

Monitoring of Strategic Operating Plan (Jan. 2021 to Feb. 2021)						Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule	Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule			
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Goal 1: Teaching and Learning: Improve student's ongoing readiness and learning opportunities by creating accessible, innovative, and personalized environments to close the preparation, opportunity, and performance gaps, to achieve equity in our schools.										
1.1	Rigor & Relevance: Increase rigor and relevance by revising and designing a comprehensive curriculum, so effective instruction is provided with access and equity for all students.				Dr. Parvey					
1.1.A.	Research and unwrap priority standards to include equity, high leverage strategies, and UDL so all curricular frameworks/scope and sequences are aligned.			X	Dr. Conner, Dr. Parvey, Curriculum Supervisors, Michelle		Yellow	<ul style="list-style-type: none"> Secondary ELA Tier 1 and Tier 2 teachers are collaborating to support priority standards in both Tier 1 and Tier 2 classes via lesson study. This will be shared out to all ELA teachers when completed for further expansion. Secondary Math using IM recommendations for priority standards within each unit. Secondary Science teachers utilize priority standards in planning units and lessons. More teachers have indicated an increased comfort level with embedding high leverage strategies into lessons with increased professional learning on the high leverage strategies. Nine biology teachers engaged with our SPED Supervisor in a UDL PD to support scaffolding in our new biology curriculum. 	Yellow	<ul style="list-style-type: none"> Secondary Biology teachers received UDL training from MPS SPED coach and the MHS department has received Rigor and Relevance training from ICLE, focusing on utilizing the Framework and the Bump It Up! Protocol. All science teachers continue to engage in district PD on high leverage strategies on Wednesdays. -Met with History/Social Studies Department head to map out "inclusive curriculum writing" series for summer 2021. This series would bring equity based partners to curriculum writing including equity facilitator and/or coach; UDL specialist and SEL specialist along with content area teachers.
1.1.B.	Implementation and creation of District Equity Leadership Team (DELT) plan and supporting structures. This includes professional learning of all stakeholders in MPS.	X	X	X	Dr. Conner, Dr. Parvey, Dwight, and Michelle		Yellow	<p>Although the MPS Racial Equity Policy will not move forward in the present draft, the DELT will refocus on amending the Policy to preserve the DELT as an advisory group for all decision making bodies. Additionally, the Equity Leadership Professional Learning continued during the month of January with a continued focus on how to use the Courageous Conversation Protocol to ground equity leadership.</p>	Yellow	<p>With the support of SERC coaches, the DELT continues to revise the District Racial Equity Plan so that it can be ready to be presented to the BOE in the Spring of 2021.</p>

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1.2	Personalized Learning: Using a multi-tiered instructional model, implement a learning program that personalizes instruction for all students				Dr. Parvey					
1.2.A.	Create a consensus definition of blended and personalized learning.			X	Michelle and Blended Learning Coaches			Blended learning coaches, instructional technology coach & Director of Instructional Tech & PD have met to identify clear communication strategies and responsibilities. Targeted plan to increase communication to MPS community about blended learning and instructional technology strategies has been identified and will be launched in January. Focused coaching cycles will be established after the completion of growth measures.		Blended learning coaches, instructional technology coach, and Director of Instructional Tech & PD have taken on the responsibilities for implementation of the Future Ready Plan. This includes the gears of Curriculum, Instruction, and Assessment and Personalized Professional Learning. The iTech team has outlined plan for building consensus and capacity using this plan.
1.2.B.	Implement Phase III of Edgenuity platform as well as Phase I of Waggle pilot aligned to the priority standards in portfolio schools.			X	Elisha Carta			1/11-1/26 Blended Learning Coaches visited all classrooms using the Waggle platform and gathered information from teachers and students about usage, successes, and challenges while using the program. This information will be used to plan upcoming coaching sessions and professional development opportunities. 1/7/21 Blended Learning Coaches met with Waggle team to discuss teacher coaching around Waggle usage and engagement. 1/12/21 Blended Learning Coaches scheduled biweekly support sessions with Services Implementation Manager to better meet teacher and student needs while coaching. 1/14/21 Administrators and coaches participated in a Waggle administrative dashboard/reporting training with our Services Implementation Manager. Ongoing- Blended Learning Coaches hold weekly meetings to calibrate, problem solve any issues that arise, and to plan upcoming coaching sessions.		Blended Learning coaches met bi-weekly with the Waggle Services implementation Manager to plan for Waggle coaching sessions with pilot elementary and secondary schools. Blended Learning Coaches began coaching cycle with pilot schools with a focus on using Growth Measure data to inform small group instruction.

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1.2.C.	Implement Footsteps2Brilliance literacy platform in K-2		X	X	Elisha Carta			Reviewed Utilization data with EPS. Reviewed Phonics and Phonemic Awareness achievement with EPs on 12.16.20		Utilization reports for January and February shared with EPs
1.2.D.	Develop a plan to integrate blended and personalized learning in all schools -- LINCSpring implementation			X	Dr. Parvey, Richard, Dan, Michelle, and Blended Learning Coaches			The Director of Instructional Technology & PD, curriculum supervisors, and instructional coaches delivered PD to specific cohorts each Wednesday. Four groups focus on using the ATLAS protocol to support direct instruction in a hybrid learning environment. The fourth group had an UnConference for Hybrid Learning. Additionally, each Wednesday LINC offered optional PD sessions focused on Seesaw, and digital collaborative learning tools.		The Director of Instructional Tech & PD, curriculum supervisors, and instructional coaches, with the support and guidance of Dr. Parvey, continue to collaborate with LINC Spring to provide personalized professional learning for all educators in the areas of blended and personalized learning. Blended Learning Coaches began March coaching cycle with Waggle pilot teachers, and communication around blended and personalized learning is provided in weekly iTech newsletter.
1.2.E.	Implement Phase I Waggle in portfolio schools and grades 6. Controlled experiment in grades 7/8			X	Richard, Dan, and 7-12 Blended Learning Coach			•Blended Learning coach observed every Waggle classroom to determine fidelity of use and observe technical concerns in an effort gather information to begin coaching cycles and plan future PD		• Middle school teachers gave students growth measure and are working with blended learning coach to analyze data for differentiated lessons within the platform as part of a coaching cycle
1.2.F.	Develop monitoring success outcomes of blended/personalized and hybrid learning models			X	Elisha, Richard, Dan, and Blended Learning Coaches			• Blended Learning Coaches have identified specific coaching cycles for Waggle and Pathblazer. Secondary Math and ELA supervisors are conducting teacher goal setting and performing informal class visits using the classroom observation tool •Elementary Math utilizing IM Observation tool (Beta pilot) along with district's classroom observation tool		• Teacher goal setting completed. • Supervisors are conducting informal observations using district tool to ensure alignment between learning targets, strategies, and tools
1.3 Accessible Instruction: Utilize Universal Design for Learning (UDL) principles to design and deliver accessible instruction.					CSS&SI					
1.3.A.	Launch tiered UDL projects at 3 district schools. Identify human resources, develop framework and conduct professional development.	X			Sara Alberti, Curriculum Leadership Team					

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1.3.B.	Implement SERC professional development, technical assistance and coaching models with Curriculum Leadership Team and school based teams.	X			Sara Alberti, Curriculum Leadership Team					
1.3.C.	Create 4 model, redesigned curriculum units utilizing principles of UDL (1 each elementary ELA and Math and 1 each secondary ELA and Math).	X			Sara Alberti, Curriculum Leadership Team					
1.3.D.	Develop curriculum evaluation and design tools and rubrics for teams to utilize in planning instruction and curriculum utilizing the UDL checkpoints.		X		Sara Alberti, Curriculum Leadership Team					
1.3.E.	Provide UDL Overview professional development session to remaining 6 elementary schools and continued coaching and technical assistance to year one schools and curriculum team.		X		Sara Alberti, Curriculum Leadership Team					
1.3.F.	Develop Elementary ELA and Math Curriculum Unit, grade 9, 10 and 11 English unit and initiate redesign of high school social studies units		X		Sara Alberti, Curriculum Leadership Team					
1.3.G.	Complete overview of UDL with full staff at WWMS			X	Sara Alberti, Angela/Katie					
1.3.H.	Utilize UDL Tools with WWMS ELA and Math teams in development of Interdisciplinary Units			X	Sara Alberti, Angela/Rich/Dan		Yellow	Ongoing, bi-weekly meetings with ELA, Math, and Special Education department supervisors to collaborate, address alignment of tiered instruction and discuss curriculum design through UDL.	Yellow	Ongoing, bi-weekly meetings with ELA, Math, and Special Education department supervisors to collaborate, address alignment of tiered instruction and discuss curriculum design through UDL.

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1.3.I.	Curriculum teams will utilize UDL resources and tools as curriculum units are developed and modified			X	Sara Alberti, Julie, Rich, Dan, Angela, Katie			<ul style="list-style-type: none"> •Secondary Math continuing to implement IM curriculum with UDL resources and tools embedded into the units •Dr. Parvey has approved 25 hours of UDL summer curriculum work (MHS biology teachers and 1 special education teacher). •Science and special education supervisors designed two modules of upcoming professional development, to provide the foundational training of UDL to the summer curriculum writing team (Biology and Special Education) - Session 1 occurring Wednesday 1/27/21 • Beman curriculum writing in ELA and Social Studies is being done using UDL frameworks and curriculum documents 		<ul style="list-style-type: none"> • Dr. Parvey has approved curriculum hours for MHS ELA elective teachers to develop curriculum documents for courses that include UDL frameworks •Secondary Math have scheduled time during unit planning to review how UDL framework is embedded in the IM curriculum. Special Ed Supervisor and Math Supervisor are planning to work with MHS geometry team to provide PD and coaching with a focus on making connections between UDL framework and the Illustrative Mathematics Curriculum.
1.4	Instructional Supports: Ensure students receive appropriate quality tiered instructional supports based on their individual needs.				Dr. Parvey					
1.4.A.	Professional development for Structured Intervention System that is personalized in grades 6-9 (Read 180, Math 180, and System 44).			X	Dan and Richard			<ul style="list-style-type: none"> •Math and ELA continue to receive coaching support from HMH 180 coaches. Tier 1/Tier 2 Collaboration schedule created for rest of the school year. • ELA has a new HMH coach who will be introduced on 1/27 and conduct one-on-one meetings that day and 2/3 to support implementation 		<ul style="list-style-type: none"> • Gen Ed Read 180 teachers have all had first coaching cycle with new HMH coach to incorporate practice feedback in lessons •Math 180 teachers continue to receive ongoing coaching support from HMH coach around effective implementation within a hybrid model
1.4.B.	Implement Phase I of READ 180/MATH 180, Systems 44, and DTMN. Professional Development Outline	X			Dan and Richard					
1.4.C.	Implement Phase II of READ 180 and MATH 180. Expansion in grade 9		X		Dan and Richard					

