association of Schools and Colleges (NEASC) immediately preceded strategic planning.

Milton approached strategic planning from a position of strength. Developing a strategic plan to guide decisions and action for the next five years was a critical step in a several-year period of reflection, discussion and analysis at Milton. Under the leadership of the trustees and Todd Bland, head of school, the strategic plan sets clear priorities for Milton and provides a foundation for an upcoming fundraising campaign.

An extensive and consistent communication effort secured valuable input from every Milton constituency over the course of the planning. Milton shared the emerging themes and content of the planning with faculty, staff, parents, students and alumni. A strategic planning Web site with feedback tools provided extensive and timely information, and also garnered the perspectives of people from around the globe who care about Milton. Communication included two years of events—national and international—online newsletters, Web site articles, letters, and two live webcasts with opportunities for live questions and feedback.

Planning Structure

Strategic planning involved many Milton faculty, administrators and trustees. Principal planning groups included:

Strategic Planning Steering Committee—trustees, faculty and administrators who met throughout the process to shape the planning agenda, review intermediate analysis, and offer feedback on priorities and goals (eight meetings).



Strategic Planning Task Forces on Education, Student Life and Faculty—Task Forces, with administrators, faculty, trustees and staff, met from January to April 2012, and presented recommendations to the trustees in May 2012 (13 Task Force meetings and three sessions with Task Force co-chairs).

Resources Working Group—trustees and administrators who convened during the planning to discuss crosscutting financial topics and link the strategic planning to work in budget, facilities and campaign planning (five meetings).

Faculty—met as a whole, and as K–8 and Upper School groups, to discuss strategic planning topics in fall 2011, spring 2012, and fall 2012 (three meetings in each division). Twenty-eight faculty members also participated in the Task Forces.

Integration Team—the Task Force and Resources Working Group co-chairs, the Steering Committee chair, and administrative leadership met over the summer and early fall 2012 to review the work of the Task Forces, incorporate trustee and Steering Committee input, and develop a draft set of priorities (nine meetings).

Trustees—held planning sessions in January, May, and October 2012.

Members in these planning groups also represented the perspectives of parents, parents of graduates, and alumni.

EDUCATION

True to our mission, Milton cultivates in students a love for approaching intellectual challenge with curiosity, creativity and confidence. Throughout their lives, Milton graduates will rely on knowledge of the world and on intellectual and personal skills that they developed here. At Milton, the fullness of learning happens both in and beyond the classroom, in active engagement with adults and a diverse student community, where the focus is on character as well as competence. To encourage lives of vitality, Milton should foster responsibility, reward resilience, and encourage initiative. Every adult should encourage intellectual flexibility and perseverance as well as affirm the value of commitment and understanding. Our curriculum must balance innovation and creativity with enduring strength in academic disciplines and skills. Milton's educational program must be open to change while maintaining strength and purpose. Evaluating ourselves routinely and creating relevant change is the right approach for Milton, focusing on long-term excellence above short-term trends.

We will realize our vision for the Milton educational program through articulating a framework of competencies; continually renewing our curriculum; creating a more consistent and comprehensive approach to advising; and building on the strength of our efforts in character and leadership education.

Objectives

- Articulate a framework of competencies—those areas for learning and development that frame our curriculum, express our educational values, and define areas of mastery for our students. The framework will include cognitive, intrapersonal and interpersonal competencies.
- The most effective institutional and pedagogical response to change and the emerging needs of students is the quality and relevance of our curriculum. We will consistently and rigorously renew our curriculum, K–12, relying on our faculty—in dialogue with each other and with educational leaders outside Milton. Within the next three years, complete a comprehensive curriculum



renewal that includes all disciplines and curriculum strands, Upper School and K–8, as well as particular School-wide themes.

- When advisors are well prepared and positioned they can be singularly powerful. Advisors can integrate the academic, social and emotional development of students. We will significantly strengthen Milton’s advising program and centralize advising in a student’s experience at Milton. We will define the advisor’s role more clearly, and both prepare and empower advisors to guide their students most effectively. Similarly, we will better define positive and developmentally appropriate partnerships with parents, recognizing their valuable insights and perspectives. We intend to strengthen our engagement with parents, including parents of boarding students, since advisors at Milton serve in loco parentis.
- Young people must develop awareness of themselves, their communities, and the world around them. Essential skills for an active Milton education include being able to articulate vision and direction, build teams, facilitate cooperation and collaboration, and incorporate the perspectives of others. Building on our existing efforts in this area, and considering students’ emerging needs, Milton will develop new approaches to character and leadership development among students.

