

| Monitoring of Strategic Operating Plan (Feb. 2019 to June 2019) | | | | | Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule | Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule | Status coding: Green - Complete, Yellow - On Track, Red - Behind Schedule | 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 & Learning | | | | | Date of Progress Monitor: | Date of Progress Monitor: | Date of Progress Monitor: | Date of Progress Monitor: | Date of Progress Monitor: | | | | | | |
| Goal 1: Improve student's ongoing readiness and learning opportunities by creating accessible, innovative, and personalized environments to close the preparation, opportunity, and | | | | | Timeline for Implementation | Lead Staff | Performance Measure(s) | Progress Monitoring February 2019 | Progress Monitoring March 2019 | Progress Monitoring April 2019 | Progress Monitoring May 2019 | Progress Monitoring June 2019 | | | |
| Coding | Strategy & Implementation Steps | 18-19 | 19-20 | 20-21 | | Status | Notes | Status | Notes | Status | Notes | Status | Notes | | |
| 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. | | | | CAO | 1, 2, 3, 4, 5,6,7,8,9,10, 21 | | | | | | | | | |
| 1.A. | Research, develop rubrics a variety of quality rubrics, including equity, rigor & relevance, and UDL to evaluate curriculum--make recommendations to BoE in April to plan for redesign process. | X | | | | | Elementary pilot groups at Snow and Wesley have completed a five lesson sequence (ELA and Math) with embedded UDL checkpoints. These lessons will be implemented in March. | | UDL pilot teams presented their units at the final UDL training. Snow and Wesley teams will create another five lesson sequence (ELA and Math) for the 2019-20 school year. Trainings will take place by end of October 2019 for all schools to provide staff with background knowledge in order to work on curriculum and incorporate UDL into IDT discussions. | | UDL trainings have been completed and for secondary (HS) ELA; one unit has been developed and piloted. Summer curriculum work as been established to continue to develop the HS ELA department UDL models. During the April PDES days, teachers used the time to reformulate the UDL units to fit in a 90 minute block. | | UDL model units have been completed and summer curriculum work at the HS for ELA was focused on continuing to revise units with the UDL lens. Elementary UDL pilot units have been completed and all schools are signing up for their UDL staff overview training to take place in the fall. Elementary summer curriculum work will include revising the curriculum with the UDL lens. | | |
| 1.B. | Implementation of District Equity Leadership Team (DELT) plan. | X | X | X | Michelle | | The DELT was accepted into SERC second year of "Courageous Conversations & Courageous Leadership: Moving the Racial Dialogue to Systemic Racial Equity Transformation". As part of this consortium, them team will receive technical assistance in implementing MPS Racial Equity Plan, developing community support for the MPS Racial Equity Plan, and capacity building at PEG's National Summit. | | The DELT has their coaching session with Tony Hudson from Pacific Education Group. They received coaching on how to better use the protocol, conditions, and agreements to coach and assess progress of district leaders and school community. | | Six members of the DELT attended the Dismantling Systemic Racism Conference. Members networked with other districts regarding racial equity plans, programming, and opportunities for collaboration. | | DELT Members participated in conference call/webinar held by SERC on how to move forward with their Racial Equity Plan for the 2019-2020 school year. Group discussed challenges and how SERC will support DELT in implementing MPS Racial Equity Plan. | | School equity coaches were identified and hired. Equity coaches, district administrators, and instructional leaders (70 participants) participate in the Beyond Diversity training. This is a goal found in Pilar II of the MPS Racial Equity Plan to have all district employees receive the Courageous Conversations protocol. |

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| 1.C. | Redesign the curriculum by using a variety of quality rubrics, including equity, rigor & relevance, and UDL. | X | X | | Keri, Pat, Crystal, Amy and Julie, Liz M. and Amy C. | | We have used the rigor and relevance rubric to guide our work in developing the performance tasks for the interdisciplinary units. | | For grades 7 and 8 unit one on most teams has been completed. Teachers are working on the pacing guides. The HS team has completed and piloted their UDL units. | | Teachers at WWMS have used PDES time to work collaboratively on interdisciplinary units for next year. There is additional time for further work during the summer as well. At Keigwin, they have used some PDES time for interdisciplinary unit development, but are now getting release time to get caught up to other grade levels. | | At the HS level, ELA teams have completed summer work to further implement UDL standards in each unit. Work will continue next fall as well. At the middle school level, curriculum revision has been focused on creating interdisciplinary units with performance tasks that demonstrate mastery of all of the unit competencies. | | |