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1.4.D.	Implement Phase III of READ 180 and MATH 180. New implementation conditions if model recommendations shift (hybrid/remote)			X	Dan and Richard			<ul style="list-style-type: none"> Math Tier 1 and Tier 2 teachers continue to utilize Collaboration protocol discuss effective strategies and shared students' strengths and growth areas. Schedule for the rest of the year created as well. ELA Tier 1 and Tier 2 teachers are conducting the first round of Lesson Study to further embed shared practices across settings 		<ul style="list-style-type: none"> Math Tier 1 and Tier 2 teachers continue to utilize Collaboration protocol discuss effective strategies and shared students' strengths and growth areas. Teachers maximizing this time and space to understand and support individual students on a multi-tiered level. Read 180 team is conducting lesson study in March
1.5	Early Childhood Education: Implement a community-wide early childhood strategic plan designed to ensure children are ready for school success and have access to early childhood education.				School Readiness Facilitator					
1.5.A.	Develop a strategic plan including community partners, access to transportation, wraparound services.	X			Dawn Dubay					
1.5.B.	Implement "Universal Digital Solution" for all three/four-year olds in Middletown (i.e. Bridge to Brilliance Initiative)	X	X	X	Dawn Dubay			Head Start teacher training 1/27/21, along with training new Early Childhood support coach, who will provide teachers with consistent training and support. 31 cases and ipads arrived and will begin getting set up and systematically delivered to participating programs including family home day cares. Met 1/26/21 to create a more consistent plan for sharing and posting videos on social media.		Usage is increasing. Town & Country doubled their usage with a program contest. Parent trainings scheduled mid March. Teacher usage is tracked monthly and shared with directors and used for monitoring and coaching sessions. Teachers continue to strengthen their use of the dashboard for lesson planning.
1.5.C.	Design a Standards-Based Curriculum using the ELDS.		X	X	Dawn Dubay			Development of the curriculum has been put on hold due to Covid restrictions. However, participation in EF/PP is laying an important foundation for understanding how to create and implement a developmentally appropriate standards based curriculum. This strategic pivot will place teachers in a more readily available space to continue the creation of a preschool curriculum.		Development of the curriculum has been put on hold due to Covid restrictions. However, participation in EF/PP is laying an important foundation for understanding how to create and implement a developmentally appropriate standards based curriculum. Sessions indicate teachers deepening their understanding of the Elds.

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1.5.D.	Provide targeted coaching around ELDS.	X	X	X	Dawn Dubay			1/6/21 and 1/13/21 PreK PD for EF/PP project (33 participants including Snow school and participating community programs) Teachers completed 'wishlists' through google forms, materials will be ordered to support project strategy implementation. 1/20/21 participating Kindergarten teams trained in EF/PP. Coaching sessions are being scheduled and taking place in creative flexible ways.		All participating community prek teachers, Snow prek and kindergarten teachers participated in monthly virtual coaching sessions. Sessions geared around strategy implementation aligned to CT Elds. Professional learning occurred Feb. 3 and Feb. 10.
1.5.E.	Implement Early Childhood Strategic Plan			X	Dawn Dubay			1/7/21 after multiple attempts, a candidate was chosen and hired to support early childhood initiatives and work as a 'coach' supporting teachers in our community preschool programs. Goals continuously are worked on in various spaces and professional learning.		Preliminary plans in place to increase access to preschool. Racial equity training planned for March 25th and 30th in collaboration with the Racial Justice Coalition. Teacher professional learning and coaching has been increased with the support of a new hire. Alignment is deepening between prek and K through the work of the Purposeful Play/Executive Function project.
1.5.F.	Evaluate the quality of the strategic plan.			X	Dawn Dubay			Ongoing discussions and premeetings around expanding preschool opportunities in Middletown. Most goals on target, discussed in meetings.		Ongoing discussions and premeetings around expanding preschool opportunities in Middletown. Most goals on target, discussed in meetings.
1.6	Expand High School Options: Develop high school programs of study based on a 25-credit graduation requirement, including increased rigor and equitable access to personalized pathways.				Dr. Parvey					
1.6.A.	Explore and research best practices with organizational structures	X			Richard/Cry stal					
1.6.B.	Explore time expansion for block scheduling (MHS) -- plan to expand course programs.	X			Richard/Cry stal					
1.6.C.	Research the creation of pocket pathways that start with seventh grade cohort (18/19) -- design of pocket pathways.	X			Richard/Cry stal/Natalie/Christine			complete		

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1.6.D.	Expand High School Courses in alignment to the new pathways		X	X	Office of T/L and Natalie/Christine					Initial meetings will begin in March to shape the strengthening of the HS pathways curriculum design.
1.6.E.	Conceptual Design of the Innovation Lab for Beman Middle School			X	Natalie and Crystal/Christine					complete
1.6.F.	Implement phase I of the Aerospace/Manufacturing Pathway			X	Natalie, Crystal, and Paul P. /Christine.					complete
1.6.G.	Launch pathways for students.			X	Natalie, Crystal, Dave R. and Paul P. /Christine					Aerospace pathway is complete.
1.6.H.	Plan and design pathways for subsequent year.			X	Dr. Conner, Dr. Parvey, Natalie, Crystal/Christine					2/26 Meeting held between MPS, CAD Dimensions & Millenium to compare Cloud versus desktop functionality for Solidworks. We learned that Solidworks offer 13 certifications free of charge, the 13th being equivalent to an Associate's degree in 3D design (Industry recognized). As a result of conversations with UCONN Engineering, we are looking to establish a Drone Club at MHS, Stephanie Russell, Ag. Tech has agreed to lead the Club. To-date we have 4 departments that include drones as part of their curriculum (Aerospace, Engineering, Media and Ag.Tech). This will be expanded with the formation of a drone curriculum in MS beginning SY22. And our Drone Club will be partnering with the Drone Club at UCONN.

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1.6.I.	Secure business and college (MxCC) partners -- start designing new pathways.		X	X	Natalie, Crystal, Dave R., and Paul P. /Christine			Discussions continue with Middlesex Community College and UCONN School of Engineering to explore opportunities for pathway alignment and course credit. The articulation agreement between MxCC and MHS is in draft form. Discussions for Certificate and Associate's degree credits in Business and Ad. Man. are in development. In relation to UCONN Engineering there is a meeting 2/2 to discuss enrichment opportunities with Drone program. Paul Pelletier, Sam Faulkenberry, David Reynolds and NF will be in attendance. UCONN Engineering has suggested additional ECE courses for MHS to consider for an Engineering pathway for students.		A new partnership was established this month between UCONN Engineering & MHS Robotics and Engineering. In conversations with UCONN it was revealed that Stephany Santos, Asst. Prof. in Residence, Biomedical Engineering was a former MHS DECA student. In an extended conversation Mr. Reynolds and Prof. Santos agreed on the following seven opportunities for partnership between UCONN Engineering and Mr. Faulkenberry's Robotics and Engineering program at MHS: 1. Campus tours 2. UCONN Ambassadors working with Mr. Faulkenberry's students 3. Prof. Santos to come and speak to students as outreach to take Engineering just prior to course selection time with a focus on non-traditional enrollment of the underrepresented demographic groups. 4. "Skype an Engineer" time for kids 5. Hosting MHS Engineering for breakfast, tour, Robotics competition, college success seminar and lunch with Middletown funding the transportation and UCONN funding the other activities. 6. Possible financial sponsorship of one of our Robotics teams (TBD). 7. Possible scholarships for Engineering students applying to UCONN.
1.7	Enhance Literacy Instruction: Implement the Middletown Kindergarten to Grade 5 Literacy Initiative (MK5LI) in all elementary schools to strengthen our multi-tiered instructional model and ensure that all students read well by Grade 5.				CAO					
1.7.A.	Implement a master schedule at all elementary schools that supports Tiered Instruction.	X			Elisha Carta					

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1.7.B	Provide professional development on the science of reading for teachers (Cohort 1) as well as interventionists and literacy support paraprofessionals.	X			Elisha Carta					
1.7.C.	MK5LI Leadership Team will finalize and implement district MK5LI Literacy Action Plan. Cohort 1 schools will develop and implement a Literacy Action Plan that aligns with the district MK5LI Literacy Action Plan.	X			Elisha Carta					
1.7.D.	Provide professional development on the science of reading for teachers (Cohort 2).		X		Elisha Carta					
1.7.E.	Train new interventionists and literacy paraprofessionals, as well as continue support of existing interventionists and literacy support paraprofessionals.		X		Elisha Carta					New hire interventionist received Foundations training on 2/26/21
1.7.F.	MK5LI Leadership Team will update MK5LI Literacy Action Plan. Cohort 2 schools will develop and implement a Literacy Action Plan that aligns with the district Literacy Action Plan.		X		Elisha Carta					
1.7.G.	Cohort 1 schools will revise and update and implement changes for school's Literacy Action Plan that aligns with the district Literacy Action Plan.		X		Elisha Carta					
1.7.H	Train new interventionists and literacy paraprofessionals as well as continue support of existing interventionists and literacy support paraprofessionals.			X	Elisha Carta			Cohort 1 and 2 interventionists had training sessions and coaching visits on Wednesdays in January. A specialized training session for new interventionists took place on 12.23.20.		Cohort 1 and 2 interventionists had training sessions and coaching visits on Wednesdays in February. Interventionists and Literacy Paras have received training with the Continuum platform and will participate in the MOY data meetings. New hire interventionist received Foundations training on 2/26/21. Coaching for all Foundations trained interventionists to clear up misconceptions in routines.