Framework of Competencies

Milton will define areas of focus for student learning and development. These articulated competencies—cognitive, intrapersonal and interpersonal—frame our curriculum, express our educational values, and define areas of mastery for our students. They will guide the effort to renew curriculum, in the Upper School and in K–8.

Cognitive competencies:

- critical thinking (interpretation, analysis, and synthesis of textual, visual and quantitative evidence; reasoning; argumentation; problem-solving)
- creativity (imagination and innovation)
- communication (written, oral and visual expression; creative and imaginative expression; cross-cultural exchange)

Intrapersonal competencies:

- openness (flexibility, curiosity, adaptability)
- strength (initiative, responsibility, resilience, grit, integrity)
- self-awareness (self-evaluation, self-discipline, metacognition)

Interpersonal competencies:

- understanding perspective (empathy, cultural awareness, appreciation for diverse experience)
- collaboration (team-building, cooperation, conflict resolution)
- leadership (service, vision, courage)

Curriculum Renewal

Within the next three years, Milton will renew our curriculum, K–12, relying on our faculty, in dialogue with each other and with educational leaders from outside of Milton. Renewal includes all disciplines and curricular strands, as well as particular School-wide themes.

Upper School

Curriculum renewal in the Upper School will occur through a continuous process, at regular intervals. The Upper School leadership team and a steering committee will oversee the reviews, led by each department. The renewal process will deliberately engage expertise and perspectives from outside of Milton.

Each department will take responsibility for completing a review of the curriculum that responds to:

- students' current and anticipated needs for knowledge and skills in the particular discipline;
- emerging trends in content and modes of instruction from outside of Milton;
- opportunities for collaboration within the discipline and across disciplines;
- opportunities to use off-campus resources to enrich the classroom education, provide real-time exploration, and apply competencies;
- the role of technology in supporting teaching and learning;
- appropriate assessment strategies.

The Upper School has established an initial sequence of departmental reviews.

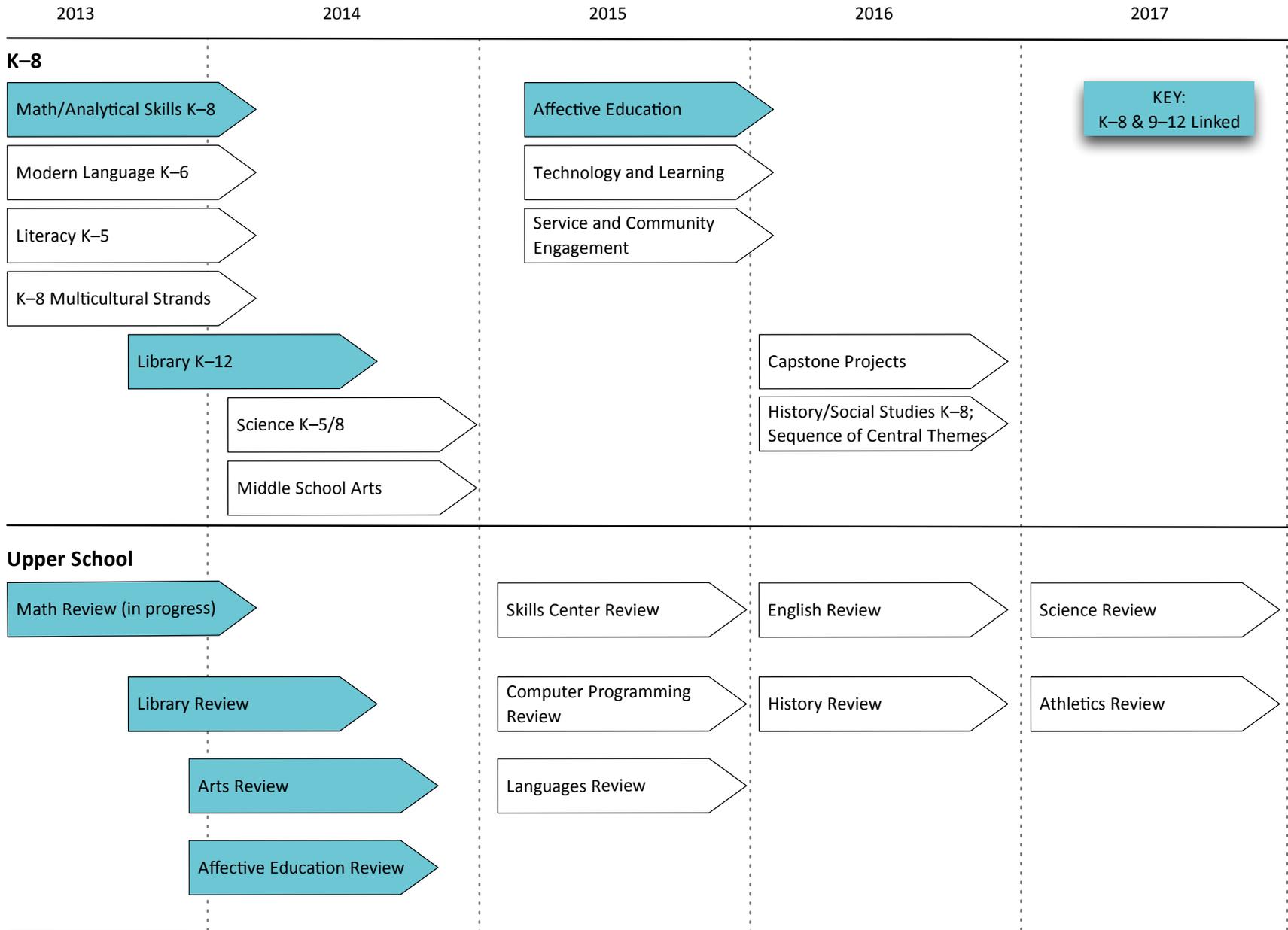
The steering committee and leadership team will work across departmental reviews to address common objectives and issues, and develop integrated solutions and improvements. These will include: graduation requirements, meeting common curricular and educational goals (e.g. "analytical thinking, data analysis, and writing"), schedule, workload and pace, and technology.