| 1.D. | Start realignment of curriculum in grades K-5 via summer work for leaders/practitioners. | | X | | Amy and Julie | | | | | | | | | | |
| 1.E. | Implement Phase I of curriculum redesign for rigor, relevance, and equity in K-5 content-areas. | | | X | Amy and Julie | | | | | | | | | | |
| 1.F. | Start realignment of curriculum in grades 6-8 via summer work for leaders/practitioners. | | | X | Keri/Pat/Crystal/Liz M. | | Curriculum work has been established, we are waiting to see how much of the work we can finish this year so that we can make a more specific plan for what will need to happen over the summer. | | Pacing guides are currently being completed for the first unit. We anticipate that unit 2 will be started during the summer months. | | Summer curriculum hours have been planned and approved for June. | | Summer work has been completed and the first two units of interdisciplinary for grades 6-8 have been developed. These units will need further revision as the teachers teach the units for the first time next year. Next year, teachers will also continue to build the last two units. | | |
| 1.2 | Personalized Learning: Using a multi-tiered instructional model, implement a learning program that personalizes instruction for all students | | | | CAO | 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 21 | | | | | | | | | |
| 1.2.A. | Create a consensus definition of personalized learning. | X | | | Michelle | | Director of Instructional Technology & PD is currently supporting Leadership Academy participant at Woodrow Wilson lead a blended learning study group. This group is gathering an understanding of blended learning, including personalized learning, and learning strategies for implementation. Group will share their learning with entire staff at a later date. | | The district curriculum team along with superintendent participated in a community conversation in which blended and personalized learning were identified and model provided in relation to grade 8 math instruction. A Wilson teacher cohort also finished their series on blended learning culminating with how they were going to forward with making more personalized and blended learning opportunities for students. | | Wilson principal, Math Supervisor, and other team members are giving specific, intentional focus on the grade 8 math model that is grounded in personalized learning. There is weekly planning for professional development, communication for the community, and curriculum writing and coaching. | | Grade 8 Math team participated in 3 day curriculum writing process to adapt Illustrative Math Units to use in a personalized learning environment. | | Grade 8 Math team, with the support of the Curriculum Committee, has adopted a personalized learning platform to support the new grade 8 math model. |

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| 1.2.B. | Implement Phase I of Edgenuity platform for Elementary Cohort 1. | X | | | Julie | | Edgenuity Midyear Review 2/4/19-Data from 8/30-1/23: Students spend average of 19 hours on Pathblazer in Math, completing an average of 9 activities per week and an average activity score of 73.3%. Average NWEA RIT gains from fall to winter ranged from 9-12 points depending on the math domain. Students spend average of 8.6 hours on Pathblazer in Reading, completing an average of 5 activities per week and an average activity score of 81.6%. Average NWEA RIT gains from fall to winter was 12 points. | | PLCs: Snow 3/5, Lawrence 3/6, Moody 3/7, Wesley 3/8. PLCs focused on pulling and utilizing the following reports from Pathblazer: Attendance Report and Progress Summary Report. Teachers have been focusing on goal setting with students and increasing consistency with conferencing. | | PDE 4/29/19-Lawrence, Wesley and Moody School participated in a Pathblazer Year in Review PD to reflect on successes of Year 1 implementation, lessons learned and to begin thinking ahead to Year 2 implementation. Trainings and coaching have been scheduled for Cohort 1's Year 2 implementation. | | PLCs: 5/29-Lawrence School-teachers grades 2-5 shared growth data, challenges, successes and next steps for Year 2. District data team action research goal was met for 70% of students to meet their growth goals for the Cohort 1 Pathblazer Schools. | | PLCs: 6/3-Snow & Moody and 6/4-Wesley-teachers grades 2-5 shared growth data, challenges, successes and next steps for Year 2. June 5th end of year pathblazer data review meeting took place to share district and school wide data related to NWEA growth and proficiency. | |