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1.7.I.	MK5LI Leadership Team will update MK5LI Literacy Action Plan. Cohort 1 & 2 schools will revise and update and implement changes for school's Literacy Action Plan.			X	Elisha Carta			MK5LI Executive team met on 1/12/21; Discussed the MOY data collection and confirmed assessments and the testing windows. Reviewed the Continuum platform and the structure of data meetings while using Continuum. EISTS met with Hill for Literacy Team on 1/19/21 to prep for MOY data meetings.		MK5LI Executive team met on 2/2/21; Reviewed the MOY data collection and confirmed assessments and the testing windows. Reviewed the Continuum platform and the structure of data meetings while using Continuum. EISTS met with Hill for Literacy Team on 2/11/21 to prep for MOY data meetings.
1.8	Algebra Readiness: Redesign the middle school math curriculum and sequence to ensure all students are Algebra ready by Grade 8.				Dr. Parvey and Richard					
1.8.A.	Structure interventions that provide high-quality instruction and align with the District Instructional Support Plan to ensure students receive appropriate quality tiered instructional supports based on their individual needs.	X			Richard, Julie					
1.8.B.	Implement Phase I of LearnZillon Platform in alignment with Illustrative Math			X	Richard			Secondary Math Leadership Team working with HMH practice-based coach to effectively plan and implement IM curriculum units at MHS. 6-8 teachers undergoing training w/ IFL to better leverage IM curriculum within Hybrid model.		Secondary Math Leadership team continuing to work with HMH practice-based coaches to plan and implement IM curriculum at MHS. 6-8 Math teachers participated in 2nd IFL training focused on the 3 Question Types during Mathematical discussions.
1.8.C.	Implement Phase III of redesigned math model to promote Algebra Readiness			X	Richard			Secondary Math Supervisor scheduling and conducting Goal Setting meetings with teachers. Informal observations will center around observation tool with an emphasis on effective instructional strategies and tools.		Informal observations are being scheduled and conducted using the district's observation tool in order to ensure alignment around learning targets, strategies and Ed Tech tools.
1.8.D.	Implement Phase II of Illustrative Math in grades 6-8			X	Richard			6-8 Math team completed first session w/ IFL centered around high-level tasks. Next steps are for teachers to complete "Bridge to Practice" in their classroom before next training session in February.		6-8 Math team completed second session w/ IFL focusing on the 3 Question Types during Mathematical discussions. Teachers were encouraged to create their own questions esp. during the Synthesis part of each IM lesson to ensure students' mathematical understanding. "Bridge to Practice" will be completed by teachers in preparation for the next IFL training on March 10, 2021.

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1.9	Access to Arts: Create a system that provides equity, access, and enhanced fine arts opportunities for all students.				Marco Gaylord						
1.9.A.	Redesign the Fine and Performing Arts teacher schedule throughout all levels to provide additional course offerings.	X	X	X	Marco			Yellow	The Fine and Performing Arts teachers continue to focused on teaching in the blended learning environment and using google classroom as our learning management system. (LMS)	Yellow	The Fine and Performing Arts teachers continue to focused on teaching in the blended learning environment and using google classroom as our learning management system. (LMS)
1.9.B.	Develop a plan to integrate the arts throughout all curricular areas.	X	X	X	Marco			Yellow	The Fine and Performing Arts teachers continue to focused on teaching in the blended learning environment and using google classroom as our learning management system. (LMS)	Yellow	The Fine and Performing Arts teachers continue to focused on teaching in the blended learning environment and using google classroom as our learning management system. (LMS)
1.9.C.	Develop a plan to increase Arts instructional time at the K-5 level to meet or exceed state recommendations.	X	X	X	Marco			Yellow	The Fine and Performing Arts teachers continue to focused on teaching in the blended learning environment and using google classroom as our learning management system. (LMS)	Yellow	The Fine and Performing Arts teachers continue to focused on teaching in the blended learning environment and using google classroom as our learning management system. (LMS)
Goal 2: Operations, Systems, & Structures: Develop a broad community of stakeholders who ensure a high level of efficiency and alignment among departments, and systems to improve the delivery of instruction and services for students.											
2.1.	Talent Office: Redesign the current Human Resources Office model to a Talent Management & Benefits Office for performance growth and development				Chief of Talent & Benefits						
2.1.A.	Research systems and structures that are aligned to the seven dimensions of Talent Management.	X	X					Green	Restructuring and submitting new job descriptions based on Talent Office feedback and comments from HPS meeting marking a new opportunity for Talent offerings in 2021. New Office line up may yield savings in light of technological innovations.	Yellow	Due to various factors the HR transformation has been prolonged. Working now with City HR to post an Admin III. Unfortunately the stagnation of this role is a symptom of govt inertia and a struggle with vision v reality.
2.1.B.	Outline first Phase of Talent Management Structures to implement in 2019-2020 academic year--	X	X	X				Green	Completed; This item will be shifted or removed in Middletown 2024 plan. We are now readying for full changes to Talent Office in 2021. New Talent Org Chart to be present to Superintendent in February	Green	Completed; This item will be shifted or removed in Middletown 2024 plan. We are now readying for full changes to Talent Office in 2021. New Talent Org Chart to be present to Superintendent in February

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2.1.C.	Implement new design of operational structures in MPS (Office of Teaching/Learning, Office of Finance/Administration, Office of Talent/Performance Management, and Office of School Operations/Communications -- presentation of district organizational chart.			X			Yellow	We are now readying for full changes to Talent Office in 2021. New Talent Org Chart to be present to Superintendent in February 2021 with collaboration with City. This marks an exciting new moment for MPS and Talent services overall	Yellow	Due to various factors the HR transformation has been prolonged. Working now with City HR to post an Admin III. Unfortunately the stagnation of this role is a symptom of govt inertia and a struggle with vision v reality.
2.1.D.	Launch Phase I of Talent Management Office Model.		X				Green	Completed; This item will be shifted or removed in Middletown 2024 plan. We are now readying for full changes to Talent Office in 2021. New Talent Org Chart to be present to Superintendent in January. We anticipate a full implementation target for March working with City partners to post specific positions within office. New HR Generalist position submitted to City in mid January. City has not responded to date.	Green	Phase II or goals for Middletown 2024 are underway and we look forward to replacing this item with fresh new strategic goals
2.1.E.	Continue research around Talent Management Model.		X	X			Yellow	Completed; This item will be shifted or removed in Middletown 2024 plan. We are now readying for full changes to Talent Office in 2021. New Talent Org Chart to be present to Superintendent in February in collaboration with changes to T&L Office. We anticipate a full implementation target for March working with City partners as needed to post specific positions within office. New JD sent to City in mid January. No response yet by City.	Green	Working with Cambridge Consultant to revamp the goals of Talent Office to address the Talent Gap and to learn more about how other districts handle talent and how other district offices are set up. Next research meeting is March 12.

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2.1.F.	Launch Phase II of Talent Management Office Model.			X			Completed; This item will be shifted/re-labeled in Middletown 2024 plan. We are now readying for full changes to Talent Office in 2021. This "launch" has been long awaited but now in 2021 is here out of practicality and functionality but also out of real Purpose. New Talent Org Chart to be present to Superintendent in February in collaboration with T&L Office. We anticipate a full implementation target for March working with City partners to post specific positions within office. New JD sent to City HR in Mid January; no response provided yet		Met with Hartford, Frontline Vendor Rep, Took Trainings, implemented changes based on research and desire to innovate. New web page simplified, easier to find positions, electronic documents and leave process soon coming. Research has lead since Nov to now significant improvements. Every office process is being examined and changed for the better and for modernness. New templates, new postings, new deliveries bring with them a new professional look and feel.	
2.2	Talent Management: Implement a human relations (HR) system to improve efficiency and alignment among departments to support district goals, including the hiring and training, growth, appropriate placement, and engagement of a workforce.				Mr. Thazhampa llath					
2.2.A.	Research systems that would allow MPS to develop a system of collecting, analyzing and monitoring staff performance data.	X	X	X	Mr. Thazhampa llath		Meeting with 2 vendors in January; In 2021 a system will need to be fostered or purchased to handle professional development. Intent is to partner with IT and Teaching and Learning. This item may shifted or removed in Middletown 2024 plan.		When I began I did not understand the capacity of Frontline. I strongly now endorse it and have expressed worries to leadership about any intention to remove or lose it. I am concerned about verbiage or thought lines that have not included Talent in decision making. Frontline suite of applications touches every employee now in a modern way as used across the district.	

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2.2.B.	Research and redesign Middletown's evaluation process to enhance performance management strategy.			X	Dr. Parvey and Mr. Thazhampa llath			Initial collaboration meeting discussed with Office of Teaching and Learning with focus on IT and Professional Development to a more nimble IT systems based approach in 2021; This item may shift to Teaching and Learning with the creation of an entire analytics department. In 2021 a system will need to be fostered or purchased to handle professional development. Intent is to partner with IT and Teaching and Learning. This item may shifted or removed in Middletown 2024 plan.		New Director of Performance Management will carry specific evaluation pieces going forward. Job description to be release for union approve by March 15
2.2.C.	Implement Phase I of new HRIS system.		X					Completed; This item will be shifted or removed in Middletown 2024 plan. This step of May 2020 implementation was a significant advancement in Talent services with a move away from pen and paper transactions with recruits and hires to digital response. Processes continue to be perfected but digital advancement was and is noticeable.		Completed; next phases of innovation in Middletown 2024 will be important. As stated above, Frontline moved from Nov by me from use at roughly 10% capacity to now 75% capacity/utility . We have pro development, training, pupil services, absence management, electronic data base and recruiting all with Front line as are other national districts.

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2.2.D.	Redesign systems and processes to use data/technology to drive recruitment, retention, and hiring decisions, which result in a diverse workforce that mirrors the student population.		X	X	Mr. Thazhampa llath					Great achievement as since Nov. singlehanded I believe the department has been moved forward. New streamlined and integrated process eliminating duplicate steps and unnecessary steps. Ex. Postings before were a 5 or 6 step cut and paste process elongating posting time on each posting by 10-15 minutes each and increasing opportunities for human error. Now with digital integrated frontline efforts from requisition to posting to recruiting can be done in one stop. A 5/6 step process is a 2 or 3 step process.
2.2.E.	Implement Phase I of new recruitment and hiring processes -- focus on minority leader/teacher recruitment			X	Mr. Thazhampa llath					Met with Cambridge Equity consultant working with the District on fiscal matters. By mid February a new proposal will be in hand to work on how best to reach the belief "gap". Also working to possibly add CERC program along with Relay to add diversity recruitment channels
2.2.F.	Implement Phase II of new HRIS system.			X	Mr. Thazhampa llath					New system research may be necessary with Middletown One.