K–8

The principal will establish a K–8 Curriculum Committee (2013) charged with reviewing grade-level and cross-grade curriculum to achieve greater depth and sequential cohesion, and to develop sustainable mechanisms for ongoing innovation and renewal. The Committee will:

- act as a design lab to seed K–8 program ideas; research best practices; provide leadership in incorporating leading-edge innovations;
- develop consistent principles and authentic approaches for assessing student learning in K–8;
- solicit faculty proposals for rewriting grade-level curricula; make recommendations to administration about these proposals.

Curriculum Review Timeline



K–8 will use its comprehensive curriculum map (completed in 2012) to evaluate gaps, identify cross-grade connections, and highlight opportunities.

The principal and the Curriculum Committee will establish an overall schedule of review projects. A review team, responsible to the Curriculum Committee, will direct each project. View the Curriculum Review Timeline for the 2013–2018 schedule of reviews.

K–8 curriculum review will also address schedule and workload for K–8 students, including opportunities to use time more effectively in support of curriculum goals; the role of technology in K–8 curriculum; the identification of new instructional technology; and staffing models that can support greater flexibility and innovation.

School-wide

Curriculum renewal efforts will also consider School-wide priorities:

- Develop points of engagement with the world outside Milton, including global and international perspectives that expand both intellectual and experiential horizons for students.
- Support the health and well-being of students by attending to their social and emotional needs in a context of rigorous academic and extracurricular life. Address questions of pace and workload across K–12 during the curriculum renewal process and consider the use of time as a catalyst to well-being.
- Take better advantage of Milton’s proximity to Boston, its intellectual and creative resources, and its diverse communities, as a catalyst to new approaches to learning and understanding.
- Create mechanisms in the curriculum to connect students across grades in K–12 in meaningful ways.

K–8 and Upper School curriculum renewal feed directly into other aspects of the strategic plan, including faculty professional development, master planning (in terms of academic facility needs driven by new curriculum strategies), and technology planning.

Advising

More than ever, Milton students need ready and regular access to adults who can help them make wise decisions and develop as leaders and community members.

Milton’s goal is to provide every student in grades 6–12 with a variety of richly rewarding relationships with adults on campus, through our advising program. Creating a more consistent and comprehensive approach to advising for boarding and day students is an important opportunity, acknowledged during the NEASC accreditation process.

Advisors integrate the academic, social and emotional development of students. When advisors are well prepared and positioned to implement their important role, the effects are often powerful and positively differentiating for their students.

Milton will recognize the distinct role of advisors, define it more clearly, and prepare and empower advisors more fully so that they can most effectively guide their students.

We will better define positive and developmentally appropriate partnership with parents, recognizing their valuable insights and perspectives. We intend to strengthen our engagement with parents, including in the case of boarding students, where advisors serve in loco parentis. Milton will:

- provide professional development for all advisors on working with adolescents in an educational and leadership development context;
- provide advisors with systematic feedback and evaluation;
- develop a framework for communication with parents that addresses the social and academic context of Milton students; the discrete and complementary roles of advisors and parents; and appropriate expectations for contact with, and communication between, advisors and parents.

Leadership and Character Education

Developing awareness of themselves, their communities, and the world around them is essential for young people. They also need support pursuing healthy habits, as individuals and in relationship with others.