| 1.2.C. | Implement K-1 pilot of Edgenuity platform. | X | | | Julie | | Classroom visits and PLCs took place on 2-15-19. Grade 1 pilot-classroom visits focused on conferencing using student portfolios and using data from reports to drive instruction. | | Grade 1 pilot- teachers have begun conferencing with students. PLCs focused on pulling and utilizing the following reports from Pathblazer: Attendance Report and Progress Summary Report. | | Grade 1 teachers at Snow School are continuing to implement a Pathblazer pilot for math. They remain focused to increase consistency with conferencing, holding students accountable for their learning and analyzing data. | | Grade 1 data from Snow School compared to district after Pathblazer pilot implementation Oral Counting-District: 66%; Snow: 62% Number Identification-District: 62%; Snow: 71% Quantity Discrimination Measure- District: 79%; Snow: 82% Missing Number Measure- District: 80%; Snow: 76% | | This pilot will not be continued into Year 2 because grades K-1 will be implementing Footsteps to Brilliance. | |
| 1.2.D. | Develop a plan for personalizing student learning. | | X | | Michelle | | Quotes were gathered for the expansion of the pilots at the MS. Community Conversations were dedicated to answering parent concerns about the new model. | | I attended the Highlander Institute this weekend and presented the blended learning model that MPS has adopted and outlined the steps we took to begin the implementation. MS ELA has the PD days planned for May and principals have provided coverage for PD needed to expand the pilot. | | | | | | | |
| 1.2.E. | Implement Phase 2 for Elementary Cohort I (K-1) /Elementary Cohort II and Middle Schools (Gr 6). | | X | | Julie/Pat/Ke ri/ Crystal/ Liz M. | | | | | | All training and coaching dates have been chosen for Cohort 1 and Cohort 2 implementation for the 2019-2020 school year. Initial planning stages are in place. | | Cohort 2 teachers had their initial Pathblazer training on May 6th with Lorine. Cohort 1 teachers had a wrap up PD on April 29th to share ideas, strengths, next steps across grade levels into their schedules. Grade 6 ELA has complete the first round of training for Edgenuity UpSmart and will continue training in Aug | | Cohort 2 training will take place on August 27th- teachers in grades 2-5 will set up classes, explore the program expectations and schedule Pathblazer implementation into their schedules. Grade 6 ELA has complete the first round of training for Edgenuity UpSmart and will continue training in Aug | |
| 1.2.F. | Implement Phase 3 for Elementary Cohort II (K-1) Middle School (Grds 7 & 8). | | | X | Julie/Pat/Ke ri/ Crystal/ Liz M. | | | | | | Training dates have been planned for middle school teachers in June and in August in station rotation and with the Edgenuity reps for program training. | | | | | Grade 7 and 8 ELA have had the initial UpSmart Edgenuity training and will participate for the second half in Aug. |

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| 1.3 | Accessible Instruction: Utilize Universal Design for Learning (UDL) principles to design and deliver accessible instruction. | | | CSS&SI | 1, 2, 3, 4, 5,6,7,8,9,10, 21 | | | | | |
| 1.3.A. | Launch tiered UDL projects at 3 district schools. Identify human resources, develop framework and conduct professional development. | X | | Amy Clarke | | Completed | | Previously achieved | Previously achieved | Previously achieved |
| 1.3.B. | Implement SERC professional development, technical assistance and coaching models with Curriculum Leadership Team and school based teams. | X | | Amy Clarke | | Technical assistance and coaching sessions have been completed for the 2018-2019 school year. | | Previously achieved | Previously achieved | Previously achieved |
| 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 | | Amy Clarke | | In Progress of implementing pilot units | Model units were implemented. Each school team presented at the curriculum leadership team. Model lessons and units will be posted in the digital curriculum library by 5/31/19 | Previously achieved | Previously achieved | Previously achieved |
| 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 | Amy Clarke | | | | | Presenting at DLT | |
| 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 | Amy Clarke | | | | | | |
| 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 | Amy Clarke | | | | | | |
| 1.3.G. | (Focus on middle schools following the year 1 implementation of interdisciplinary - need the orientation and then the curriculum work. Continue development of 2 additional redesigned ELA/Math curriculum units by established curriculum teams. | | | X Amy Clarke | | | | | | |
| 1.3.H. | Execute teaching of year 1 and 2 ELA/Math redesigned units across elementary and secondary schools. | | | X Amy Clarke | | | | | | |
| 1.3.I. | Implement additional UDL school level projects/professional development based on outcome and performance measures from years 1 and 2. | | | X Amy Clarke | | | | | | |
| 1.4 | Instructional Supports: Ensure students receive appropriate quality tiered instructional supports based on their individual needs. | | | CAO | 1, 2, 3, 6, 21 | | | | | |