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2.2.G.	Build systems capacity around equity-based hiring practices			X	Mr. Thazhampallath			Met with Cambridge Equity consultant working with the District on fiscal matters. By mid February a new proposal will be in hand to work on how best to reach the belief "gap".		Offloading HR admin work will allow the Chief to refocus on these efforts. Working to add CERC residency program. Pitching to Superintendent and hopefully the Board the hiring of a Director of Equal Opportunity Equity & Diversity. I believe this to be a critical need.
2.3	Communications: Improve two-way, ongoing, and flexible communication protocols to inform and engage staff, families, community members, partners, and students.				Marco Gaylord and Geen Thazhampallath					
2.3.A.	Develop a district-wide communications plan, including timely updates, website, and social media platforms.		X	X				Commencing Communications Audit with Ms Saunders; Met in late January.		Commencing Communications Audit with Ms Saunders; Met in late January. Saunders attend Curriculum meeting with great success and endorsement on March 4. Wide support for hiring a Communications Director reporting directly to the Superintendent.
2.3.B.	Implement components of communication plan		X	X				On boarded consultant to help create strategic communications plan; released PR and media quotes recently to press to highlight district		Focus groups, comm audit all underway for first ever and long desired communications plan development with hope to create a living comm strat plan for inclusion in Middletown 2024 and to create a Comm. Director
2.3.C.	Monitor the alignment of partners and implementation of plan			X				Hiring Ms Anita Ford Saunders to consult on strategic plan for communications		Hiring Ms Anita Ford Saunders to consult on strategic plan for communications
2.4	Workplace Injuries: Improve the process for reporting workplace injuries, increase access to treatment options, and return to work procedures.				Mr. Thazhampallath					
2.4.A.	Research options on how to streamline reporting processes.	X			Mr. Thazhampallath			Steps taken in right basic direction but hope is to continue to revamp this benefit service to move from a stove pipe silo offering of the industrial paper and pen model to a full digital model		Benefits efficiencies are on hold due to leave of staffer. Revamp of the office and practices is necessary.

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2.4.B.	Design a plan that helps prevent, identify, and treat workplace injuries.	X		X			Yellow	Commenced attendance in Dec 2020 of Mayor's Safety Cmte and WC review meetings with the City as a standard practice to ensure learnings. Need to consider new steps for Middletown 2024 plan	Yellow	Benefits staff now attends City WC functions and learnings. Also working on internal online trainings with CIRMA
2.4.C.	Plan to launch Phase I of new reporting processes and workplace injuries plan.	X		X			Green	Collaborating with City, Vendor and varied Insurance brokers and carriers to reset and revamp WC signage, safety information, and procedures. Need to consider new steps for Middletown 2024 plan	Yellow	Needs updated goals in Middletown2024
2.4.D.	Launch new reporting processes and workplace injuries plan.	X		X			Yellow	Digitized process and placed on line. Considering new cross training for staff to handle potential absences. Need to consider next steps for Middletown 2024 plan	Red	Needs continued push to digitize in Middletown 2024 and restart of efforts to do so once staffer returns
2.4.E.	Design a plan that improves our Return to Work procedures that reduces cost.		X	X			Yellow	Commenced attendance in Dec 2020 of Mayor's Safety Cmte and WC review meetings with the City as a standard practice to ensure learnings. Need to consider new steps of modernization for Middletown 2024 plan	Yellow	Needs updated goals in Middletown2024
2.4.F.	Plan to launch Return to Work procedures.		X	X			Yellow	Commenced attendance in Dec 2020 of Mayor's Safety Cmte and WC review meetings with the City as a standard practice to ensure learnings. Need to consider new steps of modernization for Middletown 2024 plan	Yellow	Needs updated goals in Middletown2024
2.4.G.	Implement new return to work procedures.			X			Yellow	Commenced attendance in Dec 2020 of Mayor's Safety Cmte and WC review meetings with the City as a standard practice to ensure learnings. Need to consider new steps of modernization for Middletown 2024 plan	Yellow	Needs updated goals in Middletown2024
2.4.H.	Design and plan launch of a Workers Health Plan that promotes the health and safety staff through prevention and early intervention.			X			Yellow	Collaborates with City on these offerings. Communication of these efforts is very outdated. We need to modernize these offerings and their communication to enhance participation. Need to consider new steps of modernization for Middletown 2024 plan	Yellow	Needs updated goals in Middletown2024; potential online trainings with CIRMA for ALL staff

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2.4.I.	Provide updates and training that teaches leadership about Workers Compensation Laws.			X				Plan to add more Webinar class offerings for all staff on a variety of safety and workplace health issues to prevent claims. CIRMA offerings are free and easy to access. Need to access this for Summer return in August. A new approach is necessary in Middletown 2024.		Needs updated goals in Middletown2024; potential online trainings with CIRMA for ALL staff
2.5	Technology: Implement a district technology plan that is aligned to the Future Ready Schools Framework.				Michael Skott					
2.5.A.	Develop a district technology plan based on the Future Ready Schools Framework with the district Future Ready Leadership Planning Team.	X	X							
2.5.B.	Examine all electronic applications that need to be integrated and develop a plan to streamline integrations.	X								
2.5.C.	Streamline technical processes to support curriculum/instruction/assessment.	X	x	X				Completed deployment of Surface Pros to teachers and deployed left over devices to Interventionists. Providing training for teachers on using the Microsoft Surface. Deployed new Chromebooks for second grade students.		Developing cross functional workflows to address the Space and Time Future Ready gear. Workflow to address the need to access resources for Parents/Students/teachers. Creating more indepth collaboration with the Department of Instructional Technology.
2.5.D.	Implement district technology plan -- monitor status of all stages with technology plan. Including supports with blended/personalized learning models.			X				Updating the Future Ready Plan monitoring document, with individuals team members gaining further understanding of gears and updating assigned gears. Using Plan to keep track of tasks to be completed regularly. Began discussions for current year e-rate projects and planning for next years request. Assembling the requirements for technology for Beman Middle School.		Working with Department of Instructional Technology to review the Future Ready Plan to ensure cross-functional planning with both departments.
2.5.E.	Build technology infrastructure to support software solutions and learning management systems.			X				Finalizing needs for infrastructure to leverage next years e-rate application to continue to expand supports for technology throughout the district. Deployed Microsoft Surface Pro devices. Assembling the requirements for technology for Beman Middle School.		Submitted request for E-Rate funding for the current funding cycle while also examining and planning for future years funding cycles.

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2.6	Finance and Grants: Implement fiscal systems and make decisions that are equitable, efficient, fiscally responsible, and aligned to the district's goals.				Christine, Cheryl, Natalie					
2.6.A.	Implement Phase I of the NESC report, including establish business workflow systems districtwide to create time and process efficiencies-- SME Teams/Recommendations.	X								
2.6.B.	Build and design ACE2 Budget Platform.	X								
2.6.C.	Outline and implement professional learning sessions on AUC for central office-- include software engineer to analyze AUC system/needs for expansion.	X								
2.6.D.	Launch ACE2 Budget Platform to provide multi-year fiscal forecasting to ensure budgets are aligned for operational and instructional success.		X	X				Weekly meetings with business office staff and R. Shields to discuss next steps in Autonomy. Successful input of budget by business office staff to better outline budget lines for transparency and accuracy		2022 Budget is complete and preparation for presentation to BOE has concluded. Middletown 2024 is well underway which will shift forecasting to additional initiatives. State and Federal budget impacts are being closely monitored with Senior Management Team and political leaders. Data Analyst is working with SMT and district leaders to provide necessary data to identify any learning loss or concerns that will be addressed with additional state and federal funding
2.6.E.	Implement Phase II of NESC report-- SME Teams/Recommendations.	X	X							
2.6.F.	Redesign AUC system to support Equity-Based Budgeting		X	X				Process is complete for the 2022 budget. Minor adjustments will be made as needed.		Significant changes in the 2022 budget to show shift of spending control to schools. Budget accounts were broken out by location to better align costs to school locations. Next on agenda is how to provide autonomy to schools while keeping district initiatives intact and supported

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2.6.G.	Outline professional learning sessions on AUC for central office and principals to support Equity-Based Budgeting.			X				Training for Central Office is complete. Additional training for school secretaries will be scheduled in the near future, as well as all staff hired after 9/1/20 for refresher/new material		Business office staff were offered advanced Excel training. AUC training will begin in April after budget is adopted by BOE. New staff in financial roles throughout the district will receive group and individual training with both business office staff and AUC support staff
2.6.H.	Streamline existing and seek additional external grants and foundation resources to support full implementation of the strategies outlined in the Strategic Operating Plan.	X	X	X				CRF, ESSER, Alliance, Title grants, Cares Act, 21 CC have had significant changes and adjustments throughout COVID. Additional costs and funding sources have kept Grants department busy in reporting and adjusting throughout December and January. In addition, new grant opportunities have been applied for and strategies for implementing all grant awards are ongoing		Several COVID grant opportunities were provided including ESSER I, ESSER II and Corona Virus Relief Funds to support COVID costs, SEL needs and learning loss. Other grants are being closely monitored as the state develops its budget and potential increases and cuts are discussed.
2.7 Equity Based Budgeting (EBB): Implement a fiscal model that provides equity and autonomy to schools.					Christine, Cheryl, Natalie					
2.7.A.	Develop a rollout plan for equity based budgeting with district and school administration, including exploring and researching best practices and providing professional development for staff.	X								This is an ongoing effort as upgrades/changes are made

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2.7.B.	Hold monthly meetings with instructional leaders and central office to support initial implementation.	X	X	X				Weekly meetings for EBB Budgeting and Autonomy throughout January and February to define our goals and expectations have led to expanded lines in the budget as well as additional autonomy for building leaders. Business office staff have worked collaboratively both in groups and with individual leaders.		Bi-Weekly meetings with business office staff and SMT concluded at the end of February when final budget document was presented to Superintendent. Monthly meetings will continue with district administrators to continue to educate and inform of changing structure. The February individual meetings showed remarkable understanding on behalf of the individual Principals of their budgeting needs and shifting responsibilities. The Principals have worked hard to understand their budgets and realize the authority they have to make decisions to support their individual buildings.
2.7.C.	Design system to support EBB.	X	X	X				Ongoing efforts to better the system and process are taking place. Additional business office staff have become proficient in efforts to cross train for best practices. Principals have shown knowledge and proficiency in budgeting needs this year.		Tweaking of the changes made to AUC to support EBB practices has provided an improved transparency to the 2022 budget. Additional changes will be made as the budget is adopted and improvements are found. This will be an ongoing effort for both the business office and the district administrators
2.7.D.	Implement Phase I of equity based budgeting, excluding special education.		X							
2.7.E.	Align EBB process with COVID-19 implications.			X				COVID 19 has caused significant tracking requirements as grants have been reimbursement grants. Business office has been successful in tracking, expending and receiving reimbursement for COVID spending to allowable capacity.		COVID 19 costs will continue to affect the district's budgets - specifically in 2022 as ESSER II funds are being provided. Learning loss, SEL needs, PPE costs, facility upgrades and improvements as well as expanded learning opportunities are at the forefront for these funds. Weekly meetings with all SMT staff and the business office will significantly support these opportunities and needs of our students. This is one strategy and goal that will require our constant attention to utilize all possibility financial and educational opportunities for the success of our students.