Building on the strength of our existing efforts in this area, and considering emerging needs of our students, Milton will develop new approaches to student leadership development.

Leaders educated at Milton will be able to articulate vision and direction, build teams, facilitate cooperation and collaboration, and incorporate the perspectives of others.

These skills are essential for an active education at Milton, and for life. Students should learn to use these leadership skills in formal and informal roles. Milton will:

- articulate a Milton ideal of “citizen leader”—a student with perspective, character, empathy, confidence to collaborate and to lead when the situation calls;
- create opportunities for students to develop leadership skills and practice different modes of leadership in ways developmentally appropriate K–12, both inside and outside of the classroom;
- renew Milton’s Affective Education programs to add particular skills— collaboration, community building, cultural awareness and appreciation—and continue our focus on health, well-being and life skills;
- create programs to connect students across grades K–12 in meaningful ways.

FACULTY

Building and sustaining a community of educators whose members are connected to each other, to the principles and practices of their respective fields, and to the world outside of Milton is essential to Milton's future. This plan asks our faculty to take on new challenges in innovating and advancing our curriculum, to rethink the role and purposes of advising, and to join in a collaborative commitment to developing youth whose interpersonal and leadership qualities are exceptional.

As a voice in an often-polarized national conversation about the importance of the "classroom teacher," Milton has an opportunity and a responsibility to set and reinforce a high standard for the teaching profession and to provide our faculty with the support to achieve it. We will hold ourselves individually and collectively accountable to the highest professional standards and to the priorities we set for ourselves as educators.

Competition for creative, capable and experienced teachers comes from many quarters: from Milton's peers, from other careers and professions, and from Milton's context in a region with a high cost of living.

We want to match the commitment faculty members make to a career at Milton with the strong compensation and other career supports necessary to sustain an excellent faculty. Further, we want to improve the diversity of our faculty so that it matches our aspirations for Milton students.

We will build and sustain an excellent and diverse faculty through faculty growth and professional development; compensation at leading levels among independent schools; greater faculty diversity; and support for a dynamic, inclusive School community.

Objectives

Growth and Professional Development

- Develop a periodic, multi-year process for faculty members that includes the following components: individual growth plans for each faculty member;



ongoing and active mentoring and collaboration within and across disciplines; deliberate connection to external “best practices”; and well-defined and consistent evaluation procedures.

- Provide professional development opportunities and resources to support individual growth plans and address cross-faculty needs.

Compensation

- Provide sustainable, competitive compensation for faculty that considers three inter-related factors: our competitive position in the hiring market; our internal and external equity based on relevant peer groups; and the cost of living for Milton faculty.
- Attract the best faculty members by responding aggressively to competitive factors in the hiring market.
- Effectively and appropriately support faculty members throughout their careers.
- Establish a leadership position and posture for Milton regarding the importance of excellent teachers to society.
- Create an effective, equitable, and sustainable approach to compensation.

Diversity

- Expand the diversity of Milton’s faculty and strengthen inclusiveness among faculty, staff and students at Milton.
- Within a broader faculty, optimize the potential alignment between our students and the adult leaders our students encounter during their Milton years.

Growth and Professional Development

Develop a periodic, multi-year process for faculty members that includes the following components:

- Individual growth plans for each faculty member that outline areas for professional evolution, establish strategies for developing these, and identify supporting resources. Growth plans will address both disciplinary and grade-level competencies and extend to roles “outside the classroom” such as advising and residential life.
- A peer-to-peer community of practice characterized by ongoing and active mentoring, and collaboration within and across disciplines.
- Deliberate connection to external “best practices” relevant to the role(s) and disciplines of each faculty member.
- Well-defined and consistent evaluation practices.

Provide Professional Development Opportunities and Resources

Provide professional development opportunities and resources to support individual growth plans and address cross-faculty needs:

- Support individual faculty growth plans, as well as Upper School and K–8 curriculum renewal.
- Address advising, mentoring and leadership development, and leadership/character education.
- Develop a common language for and best practices on diversity and multiculturalism, School-wide.

Compensation

Sustainable and competitive compensation will include appropriate growth over time and career stage; recognize the importance of teaching as a profession; and inspire long-term commitment and sustained excellence by faculty.

Develop a comprehensive compensation strategy that includes:

- completing a compensation study in 2013 to fully address internal and external factors and develop models for consideration;
- developing a phased plan to raise the level of total compensation for faculty members and provide growth of compensation during the progression of a Milton teaching career;
- developing a funding mechanism for these investments that will sustain competitive total compensation over time.

Diversity

Milton students should experience moving among and learning from diverse cultures. This experience requires diversity not only among students but also among adults.