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| 1.4.A. | Acquire resources and design professional development for Structured Intervention System. | X | X | X | Keri/Pat | | During HMM/Internal mid-year gains meetings we learned that several 6-8 Math Intervention students were "misplaced" so we collaborated with to place those students who demonstrated growth and were in need accelerated instruction appropriately by placing them at a higher block in course 1 and also acquired course 2 licences for those who would benefit from the advancement to this "pre-algebra" content. | Specific Coaching in Math 180 to promote student discourse and sense making associated with IPI- Talk Moves, 5 Practices, Math Language Routines. Ongoing use of multiple data points in Read 180 to address learning needs of all students in each class. ELA teachers- PD for the end of the year has been scheduled and will take place in May. | Meeting with Special Ed department to plan to have teachers in SPED department at the middle schools trained in R180. We have determined what materials (Real Books) we will need for next year for R180 and a quote and order are being placed through the project manager. | Determine professional learning needs for 2019-2020 through EOY meetings with supervisors, intervention teachers and HMM coaches. | Expand Read and Math 180 to include SPED. Carryout necessary PD to support staff. |
| 1.4.B. | Implement Phase I of READ 180/MATH 180, Systems 44, and DTMN. Professional Development Outline | X | | | Keri/Pat | | Math and Reading coaches from HMM as well as internal leaders and teachers are being provided specific PD based on data-driven insights. This professional support along with invaluable content specific instructional strategies is being used to create a transformative learning experience for students and teachers. | Planning has begun for next year. A plan is being developed to possibly test all students that fall below the 50th percentile on the RI to make determinations about placement. | Coaching has been ongoing and shoulder to shoulder (weekly) for the R180 teachers. In addition, they have worked on PDES days to further personalize instruction for their students to improve outcomes. | 2019-2020 PD calander updates to include coaching days and support from HMM. Initial training for staff that will be teaching intervention in 2019-2020 | Coaching and needs assessment has been ongoing. Qualitative and Quantitative data measures will guide our professional learning planning - both internally and externally. Continue to further personalize instruction for their students to improve outcomes. |
| 1.4.C. | Implement Phase II of READ 180 and MATH 180 in grade 9. Expansion | | X | | Keri/Pat | | Data analyze of mid year quantile and lexile scores as well as other important data points as well, such as mSkills (M180), district assessments, NWEA scores, and teacher recommendations is being used to plan for 2019-2020 intervention placement and scheduling. | • End of unit performance tasks designed to promote higher levels of thinking and relevance in both Math and Read 180. | Continuing to develop and implement performance tasks designed to promote higher levels of thinking and relevance in both Math and Read 180. | Intervention needs at the high school need to be determined based on EOY data analysis and appropriate licenses need to be secured in budget discussions with HMM. | Analysis of Qualitative and Quantitative data measures will guide intervention scheduling and professional learning that must occur to expand the intervention program to grade 9. |
| 1.4.D. | Implement Phase III of READ 180 and MATH 180 in grade 10. Expansion | | | X | Keri/Pat | | Data analyze of mid year quantile and lexile scores as well as other important data points as well, such as mSkills (M180), district assessments, NWEA scores, and teacher recommendations is being used to plan for 2019-2020 intervention placement and scheduling. | • Purposeful lesson planning in Math and READ 180 and System 44 to increase opportunities for analysis and close reading of text. | Continue purposeful lesson planning in Math and READ 180 and System 44 to increase opportunities for analysis and close reading of text. | Continued shoulder to shoulder coaching continues with visits from HMM coaches and strategies being refined and discussed during IDT and PDES. | Continue to build of structures that emerged from Analysis of Qualitative and Quantitative data measures that guided intervention program remnants; continue to build off of new and incoming data. |
| 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 | 4, 21 | | | | | |

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| 1.5.A. | Develop a strategic plan including community partners, access to transportation, wraparound services. | X | | | Dawn Dubai | Survey, created with support of Julie Corbett, from families and other interested community members and educators due Feb. 22nd as part of data collection. Orientation Thursday Feb. 28 3:30-5:15 for committee members. | Goal bucket groups met separately on March 21 at Central Office to discuss and refine goal and strategy language for our early childhood strategic planning. Goal One: Readiness & Achievement Goal Two: Social, Emotional Learning and Goal Three: Family & Community Partnerships Teams shared ideas and thoughts through the zoom call with Julie Corbett. | Thurs 4/4 (in person) work session will focus on framing theory