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2.7.F.	Enhance system to support soft launch of EBB process.		X	X			Launch completed		C. Walcott has worked extensively this year to support the EBB needs with AUC. She successfully separated the cafeteria funds from other "grant" funds to better track the needs of that department with the City of Middletown. In addition, she added several hundred new lines to track and identify spending at the school level, all coinciding with the state reporting requirements.	
2.7.G.	Implement Phase II of equity based budgeting, adding special education resources.			X			Principals have exceeded expectations in EBB budget changes with successful budget requests and alignment to SOP and SIP		A decision was made to hold off on Special Education resources as legal requirements and constant shifting of needs throughout the budget period and the school year could cause lack of funding where it is needed most. This will be revisited in the next fiscal improvements to EBB	
2.7.H.	Support central office and instructional leaders with EBB decisions around COVID-19 implications.			X			Significant financial support has been giving to district/school leaders to support COVID needs. Business office tracking of such expenses and reporting is complete. Adjustments to support reimbursements are complete. Budgets are all aligned with need and COVID opportunity. Additional projects are being planned for CNR spending which will be supported by district repurposed funds due to proper spending and tracking throughout the year.		Several one-one-meetings with instructional leaders throughout this year provided individual support with COVID needs and funding. Principals were exceptionally supportive and knowledgeable with the process and their needs. Support for each department and school was provided throughout this year and principals were thoughtful in their requests and repurposed funds as needed to get what was best needed for their individual schools.	
2.7.I.	Plan for Phase III launch			X			Friday morning meetings have been taking place for several weeks and will continue throughout February to discuss next steps. Superintendent's research for Middletown 2024 will outline next steps and needs.		We continue to meet on Friday mornings to discuss Autonomy as well as future EBB improvements. March will be spent on presenting the current budget and working with the BOE and City leaders to provide the most cost effective and supportive budget possible.	
2.8	Special Education Resources: Improve special education outcomes and systems through the allocation of resources and supports that are anchored in educationally and fiscally sound decision-making practices.				Sara Alberti					

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2.8.A.	Execute redeployment of fiscal and human resources to support high impact strategies (UDL, MSEL1, MK5LI).	X								
2.8.B.	Research best practice in the areas of improving student outcomes and cost effective measures in special education and identify gaps from current practice.	X								
2.8.C.	Implement professional development, training and coaching for special educators in the areas of fostering independence and decreasing over-reliance on adult supports.	X								
2.8.D.	Identify human and fiscal resources for redeployment to grow and expand high impact strategies based on year 1 findings.		X							
2.8.E.	Launch use of consistent data collection tools and processes for Planning and Placement Teams (PPT) to make decisions related to decisions related to providing adult support.		X							
2.8.F.	Implement professional development to support expanded high impact practices and programs (iNew IEP system) Read 180, Math 180, Person Centered Language, Asset Mindset)		X	X				Leadership team continues to participate in monthly HMH meetings. Meeting scheduled with members of the curriculum team to determine alignment of high impact practices for 6th grade in 21-22 school year. Special Education focus group with representation from each school is working to identify continuation of professional development need areas. PPS Supervisor is working with curriculum department to design and delivery UDL PD to Science department.		Leadership participation in monthly HMH meetings. Team convened to review alignment of high impact practices for 6th grade in 21-22 school year and potential budget implications. Additional information will be gathered and a follow-up meeting will be scheduled for mid-march. Special Education Supervisor continues to partner with the Office of Teaching and Learning to design and deliver PD. MIP Audit completed and submitted to the state.

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2.8.G.	Analyze changing needs related to Covid-19 closure to identify and shift budgetary resources to support impact needs (ie PPE, recovery instruction, evaluation backlog, due process complaints)		X	X				PPS department is working to identify opportunities to increase in-person instructional days for students with IEPs. Leadership team is analyzing additional resources needed as it relates to staffing and PPE needs. MPS has been identified under a state audit relating to Learning Model IEP Implementation Plans (MIP). PPS Supervisors are collecting necessary paperwork to submit to the state.		
2.9	Facilities: Develop and implement a five-year facilities plan that aligns with the district's vision to provide healthy, safe, and positive work and learning environments.				Peter Staye & Marco Gaylord					
2.9.A.	Develop and implement a five-year Facility Capital Action Plan that aligns with the district's vision, including maintenance, renovation or replacement of buildings, and aligns with the recommendations of the National Executive Service Corps.		X							
2.9.B.	Implementation Capital Action Plan -- Phase II in accordance with budgeting process.			X				The Facilities Committee will receive the final version of the capital plan for 21/22 at its meeting on February 17, 2021. This plan will incorporate changes the committee requested at its January 20, 2021 meeting. We are also evaluating proposed revisions to guidelines regarding school reopening practices and procedures from the CDC and ASHRAE.		The five year capital plan has undergone its 2nd year revision to include a summary of work completed in year one. Implementation of projects to be grant funded is underway. The plan, the process for tracking it and revising annually is now generally accepted.
2.9.C.	Enhance the cleanliness, orderliness and safety procedures to 2020 - 2021 re-entry plan guidelines.			X				"Adjustments to work hours of the custodial department have been made in light of the needs to continuously sanitize schools. A labor study has been completed to evaluate if staffing levels and cleaning techniques should be adjusted to achieve improved results. This study was presented to the Facilities Committee concurrently with the Finance, with final recommendations included in the departments 21/22 budget request."		Custodial services cleaning practices have adopted covid disinfecting protocols in all schools, with practices tailored for each schools operating schedule. In conjunction with school safety practices, including desk shields, social distancing and contact tracing, in-school transmission of the virus has been virtually non-existent.

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2.9.D.	Align cleanliness protocols with health guidelines in Domain I and Domain III of the re-entry plan.	X	X	X				Utilize a revised work order process to ensure that repairs are requested and services are performed in a timely manner – NESC Recommendations. Adjustments to the work order system are physically complete. Analysis of data from it has been problematic during the pandemic as other issues have taken priority. All work orders are reviewed by the Director of Facilities upon receipt, and the completion of work orders is reviewed every 2 weeks with every tradesperson. An offer has been made to a candidate for the HVAC tradesperson position. The backlog of HVAC work orders is being reviewed to assure its accuracy prior to that person starting in the position.		Staff work schedules have been adjusted to meet the operational needs of the elementary schools in anticipation of in-session instruction becoming the norm on March 15, 2021
2.10	Meal Services: Improve the dining experience for staff and students, including customer service, nutritional quality, and access to meals.				Janet Calabro					
2.10.A.	Develop and implement a plan to improve the quality and value of breakfast and lunch served to our students, including professional development for cafe staff, exposure to new healthy foods, scheduling for meal times, and cafeteria facilities based on culinary excellence.	X	X	X				A student menu survey was issued to students/households at all grades levels. Feedback from these surveys have been used to create a new format for future menus. This effort stands to incorporate this feedback and offer more options to students which meet their desired choices and include their favorite meals.		A new menu format was introduced at grades K-8 this month. This format offers two hot items daily for students along with the daily alternative options. These hot items were selected based on the response from the December Student Selection Survey. In order to offer students more of the meals they enjoy this format was created to give them this opportunity. The elementary schools show a 15% increase in average daily lunch participation and the Middle schools show a 12% increase as a result of this change.

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2.10.B.	Ensure that 100% of students have access to nutritious and appetizing breakfasts and lunches every school day.	X	X	X				Three Open Sites remain in practice of serving meals to the community daily for children and adults.		I have been coordinating a weekend food supply program with St Vincent de Paul to replace the former backpack program at the three buildings which were participating last year. The ETA is mid-march to begin this new service at Macdonough, Spencer, and Snow and once the program is established the plan is to expand it to all schools. This program makes food available to students who need nutritional support over the weekend. A pre-packaged bag of supplies goes home with these students on Fridays. Two buildings (Macdonough and Spencer) were open during the Winter Recess for families to pick-up meals for multiple days.
2.10.C.	Strengthen the relationship between café workers, parents, director, and students.		X	X				A student menu survey was issued at all grades levels. The data from this survey has been collected and used to improve the menu selections and respond to student's requests. The monthly Managers Meeting was held and focused on review of student satisfaction with new menu items. Constructive, open conversation ensued about menu acceptability and how to improve satisfaction with students. Several recipe suggestions were made which have been incorporated into future menu planning. The Student Menu Survey results were shared and used to support menu changes to meet student satisfaction.		The monthly managers meeting focus was on the planning for the new menu format an improving the presentation of the meals as we continue sending them to the classrooms. Conversation solicited the manager's thoughts and ideas about popular meals, student feedback and how to present the packaged meals with more appeal. As a result, new containers were purchased to try in order to consolidate and meal components make the look more "restaurant" in style and presentation
2.10.D.	Implement access to summer meal services at accessible locations within Middletown.		X					Initial meetings for the SLA have begun to ensure all aspects of services will be available for the 2021 SSO programs		Early stage planning for the Seamless Summer Option has begun. Contacts have been made to establish an Open Meal Site
2.10.E.	Implement protocols and procedures aligned to Domain I of the re-entry plan.			X				All protocols remain in place and practices are monitored.		All practices remain in place and practices monitored.
2.11	Transportation: Increase the efficiency and effectiveness of the transportation system for student riders and bus drivers.				Mark Langton					