Our faculty must more fully represent the personal histories our students represent and will encounter beyond Milton. We seek a broader range of role models to align with our students' interests and identities. We want all students to have a more extensive realistic experience learning from and being accountable to mentors of various cultures.

We want Milton faculty to experience diverse cultural perspectives and to deepen the connections between cultures and teaching content; we want the lived experience of diversity to expand our faculty's professional knowledge; and we want to welcome and support individual voices within a more diverse community.

To attract a diverse community of adults, we must remain committed to equity, openness and inclusion.

As part of our effort to sustain and build an excellent faculty, Milton will make progress in expanding faculty diversity, including:

- affirming and adopting a long-term goal of reaching a critical mass of faculty of color through hiring and retention;
- following industry best practices consistently, in recruiting and retaining faculty of color, and assessing retention of faculty of color over time and through career stages;
- increasing initiatives that build a diverse faculty, who reflect a broad understanding of culture and identity;
- providing professional development for faculty and staff to increase their knowledge and ability to support a dynamic, inclusive community.



ACCESSIBILITY AND AFFORDABILITY

Continuing to enroll diverse, multi-dimensional students and helping them develop their passion for learning at Milton is essential to Milton's character and identity.

Growing and learning among individuals who share widely divergent life stories, and appreciating their respective cultures, is an invaluable aspect of a Milton education. The idea that each individual brings a unique and important dimension to our shared experience drives the relationships in our community. The vibrant diversity among Milton students affects the quality and quantity of opportunities for intellectual and personal growth during class, during students' extracurricular lives, and within their social lives.

More families each year are applying for financial aid at Milton. The number of families who need financial aid has increased steadily as a portion of total applicants to Milton; all economic factors point to this trend continuing. We compete for applicants with peer schools that can depend upon deep endowments to support the financial aid they offer families. Financial aid is a crucial strategic tool for sustaining the exceptional quality of the educational experience. The gap between Milton's endowment and our competitors' means that Milton is considerably more dependent on operating budget funds to support financial aid.

We will sustain Milton's identity, continuing to attract and enroll students who will thrive at Milton and enrich the School community; and maintain competitive financial aid grants as well as other financial support for the Milton experience.

Objectives

- Increase aid funds and align them with needs expressed in the applicant pool. (Upper School, boarding and day; Middle School; and K-5)
- Increase aid to support transition points for families with K-12 students and multiple Milton students. Balance tuition increases with financial aid resources, as students move through their Milton years.
- Provide support for the non-tuition costs of the Milton experience. Provide flexible funds to cover the costs of curricular and extracurricular enrichment activities.



INFRASTRUCTURE

Milton's most recent master plan was completed in 2000 and guided a series of improvements focused on academic spaces and boarding students. These included the Schwarz Student Center, new student housing (Norris House and Millet House) and the Pritzker Science Center.

Facilities issues directly related to overall education and faculty goals emerged from the Task Forces and warrant attention and action.

During the summer and fall of 2012, Milton undertook an initial analysis of potential facilities priorities that could be addressed during the implementation phase of the Strategic Plan (2014 to 2018).

We will achieve short-term facilities improvements through infrastructure projects, based on the 2012 analysis, that meet academic goals and improve faculty housing.

Objectives

Academic Facilities

Develop a campus master plan to address academic needs in the context of a comprehensive assessment of the campus and a long-term plan for its development. Master planning will follow the curriculum review, Upper School and K-8. It will include a recommendation for responding to key academic needs including Ware Hall, the Middle School and related departments.

- Target improvements to the Art and Media Center (AMC) and Robert Saltonstall Gymnasium (RSG). Move ceramics and woodworking to AMC; rehab that program space for athletics.
- Complete project design and groundbreaking on a major academic facility project identified by master planning.

Faculty Housing

Milton will undertake a long-term project to improve the quality and function of faculty housing in support of the residential life program. A capital fund will be established to provide resources for faculty housing and particular



renovation projects. Improving unit quality and usability, as well as migrating toward more flexible unit configurations, will affect decisions about which projects move forward. They will occur in dormitories and in out-of-dorm housing. Dormitory projects will be evaluated against longer-term needs of particular houses (tied to master planning). Master planning will consider options both for building new units and selling existing units.

Technology

A dynamic force and a catalyst in conversations about teaching and learning, technology cut across all planning discussions: instructional or academic technology; Milton's technology infrastructure and systems; and emerging trends in students' use of technology.

The Task Forces and Steering Committee recognized the time and expertise for the analysis and planning about how Milton uses technology over the next five years. Further, the process of renewing curriculum should inform the technology planning process in the Upper School and in K–8. (Several early renewal projects relate directly to technology questions, including math, library, K–8 science, and computer programming.)