of action and vision for SOP. Mon 4/22: Dawns, Julie & Damian drafted initial implementation steps for each goal bucket. | Goal and strategy language has been refined. Project managers for each strategy have been assigned and will be reviewed at our next team meeting scheduled for June 13 from 3-5pm. Committee members will receive information to review and make note of prior to coming together. | June 13 from 3-5:30, Early Minds 2022: equity, access and innovation strategic operation planning team spent time discussing roles, the change management process and diving into the content for final revisions. High level conversations took place around the 3 goal buckets areas: readiness and achievement; social and emotional learning and family and community partnerships. The core team will meet for final refinement by the end of June. | |
| 1.5.B. | Implement "Universal Digital Solution" for all three/four-year olds in Middletown | X | X | X | Dawn Dubai | Thursday Feb 21st Teacher coaching and modeling day with Footsteps trainer Catherine DeRosa. Modeled lessons and met with 6 teachers and director at Town & Country Early Learning Center. Modeled lesson and met with director, Marla Hinz at CDI. Dawn D and Catherine met with parents at CDI to explain program and begin sign ups. Teacher training in the evening 5-8 at Snow School. | Programs continue to utilize B2B in classrooms, including whole group and centers; and are encouraging families to use at home. Word count has exceeded 8 million. Planning with the community health center to begin having patients use a Kindle & Clever Kids and Footsteps 2 Brilliance apps. | Programs continue to utilize B2B in classrooms, including whole group and centers; and are encouraging families to use at home. Word count has exceeded 9 million. An account was created for the Community Health Center to begin having patients use a Kindle & Clever Kids and Footsteps 2 Brilliance apps. Steering committee met on April 24th to be updated and share ideas. We are working to ensure that children's demographics are inputted in an effort to best track children's race. Working on summer challenge for children. | 36,000 books; 10 million words read, ALL incoming Kindergarten families received letters regarding how to sign up for an account should they not already have one. Summer Registration will also encourage registration. Dawn D meeting with Head Start families again to review the program and support registration. | Judy Cambell, the Footsteps rep for our region, Dr. Conner, Damian, Dawn & Dawn toured programs and observed Bridge to Brilliance being utilized in various ways by teachers and children. Awards for participation were given out at the BOE meeting June 11th, sparking further excitement to continue usage over the summer. Total books read in the community exceeded 38,000 and words read is over 11 million! Summer challenge packets are being sent home with all school readiness and non-school readiness preschool children. Dawn D met with Head Start families on June 12th, shared the program and encouraged registration. The steering committee will reconvene in August to determine next steps. | |
| 1.5.C. | Design a Standards-Based Curriculum using the ELDS. | | X | | Dawn Dubai | | | | | | |
| 1.5.D. | Provide targeting coaching around ELDS. | X | X | X | Dawn Dubai | Dr. Osborne completed 2 more classroom observations/coaching at Town & Country with 2 new early childhood teachers. Focusing on the ELDS and developmentally appropriate practices. | Dr. Osborne completed ELDS coaching in the community programs building teacher capacity and supporting children's individual needs. | Dr. Osborne completed ELDS coaching in the community programs building teacher capacity and supporting children's individual needs. | This work is complete. | This work is complete | |

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| 1.5.E. | Implement Early Childhood Strategic Plan and Standards-Based Curriculum | | X | | Dawn Dubay | | | | | |
| 1.5.F. | Evaluate services for quality assurance to the strategic plan. | | | X | Dawn Dubay | | | | | |
| 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. | | | | CAO | 5, 7, 8, 9, 10,11, 21 | | | | |
| 1.6.A. | Explore and research best practices with organizational structures | X | | | Pat/Crystal | | Curriculum development, professional learning, budgeting and planning for required infrastructure to support successful implementation of AP Computer Science A is ongoing. Identifying best practices and PD to support middle and high school teachers for teaching in a block schedule/extended time. | Planned site visits and collaborative opportunities with other districts that follow a block schedule to further continue curriculum development, professional learning, budgeting and planning for required infrastructure to support successful implementation of instruction in the block. Professional learning to support implementation of two new math classes at the high school- AP Computer Science A and Trigonometry. | MHS teachers have attended and continue to visit schools with block scheduling to discern strategies to implement in extended periods. Many departments have been introduced to station strategies and continue their learning in this area. ICLE has provided MHS teachers with strategies for teaching in the block. | MHS will move to an A/B 4 by 4 block schedule for the 2019-2020 school year. The instructional approach focus in the extended time is station rotation. MHS implemented student exhibitions in April 2019 and plan to continue with this practice in 2019-2020. MHS has partnered with the CT Rise network to provide supports for grade 9 students. Intervention models will be in place for math and ELA for grade 9 students. Further exploration will occur on best support systems for all students. |