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2.11.A.	Develop and revise the student code of bus conduct which clarifies expectations for behavior.	X	X	X				Bus conduct for all three tiers continues to be on the decline. This is due in part fewer students are aboard the bus for each cohort and those who are virtual. Drivers continue to closely monitor students to ensure masks are being used properly and a safe distance from other students.		Elementary students returning March 15th will be closely monitored. Continue to work with school administrators
2.11.B.	Monitor bus driver effectiveness and professionalism via bus conduct referrals, student/family reports, and video review.	X	X	X				We work with the DATTCO Safety Dept. and view video of drivers. Video shows driving behavior as well as the bus speed. Newly installed "tablets" for bus routing also provides information for each bus driver that can be monitored.		Continue to work with the DATTCO Safety Dept. and view video of drivers. Video shows driving behavior as well as the bus speed. Newly installed "tablets" for bus routing also provides information for each bus driver that can be monitored.
2.11.C.	In collaboration with Transportation Service, develop and implement a yearly professional development plan for bus monitors and paraeducators.	X	X	X				Meet at schools with driver and monitors along with paraeducators in review of Best Practices for those buses servicing each school.		Additional students returning to schools in the coming months we will adjust accordingly to keep socially distant while on the bus, proper bus conduct and wearing PPE.
2.11.D.	Create an All Hazards Transportation Safety Plan/Annex to provide alternative locations for emergency situations.	X								
2.11.E.	Implement All Hazards Transportation Safety Plan.		X	X						
2.11.F.	Implement safety, cleaning, and state guidelines outlined in Domain I and Domain III of the re-entry plan.			X				Buses are physically cleaned each day and now includes us of an electrostatic sprayer also used daily.		Buses continue to be cleaned between bus tiers both morning and afternoon. The electrostatic sprayer introduced last month continues to be used.
Goal 3: Choice and Innovative Models: Establish successful education models that promote choice and achievement through innovation.										
3.1 Expanded Learning: Maximize, expand, and extend learning opportunities to underpin student achievement by creating a K-5 Literacy Academy.					Dr. Parvey					
3.1.A.	Design K-3 Summer Literacy Academy	X			Dr. Parvey, Julie, Amy					
3.1.B.	Launch K-3 Summer Literacy Academy	X			Dr. Parvey and Elisha Carta					

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3.1.C.	Expand and launch Summer Literacy Academy to Grade 4. Implement Summer Literacy Academy using a blended model that underscores alternative scheduling and artificial intelligence solutions		X		Dr. Parvey and Elisha Carta					SLA K-5 positions have been posted.
3.1.D.	Expand Summer Literacy Academy to Grade 5. Implement blended learning approaches with new learning from Summer 2020.			X	Dr. Parvey and Elisha Carta			Meeting with key internal stakeholders occurred to discuss summer logistics as well as COVID-19 operational interventions. Budget pragmatics as well as instructional model discussed to support expansion to grade 5.		SLA K-5 positions have been posted. With ESSER II funds, Summer Bootcamp for 6-8 and CTE HS Summer enrichment offerings will be added for Summer 2021.
3.2	Expanded After School Learning: Implement a 21st Century After School Programs to decrease learning loss and increase enrichment.				Natalie Forbes					
3.2.A.	Explore and research student-led after school models	X								
3.2.B.	Apply student-led model to existing schools	X								
3.2.C.	Secure funding to add 3 additional schools	X	X							
3.2.D.	Integrate after-school model into extended day program. Implement blended learning approaches that provide families with a hybrid or remote learning experience.		X	X				21C programs at Farm Hill, Spencer, WWMS and Keigwin are providing families with hybrid and remote learning opportunities to-date. There is a new round of 21C funding to be announced for 21-22. The state of CT approved a waiver to allow 21C students to receive 1:1 tutoring by certified teachers outside school hours including weekends. The program is available to all students enrolled in 21C. Teachers at both schools have recommended a total of 119 students for participation in the program. Administrators at both schools are working with families to enrol students. The goal of the tutoring is to help bridge academic gaps exacerbated due to Covid.		Hybrid participation at 21C programming at FH and Spencer continues to strengthen. Of the 119 students recommended for in person 1:1 tutoring at WWMS and Keigwin, 16 students have enrolled at each site. There are eight teachers at Keigwin and 4 at WWMS supporting the tutoring effort. Academic, enrichment and wellness programming also continues in a hybrid format at both sites for enrolled 21C students.

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3.3	Innovative Models: Implement an innovative learning model that promotes choice and equity for families with the creation of a STEM Academy.				Dr. Parvey and Crystal					
3.3.A.	Explore and research STEM school-wide models.	X			Crystal					
3.3.B.	Establish partnership with the Buck Institution to support initial design.	X			Crystal and Michelle					
3.3.C.	Plan school-wide PD, curriculum alignment, secure resources, and support focus grades (K/5) for transformation.	X			Crystal and Michelle					
3.3.D.	Launch school-wide STEM model in kindergarten and grade four.	X			Crystal and Michelle					
3.3.E.	Deploy resources and support for kindergarten and grade four.		X		Crystal and Michelle					
3.3.F.	Plan curriculum alignment, secure resources, and PD to support focus grades for transformation (Grd 1 & 5).		X		Crystal and Michelle					
3.3.G.	Launch school-wide STEM model in grades 1 and 5.			X	Dr. Parvey, Natalie, and Michelle			THE STEM coach and teachers are heavily focusing on PBL right now. The teams have spent time meeting with a PBL consultant to modify our current interdisciplinary units of study. Discussions will occur during February to reflect on implementation and revise next steps for grades 2 & 3. Work continues with developing PBL based interdisciplinary units in grades 1 & 5, and increasing student exposure to PBL and EDP language and visuals.		THE STEM coach and teachers are heavily focusing on PBL right now. The teams have spent time meeting with a PBL consultant to modify our current interdisciplinary units of study. Discussions will occur during February to reflect on implementation and revise next steps for grades 2 & 3. Work continues with developing PBL based interdisciplinary units in grades 1 & 5, and increasing student exposure to PBL and EDP language and visuals. Lottery meetings/planning have started -- video creation and SGC support to launch as a district choice school.
3.3.H.	Deploy resources and support for phase I (kindergarten and grade 4) and phase II (grades 1 and 5) cohorts.			X	Dr. Parvey, Amy, Natalie, and Michelle			The STEM coach continues to support use and implementation of purchased resources and embedded curricular resources with teachers during units of study. All resources are considered in the PBL interdisciplinary unit development.		The STEM coach continues to support use and implementation of purchased resources and embedded curricular resources with teachers during units of study. All resources are considered in the PBL interdisciplinary unit development.

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3.3.I.	Plan curriculum alignment, secure resources, and PD to support focus grades for transformation (Grades 2-3). plan for initial launch of district choice school.			X	Dr. Parvey, Natalie, and Michelle			PBL PD delivered on Wednesday, January 27.		Professional development around PBL has been ongoing -- STEM Coach delivering support/coaching with grade 2 and grade 3
3.4	Innovative Models: Implement an innovative learning model that promotes choice and equity for families with the creation of an International Baccalaureate (IB) World School.				Dr. Parvey					
3.4.A.	Explore and research application process for Primary Years Programme.	X			Crystal					
3.4.B.	Visit IB World Schools in Connecticut.	X			Crystal					
3.4.C.	Discuss and explore next steps to start application/transition process	X			Crystal					
3.4.D.	Provide professional development for IBO Authorization.		X		Dr. Parvey, Natalie Forbes, and Michelle					
3.4.E.	Initial IBO evaluation and recommendations of requirements.		X	X	Dr. Parvey, Natalie Forbes, and Michelle			At IB check in meeting. it is determined specific PD hours need to be allocated, along with time to meet IBO requirements with fidelity. Moving specials teachers to full time will allow school to engage these teachers in writing or transdisciplinary units as well as implement.		
3.4.F.	Application accepted of IBO World School.			X	Dr. Parvey, Natalie, and Michelle			School is still preparing for the authorization process. IB leadership team has identified strategies to address curriculum writing needs to meet authorization. We are unsure about the exact date of IB authorization as timeline may be affected by Covid (reviewer in person visit and similar).		The Lawrence paras just completed their Level One training this past week. School is still preparing for the authorization process. IB leadership team has identified strategies to address curriculum writing needs to meet authorization. At this time the IB authorization visit is scheduled for October (there is a possibility that it may vary due to Covid delays). Reviewer online preparatory visit in advance of authorization visit will likely be April, pending confirmation.

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3.4.G.	Candidate Phase-- plan for initial launch of district choice school. District Discussion for '21/'22			X	Dr. Parvey, Natalie, and Michelle			Working toward the goal of authorization for Fall 2021		Working toward the goal of authorization for Fall 2021
3.5 Innovative Models: Implement an innovative learning model that promotes rigor and relevance with the creation of Quad D Learning and Laboratories.					Dr. Conner and Dr. Parvey					
3.5.A.	Design Phase I of "Quad D Learning Laboratories," including focused PD for teachers at Snow and Moody.	X			Dr. Conner					
3.5.B.	Implement Teacher Lesson Observations for "Learning Lab" -- modified implementation for practice.	X			Dr. Conner					
3.5.C.	Design of Enrichment with Expansion of Summer Learning Opportunities for Grades 6-8	X	X	X	Dr. Conner and Natalie			Meeting scheduled then cancelled. It is anticipated that a meeting will be set for February.		Planning for expansion of summer learning opportunities have started for grades 6-8 to support federal and state goals of accretion and recovery. The development of this framework will be created in March -- STEAM and explicit skill instruction in K-5 will be the focus.
3.5.D.	Launch Phase II of "Quad D Teacher Instructional Laboratory," including school-wide/Quad D teacher professional development.		X		Dr. Conner					
3.5.E.	Launch Phase I of "Quad D Learning Lab" -- Cohort I Teachers and Moody and Snow		X		Dr. Conner and Dr. Parvey					
3.5.F.	Provide professional development in accordance to research around Hattie and mind frames for specialized designs with Farm Hill, Wesley, Snow, and Moody			X	Dr. Conner and Dr. Parvey			Office and Teaching and Learning as well as principals have started professional learning with Dr. Lofton from the International Center for Leadership in Education. Individual leadership coaching has been outlined to support focus on instruction in a hybrid learning environment.		Individual principal coaching around the Rigor/Relevance Framework focused on instructional leadership is occurring. Dr. Lofton is working on an individual basis with members of the Office of Teaching/Learning
3.5.G.	Create the expansion of "Quad D Schools" with four portfolio schools in response to the COVID-19 pandemic			X	Dr. Conner and Dr. Parvey			Official kick-off for portfolio schools started with introductory meeting with Dr. Lofton.		Meeting with principal cohort is ongoing with portfolio schools -- including concentrated professional learning with Waggle