Milton will:

- Complete an assessment and inventory of current capabilities and practices in instructional technology and in technology systems during academic year 2012–2013. Based on this inventory, establish planning priorities and inform curriculum review projects.
- Expand the knowledge base of faculty and staff regarding emerging trends, including use of hand-held devices, new communication and collaboration tools, and e-learning options.
- Develop a long-term technology master plan during academic year 2013–2014 that considers:
 - appropriate and most effective roles for new instructional and learning modes supported by technology;
 - a mechanism for integrating the technology plan with curriculum renewal and faculty professional development;
 - best practices and industry trends that support Milton's educational goals;
 - capability and knowledge that needs to be developed within Milton (among faculty, staff, and students) to make effective use of new tools;
 - appropriate and meaningful competencies Milton should expect and develop in our students;
 - opportunities for technology to improve organizational efficiency.

IMPLEMENTATION

Implementation, Evaluation and Oversight

The implementation of the goals and objectives in this strategic plan will be the responsibility of the School's leadership, including Head of School Todd Bland and the Administrative Council.

Leadership teams in K-8 and the Upper School will implement significant portions of the Education and Faculty priorities.

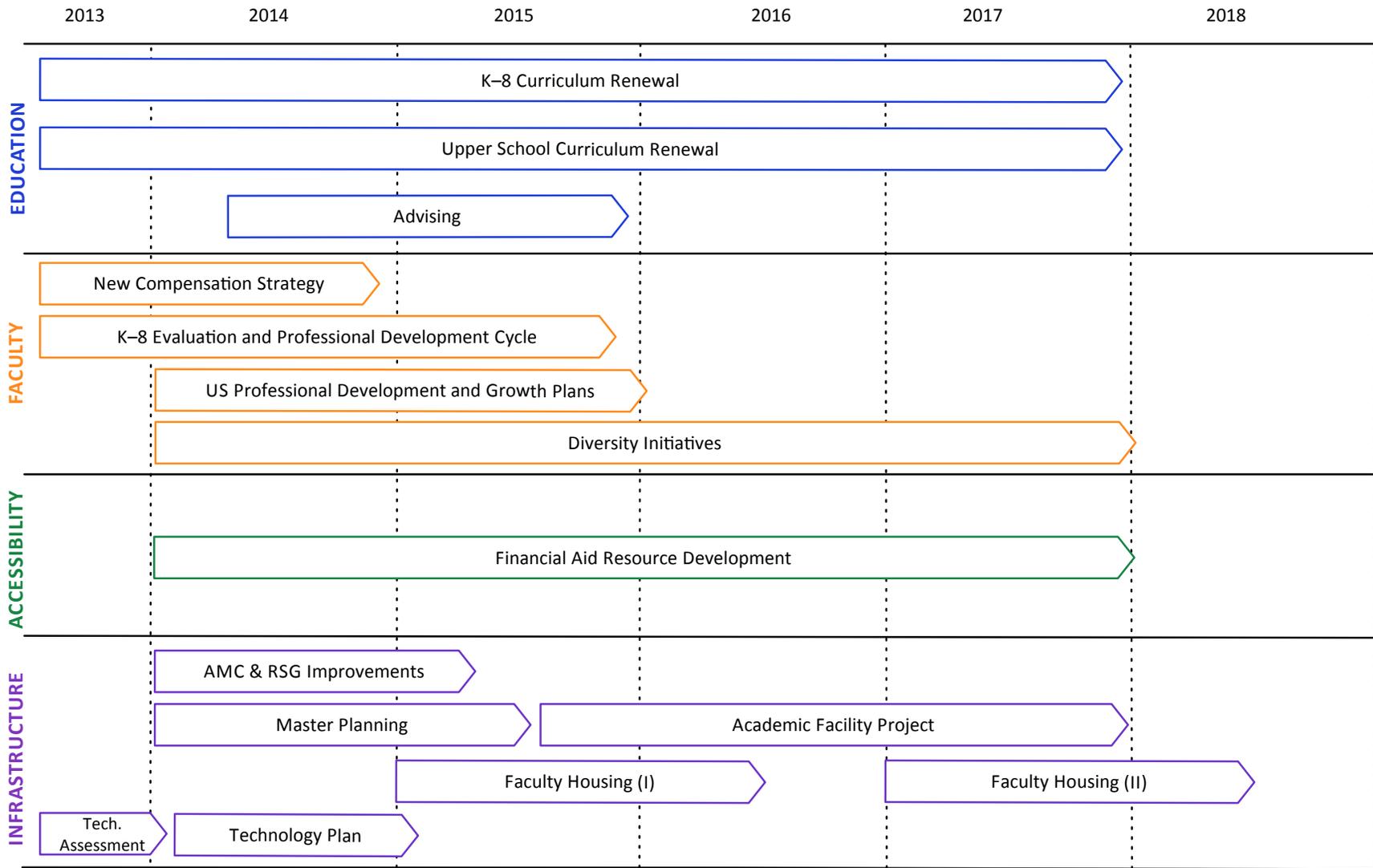
Measurable outcomes of the strategic plan will be established during implementation as teams define specific deliverables and deadlines.