| 1.6.B. | Explore time expansion for block scheduling-- plan to expand course programs. | X | | | Pat/Crystal | | WWMS STEM courses will meet full semester beginning 2019-2020 school year. | Block scheduling has moved forward at MHS and teams are currently revising curriculum to teach in a block. | Block scheduling will be implemented in the 2019-2020 school year. The schedule is being finalized to include team and school meetings along with ensuring contractual requirements. | MHS will move to an A/B 4 by 4 block schedule for the 2019-2020 school year. College credit courses have been added to the Agricultural Science program. Further meetings will be scheduled with Middlesex Community College to make college credit courses available to all MHS students. AP course offerings have expanded with the addition of AP Computer Science Principles and AP Environmental Science. |

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| 1.6.C. | Research the creation of pocket pathways that start with seventh grade cohort--design of pocket pathways with Middlesex Community College. | X | | Pat/Crystal/ Natalie | | School visit to Barrows and High Tech High to generate ideas around pathways/concentration areas. Discussions with local businesses continue to identify needs. Attend "Developing the Manufacturing Pipeline in Middlesex County" An Informational Forum for Employers, Educators and Parents presented by Middlesex Chamber of Commerce. | Meeting with Dr. Conner, Dean Minkler, MXCC and NF to discuss continuation and enhancement of current CTE pathway tracks at MHS. | Continued exploration of opportunities for pathways. | | Considerations are being made to implement IB and STEM pathways to the MS and HS. Discussions are still being held to determine the best approaches to coordinate offerings with Middlesex Community College. |
| 1.6.D. | Launch new scheduling model to support flexibility and mastery. | | X | Pat/Crystal | | | | | | |
| 1.6.E. | Communicate new "Middletown Pathway and Academy Options" to eighth graders. | | X | Natalie, Crystal | | | | | | |
| 1.6.F. | Design pocket pathways for launch and support--align to Program of Studies. | | X | Natalie, Crystal | | | | | | |
| 1.6.G. | Launch two pathways for grade 9 students. | | | X Natalie, Crystal | | | | | | |
| 1.6.H. | Plan and design two pathways (seventh grade student launch). | | | X Natalie, Crystal | | | | | | |
| 1.6.I. | Secure business partners for--start designing pathways with Middlesex Community College. | X | | Natalie, Crystal | | no updates | Business partners will be secured as soon as pathways are confirmed. In conjunction with Perkins V (CTE Grant) a new requirement for 19-20 will be the need to offer Apprenticeships, Industry-recognized credentials, College credits and similar. At this time Mr. Reynolds, MHS, is cataloging what is currently offered. This information is an excellent starting point for conversations with business partners on their business needs versus our current offerings. | | | Consideration has been given to develop IB and STEM pathways thus far. Pathways have not been confirmed yet; we are not ready to secure business partners without confirmation of our pathways. Initial discussions have been held with the Chamber Commerce members, along with reaching out to a few community organizations like Steam Train to support efforts at the MS and HS. |
| 1.7 | Enhance Literacy Instruction: Implement the Middletown Kindergarten to Grade 5 Literacy Initiative (MKSLI) in all elementary schools to strengthen our multi-tiered instructional model and ensure that all students read well by Grade 5. | | | CAO | 1, 2, 3, 4, 21 | | | | | |
| 1.7.A. | Implement a master schedule at all elementary schools that supports Tiered Instruction. | X | | Amy M. | | MKSLI intervention is running smoothly for grades K-5. | All Elementary Principals received a second copy of master scheduling directions on 3.19.19 | Principals are preparing schedules for 2019-20 | Principals are preparing schedules for 2019-20 | Principals are preparing schedules for 2019-20 |