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3.5.H.	Implement the artificial intelligence solution Waggle in all "Quad D" portfolio schools.			X	Dr. Conner, Dr. Parvey, and Elisha Carta		Launch of Waggle continue to be implemented with coaching support provided to teachers. Elisha Carta (K-5 Blended Learning Coach) and Scot Peaslee (7-12 Blended Learning Coach) will be identifying coaching modules to support teachers with AI solution. Meeting with leaders of the AI solution will occur in February to discuss changes and refinement with digital solution.		Launch of Waggle continue to be implemented with coaching support provided to teachers. Elisha Carta (K-5 Blended Learning Coach) and Scot Peaslee (7-12 Blended Learning Coach) will be identifying coaching modules to support teachers with AI solution. Meeting with leaders of the AI solution will occur in February to discuss changes and refinement with digital solution. Specific coaching cycles have been established for K-5; 6-8 specifically for leveraging HMM Growth Measure to inform instruction.	
3.6	Grades 6-8 Vertical Alignment: Restructure the middle school model to promote rigor, innovation, agency, and student relevancy				Dr. Conner and Dr. Parvey					
3.6.A.	Create and implement the Middletown Middle Grades Innovation, Integration, and Improvement Committee.	X	X	X	Dr. Conner					
3.6.B.	Research best practices for organizational structures, innovation programs, and designs within committee.	X	X	X	Secondary Curriculum Supervisors		Extensive discussion occurred at the Curriculum Leadership Team meeting where members unpacked the IFL nine Principals of Learning. The PoL will be the lens with which all curricular work will be developed and revised. The IFL report for Curriculum Supervisors will meet with the CAO in February to identify next steps for implementing the report recommendations for ELA and Science.		A curriculum writing professional learning workshop will be developed to support all teachers who will work on curriculum this spring and summer. This approach will ensure best practices are used consistently to develop district-wide curricula. Current focus is on creating structures to support reentry of students to the physical school environment.	
3.6.C.	Conduct interdisciplinary/personalized learning pilot in grade 8 and analyze for next level implementation.-- structure PD support for January.	X			Secondary Curriculum Supervisors					
3.6.D.	Implement year two of the Middletown Middle Grades Innovation, Integration, and Improvement Committee.		X		Dr. Conner					

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3.6.E.	Research best practices for organizational structures, innovation programs, and designs within committee--SLCs and flexible/variable schedules.		X		Dr. Conner and Secondary Curriculum Supervisors					
3.6.F.	Implement vertical interdisciplinary teams in grades 6-8.		X		Secondary Curriculum Supervisors					
3.6.G.	Implement SLC Structure in Keigwin Middle School and Woodrow Wilson Middle School.		X		Secondary Curriculum Supervisors					
3.6.H.	Implement year three of Middletown Middle Grades Innovation, Integration, and Improvement Committee.			X	Dr. Conner					
							Middle Grades Design, Integration, and Improvement Committee met on January 21, 2021. Communication prototype was presented to the committee with feedback provided to the work groups. Dr. Jeff Dillon (Superintendent of Wilder Public Schools) was a guest speaker to discuss competency-based learning and potential operating elements that could be adopted/modified at Beman Middle School.			Planning for March's meeting -- focus on Small Learning Communities and STEAM curriculum (BETA pilot implementation) for Beman Middle School.
3.7	Student Voice: Provide resources, tools, and structure that empower students in their own learning behaviors to strengthen positive relationships with adults				Dr. Conner					
3.7.A.	Design and implement Task Force.		X							
3.7.B.		X								
3.7.C.	Research student-led conferences at KMS and WWMS -- CSSR support.		X							
3.7.D.	Research SLC Middle School Model CSSR support.		X							
3.7.E.	Implement student-led conferences in all secondary schools			X						
							Due to COVID, secondary leaders will discuss process to support student-led conferences with traditional functions. Student-led conferences will be implemented in totality starting the '21/'22 academic year.			WWMS and MHS planning for remote student-led conferences. Framework is being developed for conferences.

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3.7.F.	Design and create the Superintendent's Youth Council.			X	Dr. Conner and Natalie			The first Student Hackathon to inform the Superintendent's Youth Council was held on 1/20. Students contributed several ideas that had not previously been considered. A second Hackathon will be scheduled to further expand on the draft of the Council structure.		The second student Hackathon was held 2/26 with participation of 15 HS students. Some excellent feedback was received.
Goal 4: Collaborative Learning Environments: Create nurturing, healthy, and safe learning environments that are inclusive and engaging for all students, families, and staff.										
4.1	Family Partnerships: Strengthen families' multiple roles as they support, monitor, and advocate for student success and engagement-- Community Conversations and State of Union Address	X	X	X	Donna Marino			Working with the NAACP for a series of parent workshops. Scheduled for Feb. 17 (elementary) & 25(middle), Mar 2(MHS). This affinity group work aligns to the DELT		NAACP will report back to Dr. Conner on these Affinity meetings. Rolling out Learning Guides for Hybrid and Remote Learning from CPRL out of Columbia University. These guides were presented to the home visitors on Feb. 24th and to the ACM on Feb. 25th. Next steps for district roll out being planned.
4.1.A.	Build capacity of parents (via professional development) using the "Dual Capacity Framework" and Joyce Epstein's Framework for six types of involvement to honor and recognize family and community strengths and multiple roles-- develop family engagement plan.	X	X	X	Donna Marino			Our Middlesex County PLTI class started on Jan 21 with 17 students. Work continues with the state advisory board around the Dual Capacity Framework, Linking Family Engagement to Student Learning and Communication with possible PD for Middletown staff. Reviewing Equity based Family Engagement PD. PLTI alumnus and Sped Staff hosted a Parent Unconference for Parents of Special Needs Children on Jan 27 with 40 in attendance. Outcomes will be shared next month.		Our Middlesex County PLTI class continues with 17 students in their 5th week. Work continues with the state advisory board around the Dual Capacity Framework, Linking Family Engagement to Student Learning and Communication with possible PD for Middletown staff. Reviewing Equity based Family Engagement PD. PLTI alumnus and Sped Staff planning a March 23rd Parent Unconference for Parents of Special Needs Children. Favorable Outcomes from the January Unconference: It was nice to hear what others do for their children who have same needs as mine Felt it was a safe space free from judgement where people truly wanted to be supportive and helpful The number of staff available to answer questions Getting to meet some other parents and staff in the community. Ability for staff and parents to come together and have an open discussion.

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4.1.B.	Implement and monitor the family engagement plan (Nellie Mae Plan) for the district and schools using the "Dual Capacity Framework" and Joyce Epstein's Framework for six types of involvement.	X	X	X	Donna Marino			"Supper with the Super" scheduled for March 3 with a focus on the School Leadership Councils.		"Supper with the Super" scheduled for March 3 with about 35 participants expected, representing all 11 schools. Goals for evening: Ambassadors for Governance and SLC, Learn more about School Autonomy, Learn about the new SLC policy and its guidelines, Support each school with school leadership Councils, Opportunity to share and meet parent leaders from Middletown Schools.
4.1.C.	Family Outreach Models will support School Readiness and MSEL (Middletown Social Emotional Learning Initiative)	X	X	X	Donna Marino			FSC caseload: 48 open families for the 5 Visitors. Posting out with a closing date of 12/18 and then extended to hire 2 home visitors to cover 4 more elementary schools. After two rounds of interviews we have not yet found a qualified Home Visitor. The FSC Team has designed a new impact survey for their clients which will be given twice per year assessing trust, comfort level, school communication, goal growth, resource & referral support. FSC team also moving their paper intake and data forms to Excel for better data reporting. Forms include intake, Community Life Skills (CLS) and the Parent Involvement Inventory. Data reports will be produced twice per year measuring impact. Reports March and September being designed.		FSC Caseload at 48 open families for the 5 home visitors. Will have another round of FSC Home Visitor interviews in the beginning of March, 2 new candidates have applied. Data entry taking place on new online forms. Data reports will be produced twice per year measuring impact. Reports for March and September being designed.
4.2	Climate: Create a positive learning and working environment that fosters caring and respectful relationships				Michael Skott, Michelle G., and Dwight					
4.2.A.	Define and communicate restorative practices model in Middletown Public Schools.	X			Dwight, Michelle G.					
4.2.B.	Train elementary restorative practices coaches in classroom circling.	X			Dwight, Michelle G.					

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4.2.C.	Elementary restorative practices coaches observe, model, and co-facilitate classroom circles.	X			Dwight, Michelle G.					
4.2.D.	Elementary restorative practices coaches co-facilitate and/or support teachers in classroom circles.		X		Dr. Parvey, Dwight, Michelle G.					
4.2.E.	Train secondary restorative practice coaches in classroom circling. Secondary restorative practice coaches observe, model, and co-facilitate classroom circles.		X		Dr. Conner, Dr. Parvey, Dwight, Michelle G.					
4.2.F.	Equity facilitator trains school leaders in restorative conferences.		X		Dwight, Michelle G.					
4.2.G.	Secondary restorative practices coaches co-facilitate and/or support teachers in classroom circles.			X	Dwight, Michelle G.		RP coaches are working closely with building Equity Coaches to plan and support coaches during Equity monthly meetings. Several RP coaches are co-facilitating/ planning Zoom break out room during these monthly meetings.		RP coaches are working closely with building Equity Coaches to plan and support coaches during Equity monthly meetings. Several RP coaches are co-facilitating/ planning Zoom break out room during these monthly meetings.	
4.2.H	Implement restorative conferences to support discipline practices.			X	Dwight, Michelle G.		Meetings with Equity Facilitator and Project AWARE are continuing. Equity Facilitator is also attending District MSELI meetings to collaborate on supporting identification and discipline practices.		Meetings with Equity Facilitator and Project AWARE are continuing. Equity Facilitator is also attending District MSELI meetings to collaborate on supporting identification and discipline practices.	
4.2.I.	Develop and implement training model for adults who work with students in a non-academic setting.			X	Dwight, Michelle G.		Meetings with Equity Facilitator and Project AWARE are continuing. Equity Facilitator is also attending District MSELI meetings to collaborate on supporting identification and discipline practices.		Meetings with Equity Facilitator and Project AWARE are continuing. Equity Facilitator is also attending District MSELI meetings to collaborate on supporting identification and discipline practices.	
4.3	Early Social-Emotional Learning: Develop Social-emotional learning and intervention frameworks at elementary schools.				Sara Alberti					

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4.3.A.	Launch Middletown Social Emotional Learning and Intervention (M-SELI) models at 2 elementary schools, including professional learning activities to support framework implementation.	X								
4.3.B.	Create and refine a Scientific Research Based Intervention (SRBI) team and develop systems, processes, tools and interventions for the SEL/SRBI framework and schedule meetings for year-	X	X							
4.3.C.	Identify and secure resources (including funding streams) to support the M-SELI framework including the Working, Reflecting and Problem Solving (WRAPS) intervention room, a universal screener for SEL and intervention curriculum, including the purchasing of assessments, materials, and human resources.	X	X							
4.3.D.	Conduct an analysis of year 2 outcomes to make program, budgetary and staffing recommendation for implementation of M-SELI at additional elementary schools.		X							
4.3.E.	Complete launch of M-SELI at 2 additional elementary schools.			X						