The Administrative Council will conduct an annual review of progress against the plan, beginning with the 2014 academic year, and will arrange for a formal review with the board of trustees annually from that point forward.

Board of trustee committees, with oversight responsibility for particular areas, will receive ongoing reports on progress and will have opportunities to advise on sequence and priorities throughout the implementation period.



Overview Implementation Timeline



STEERING COMMITTEE

The Milton Academy Board of Trustees convened an ad hoc Strategic Planning Steering Committee (SPSC) that includes trustees, administrators and faculty. The Committee will direct and guide Milton Academy's strategic planning during academic years 2011 and 2012. The strategic plan will have a ten-year vision and a five-year planning horizon.

Responsibilities

The SPSC collaborates with the head of school on framing the vision and major strategies for Milton.

The SPSC meets regularly to carry out its work and seeks input from other groups at the Academy including but not limited to the Faculty Council, the Administrative Council, alumni, students and parents.

The SPSC oversees the work of a set of task forces that will explore in-depth explicit, critical questions identified by the SPSC. The SPSC may also create a series of listening sessions for other key constituencies.

The SPSC will apprise the board of its progress periodically and engage the full board at points during the process.

To foster full and open discussion, all members of the SPSC will maintain confidentiality regarding all background materials; meetings and informal discussions; and working plan drafts throughout the planning process.

The SPSC will submit final recommendations to the full board for consideration.

Chris McKown, Chair

Brad Bloom, Ex Officio

President, Milton Academy Board of Trustees

Robert Azeke '87



Robert Cunha '83

Mark Denneen '84

Lisa Donohue '83

John Fitzgibbons '87

Kitty Gordan

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Todd Bland

Head of School

David Ball '88

Upper School Principal

Gordon Sewall

Assistant Head, Alumni Relations and Development

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Director, Multiculturalism and Community Development

Heather Sugrue

Mathematics, Upper School

Martha Slocum

Kindergarten

Stephanie Truesdell

Director of Development

Strategic Planning Project Director

TASK FORCE: EDUCATION

Education for Today and Tomorrow

Consider how Milton will build on its strong academic tradition, and over the next decade, prepare students to seek meaningful lifetime success and lead lives that “Dare to be true.” How should educational programs, teaching activities, and instructional practices respond, with strength and focus, to a rapidly changing environment and complex, interdependent issues?

Recommend broad priorities that address this goal, and consider:

- How technology should support learning, exploration and critical thinking
- The role of “non-classroom” educational opportunities
- Educating students about multiculturalism and global perspectives
- Points of alignment and coherence across grades and programs that represent particular learning experiences
- Milton’s status relative to emerging educational trends
- Conditions that facilitate re-imagining educational strategy and mix of activities

Chairs

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K–8 Principal

Michael Edgar
Science Department Chair

Members

Bryan Price
Chief Information Officer

Jackie Bonenfant
Academic Dean



Mark Connolly

Modern Languages Department Chair

Kristen Corbin

Director of K–8 Admission

Andrea Geyling

History Department, Community Service Director, Norris House

Jennifer Hamilton

Counselor, Health and Counseling Center

Brad Moriarty

Science Department

Michelle Saunders

Administrative Assistant, K–8

Bridget Sitkoff

Lower School Technology

Rod Skinner

Director of College Counseling

Martha Slocum

Kindergarten

David Smith

English Department

Laurel Starks

Middle School Social Studies

Tom Troy

Middle School Science

Trustees

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Lisa Donohue '83

Warren McFarlan '55

Erick Tseng '97

TASK FORCE: STUDENT LIFE

Consider how Milton best educates and nurtures the “whole student” over the course of his or her years at Milton today, to develop confidence, competence and character. Review and discuss opportunities for greater connection among students and adults, and for cultivating a vibrant experience of community. Evaluate the dynamics of family, technology, and social media in students’ lives.

Recommend priorities and programmatic direction that meet this goal and that consider:

- Educational opportunities in settings outside the classroom
- Cultivating a diverse student and adult community
- The dimensions of partnering with parents
- Roles and responsibilities for faculty in supporting students’ development
- The potential role of alumni engagement in students’ transitions from Milton
- The role of admission at Milton in enrolling Milton’s distinctive student community

Chairs

Heather Flewelling

Director of Multicultural Programming

Heather Sugrue

Mathematics Department

Members

Paul Rebuck

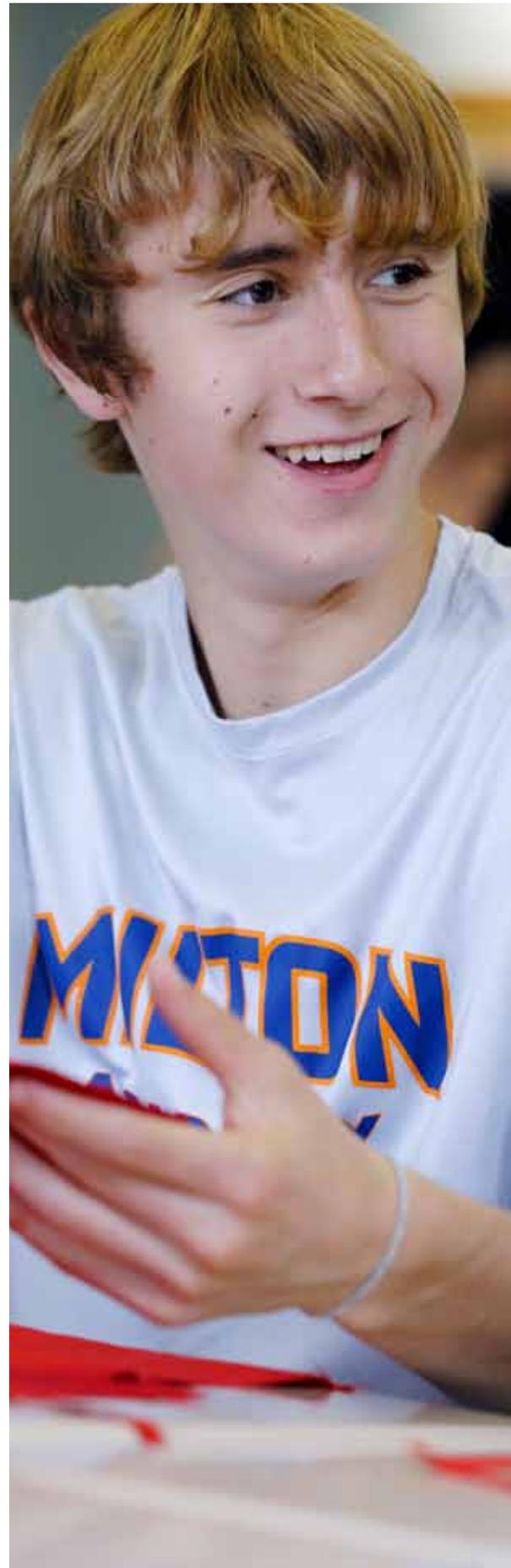
Dean of Admission

Will Crissman

Assistant Principal for Middle School

Steve Darling

Athletics & Physical Education, Norris House Head



Maggie Delaney

Leadership Gift Officer, Alumni Relations and Development

Brendan Farmer

Kindergarten

Bridget Johnson

Dean of Students

Jenn Katsoulis

Grade 5

Rachel Klein-Ash

Counselor, College Counseling Office, Robbins House

Elizabeth Lillis

Science Department

Lisa Morin

Director of Health and Counseling Services

Jacqui Pennini

Administrative Assistant, Middle School

Trustees

Rob Azeke '87

Erika Mobley '86

TASK FORCE: FACULTY

Consider how Milton will recruit, support, develop and retain teachers, who possess the expertise necessary to provide the next generation of Milton students with an outstanding Milton education. Informed by the work of the Education and Student Life task forces, recommend institutional priorities, outcomes and policies that address these goals, considering:

- Recruiting priorities and strategies, including the programmatic and demographic drivers of those priorities
- The diversity of the faculty
- The structure and content of professional development for the faculty, both in light of current priorities and in anticipation of evolving educational needs
- Faculty collaboration, professional connection, and community
- Faculty support and compensation

Chairs

David Ball

Upper School Principal

Liz Gray

Middle School Social Studies

Members

Tarim Chung

English Department Chair

Kelli Edwards

Performing Arts Department

André Heard

Associate Dean of Students

Gretchen Larkin

Assistant Principal for Lower School



Jerrie Moffett

Grade 1

Hannah Pulit

Administrative Assistant, Upper School Dean's Office

Corey Simonson

Middle School Science

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Director of Student Multicultural Programming

Sarah Wehle

Classics Department

Vivian WuWong

History Department Chair

Tamara Nikuradse

Grade 3

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Jack Reardon '56



MILTON ACADEMY