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4.3.F	Utilize grant and available Covid-19 funds to further develop the MSEL and Mental Health MTSS Framework District Wide in order to meet ongoing need in SEL, mental health and wellness as well as emerging need related to Covid-19 and school closure.			x				Extended DESSA strengths based SEL screener contract for additional licenses to rollout MSEL at Snow. 33 staff members have begun the Mindful Schools training, asynchronous SEL course to benefit staff wellness and student SEL in the classroom, through March. Empowering Education SEL curriculum k-8 (English and Spanish) contract is effective. In planning phases for staff PD and rollout all schools k-8. Staff wellness efforts across QPR suicide prevention training (all schools, and district cafeteria staff), Mindful Schools 3 month wellness course, MSEL led self-care drop ins, and formal wellness/SEL PD on remote Wednesday 1/20/21.		Mindful schools SEL training for staff will continue this month in the next level of the course: 201 for 33 staff members district wide. Empowering Education, new SEL curriculum, professional learning session for staff k-8 on 2/24/21. Both the Mindful Schools staff SEL professional development and Empowering Education, evidence based SEL curriculum in English and Spanish k-8 were purchased with Covid-19 CARES relief funds to support teacher learning and SEL instruction and expansion within distance learning. QPR suicide prevention efforts and staff learning continuing district wide, and has been completed at all schools and for district cafeteria workers. In process for suicide prevention training for custodians and bus drivers. Continued staff wellness PD offered by MSEL leadership on PD Wednesdays.
4.3.G	Identify and measure effective district practices through use of data analysis and improved data literacy within the MSEL/MTSS frameworks to evaluate impact and measure success (i.e. Project AWARE, SHAPE & DESSA assessments, etc.)			X				Collaboration with Director of Food Services to access F/R lists, to ensure equitable MSEL referral and outcome data for this subgroup. New data literacy systems are in place at all existing MSEL elementary schools 6/8. 7th elementary school (Snow) will be onboarded with the new data system in February. Data entry has begun and is informing progress monitoring, and data-based decision making within MSEL leadership teams. Data analysis will inform student and programmatic decisions, including ensuring equitable referral systems and outcome data across all demographics. SHAPE assessment completed at 9/11 schools.		Collaboration with Director of Food Services to access F/R lists, to ensure equitable MSEL referral and outcome data for this subgroup. New data literacy systems are in place at all existing MSEL elementary schools 6/8. 7th elementary school (Snow) will be onboarded with the new data system in February. Data entry has begun and is informing progress monitoring, and data-based decision making within MSEL leadership teams. Data analysis will inform student and programmatic decisions, including ensuring equitable referral systems and outcome data across all demographics. SHAPE assessment completed at 9/11 schools.
4.4	Wellness: Create healthy, safe, and positive learning environments for staff, teachers, and students.				Mary Emerling					

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4.4.A.	Identify staff needs/wants regarding district offerings for health and wellness program (e.g. survey).	X		X				1/31/21a restructuring for addressing wellness in the wake of the pandemic is underway. Personnel has been identified to collaborate and develop employee health and wellness mechanisms that meet the needs of the employees.		3/2/21 While effort to offer district-wide health and wellness events will continue, employee wellness efforts will move toward a school-level endeavor. A localized approach is hoped to best identify the unique needs of employees in their own schools and engage employees in efforts that directly impact them during the work day.
4.4.B.	Identify coordinate and/or develop and implement monthly health learning opportunities for district staff. Alignment to Domain III of re-entry plan.	X	X	X				1/31/21 Changes in protocols such as student athlete evaluation and quarantine/isolation protocols have been updated in keeping with new federal and state directives as new information emerges. Messaging around self care, tips and resources continue to be shared with employees via email.		3/2/21 Copper Beech Institute presented a 1.25 hour workshop on Mindfulness for participating employees.
4.4.C.	Identify accessible mental and physical health resources for district staff to maintain or improve personal health and well-being.	X	X	X				1/31/21 Staff are reminded regularly of EAP, invited to online local and state mental health informational lectures and "breaks" that include self care information. Copper Beech Institute will be providing a district-wide event around the topic of using Mindfulness for stress reduction at the end of Feb.		3/2/21 A weekly group mindfulness practice link has been created and shared with district employees. Staff wanting to practice stress reduction via mindfulness and meditation can enter/exit the .5 hour session as time allows in their school day.
4.4.D.	Strengthen and support Social-Emotional and Equity models to create a culture where students, staff and families are ready for working and learning (e.g. Resilience Collaborative) by expanding wellness program based upon staff survey and participation levels of previous year.		X	X				1/31/21 State and community events in which MPS families and staff can join are shared as they become available with the school nurses for distribution to their schools.		3/2/21 Discussion around employee wellness, alignment of opportunities and practice is on-going. 3/8/21 The employee wellness model will be revised to integrate employee wellness into school level efforts. Employees will determine the needs for their schools and develop action plans based on resources. This work will be integrated into existing workgroup meetings such as the Climate Committee Meetings.

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4.4.E.	Create and/or participate in opportunities for community involvement through partnerships with civic, environmental and/or health groups (e.g. Walk to School Day, compost project)		X	X				1/31/21 A grant was recently secured via collaboration with MPS physical education staff and local Green Streets organization to send PE staff to a bicycle training course. It is hoped that the training will lend itself to programming that will enhance staff and student participation in Walk/Bike to Work events and habits. Copper Beech Institute will be providing an district-wide event around the topic of using Mindfulness for stress reduction at the end of Feb.		3/2/21 Outdoor and community initiatives and events will be identified and shared with district staff as they become available.
4.5	School-Based Autonomy: Develop School Advisory Councils (SACs) at all schools to increase autonomy and engage the community in the decision-making process.				Donna Marino					
4.5.A.	Continue to build capacity and diversity of parents to serve on Middletown SACs at all schools to increase the autonomy and engage the community and families in the decision -making process.	x	x	x				Our Middlesex County PLTI class started on Jan 21 with 17 students. Gathering Governance & PTA leaders on March 3 for 2020-21 school year to learn more on SLC's. PLTI alumnus and Sped Staff hosted a Parent Unconference for Parents of Special Needs Children on Jan 27 with 40 in attendance. Outcomes will be shared next month.		"Supper with the Super in March will have about 35 individuals from a 11 schools to learn more about SLC and Governance with goals to create ambassadors for all councils. Our Middlesex County PLTI class continues with 17 students in their 5th week. Work continues with the state advisory board around the Dual Capacity Framework, Linking Family Engagement to Student Learning and Communication with possible PD for Middletown staff. Reviewing Equity based Family Engagement PD. PLTI alumnus and Sped Staff planning a March 23rd Parent Unconference for Parents of Special Needs Children. Favorable Outcomes from the January Unconference: It was nice to hear what others do for there children who have same needs as mine Felt it was a safe space free from judgement where people truly wanted to be supportive and helpful The number of staff available to answer questions Getting to meet some other parents and staff in the community. Ability for staff and parents to come together and have an open discussion.

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4.5.B.	Restructure, redesign, and retrain the existing 6 schools in partnership with SDE to create the Middletown SAC Model.	X		X				Meeting with Dr. Conner to discuss framework development for School Leadership Councils framework and visualization aligned to high leverage practices that will be defined.		Regulation with the framework being reviewed again by the administration union and then will be reviewed by our Attorneys.
4.5.C.	Introduce, secure resources, and support focus for the SAC model to the remaining 5 schools in partnership with State Department of Education	X								
4.5.D.	Work with the Board of Education to revise or develop new policies to align with the Middletown SAC Model.	X	X	X				SLC Policy 1211 approved on January 12th at the BOE Meeting with an Effective date of September 2021. Will also review the Parent Involvement policies for alignment in March.		Still reviewing the Parent Involvement policies for alignment in March.
4.5.E.	Implement Middletown SAC Model in all schools, including the provision of differentiated supports by cohorts/need.		X	X				For Jan - Mar: Gathering Governance & PTA leaders for 2020-21 school year for March 3rd at the "Virtual Supper with the Super". Planning 1-on-1 Meetings with principals to gather input and buy-in into the design and implementation process. Will create example/template by-laws for schools. Feb. - June: Will design School Recruitment process and support plan, review recruitment and support plans with Principals with the goal of SLC teams in place by Fall 2021, Reconvene SLC designers from Feb '19 for review & start of recruitment, Presented to ACM on Jan. 27th for feedback, Create a Governance/Advisory Brochure for recruitment and relevant material for Launch, Engage FRC & FSC staff for recruitment (ongoing). Use upcoming community conversations and Parent Leadership classes and alumni to recruit for future councils (Jan - Sep '21)		Timeline for SLC Implementation , Highlights: Policy implementation for Sept. '2021, handbook, recruiting, trainings for Spring'2021.
4.5.F.	Secure resources and support focus to implement the SAC model		X	X				Plan includes 1 on 1 meetings with Principals, Template Bylaws, recruitment plan, reconvene parent designers, Governance Brochure and trainings.		Plan continues on 1 on 1 meetings with Principals, Template Bylaws, recruitment plan, reconvene parent designers, Governance Brochure and trainings.

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4.5.G.	Continue monitoring and refining implementation of Middletown SAC Model, including the provision of differentiated supports by cohorts/need.			X				Continue design of evaluation process to include (SY2122): Survey SLC members, Interview Principals, Annual meeting with co-chairs and Superintendent to evaluate SLC's meetings and process.		Monitoring and evaluation Timeline established through 2022. Continue design of evaluation process to include (SY2122): Survey SLC members, Interview Principals, Annual meeting with co-chairs and Superintendent to evaluate SLC's meetings and process.
4.6	Safety and Security: Strengthen school security through professional training, capital improvements and technology to ensure staff and student safety.				Marco Gaylord					
4.6.A.	Create a three-year budget for technology upgrades in regards to front office entry and visitor validation.	X	X							
4.6.B.	Develop a plan to address the safety and security needs during after school activities, sport events, evening activities, and summer camps/activities.	X	X							
4.6.C.	Revise the District All Hazard Emergency Plan and improve the skills and qualification of our district safety team.	X	X	X				MPS building leaders and safety personnell were given and update at ACM meeting. Training and review of platform will be scheduled in early March		MPS building leaders continue to schedule safety drills and meet monthly with school's safety team to review performance of drills and discuss any area that needs improvement. District Safety team recieved ARC training and review of new additions to the platform.
4.6.D.	Implement a plan that increases the number of qualified campus security officers.		X	X				The 2021-2022 Security budget submitted with the reccomended additional campus safety officers, secondary school hallway monitors, and a director of safety and security.		