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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 | | Amy M. | | Training for Cohort 1 is planned for PDE days in April and May 2019. | Training for Cohort 1 is planned for PDE days in April and May 2019. | All of MK5LI Cohort 1 teachers met on April 29th from 2:00 -4:30 PM to review accomplishments from this year and train teachers that are not part of the leadership teams in the science of reading and updated assessments. | All of MK5LI Cohort 2 teachers met for an initial training on the Science of Reading on May 5th from 2:00 P.M. to 4:30 P.M. Teachers were also introduced to the MPS Literacy Continuum & Assessment Frameworks. All Cohort 1 Teachers met on May 20th from 2:00-4:30 PM to determine an instructional focus for all students in grades K-5. | Amy Mullen presented a summary of accomplishments at June 3rd SMT meeting. The Hill for Literacy met with Dr. Conner & Dr. Macri on 6.10.19 to review overall progress for MK5LI for this school year which were very positive. MPS will use The Continuum platform to identify and monitor literacy instructional focuses for Cohort 1 schools next year. |
| 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 | | Amy M. | | MK5LI Leaders will improve their SIPs at the DDT meeting met on 2/5/19. MK5LI Leadership seminar is scheduled for 2/28/19 | Dr. Macri & Amy Mullen created District Literacy Plan for 19-20 on 3.22.19; Amy Mullen visited all Cohort 1 trainings throughout the month of March. | Cohort 1 Leadership teams reviewed finalized District Literacy Plan and Goals for 19-20 on 4.22.19. | On May 23, 2019, Amy Mullen met with Hill for Literacy to finalize the MK5LI Literacy Action Plan. | The District Literacy plan has been finalized and is ready for 19/20 implementation. |
| 1.7.D. | Provide professional development on the science of reading for teachers (Cohort 2). | | X | Amy M. | | | | | | |
| 1.7.E. | Train new interventionists and literacy paraprofessionals, as well as continue support of existing interventionists and literacy support paraprofessionals. | | X | Amy M. | | | | | | |
| 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 | Amy M. | | | | | | |
| 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 | Amy M. | | | | | | |
| 1.7.H | Train new interventionists and literacy paraprofessionals as well as continue support of existing interventionists and literacy support paraprofessionals. | | | X | Amy M. | | | | | |
| 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 | Amy/Julie | | | | | |
| 1.8 | Algebra Readiness: Redesign the middle school math curriculum and sequence to ensure all students are Algebra ready by Grade 8. | | | | CAO | 1, 2, 3, 5, 6, 7, 8, 8, 9, 10, 21 | | | | |

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| 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 | | | Pat, Julie | Teachers are continuing to use i-ready and IXL as a blended learning tool to provide targeted intervention continue and blended learning based on the results of the second progress monitoring diagnostic. | Teachers are continuing to use My Path, i-ready and IXL as a blended learning tool to provide targeted intervention continue and blended learning based on the results of the second progress monitoring diagnostic. | Grade 6 and 7 Math Teachers received PD on My Path from Edgenuity reps and are working strategically to incorporate using the program as a blended learning component to support our new math curriculum. Future professional learning will be ongoing during IDT and there will be a half day of PD dedicated to future learning in August. | PDES and PD days focused on adapting IM lessons to support personalized learning and the integration of Edgenuity resources. | Continued PD around UpSmart, Math 180 and instruction that follows a station rotation model that is highly personalized and aligned with student needs. |
| 1.8.B. | Research and redesign the Grades 6-8 Math Curriculum so Grade 6 aligns with current Grade 6 Accelerated, Grade 7 Math Curriculum aligns with current Grade 7 Accelerated Math, and Grade 8 Math Curriculum aligns with current Grade 9 Algebra 1. | X | X | X | Pat | Presented plan to BOE Curriculum Committee on 2/7 regarding grade 7 & 8 "detracking" in core math by using a blended instructional approach that incorporates artificial intelligences, analytics and other data points to support personalization to accelerate learning and provide differentiated instruction. | Presented plan to community regarding grade 7 & 8 "detracking" in core math. We explained the rationale which was ground on student achievement data over the past 4 years. We detailed that we will be using a blended instructional approach that incorporates artificial intelligence, analytics and other data points to support personalization to accelerate learning and provide differentiated instruction. Began collaboration with Math Solutions and Revolution Prep to develop the new model for Grade 8 and presented an overview to the grade 8 teachers and involved them in development of engaging tasks by adapting Illustrative Mathematics lessons to conform to the station rotation model. | Presented new math model to parents of incoming grade 7 students and discussed "detracking" in core math. We explained the rationale which was ground on student achievement data over the past 4 years. We showed them how we will use a blended instructional approach that incorporates artificial intelligence, analytics and other data points to support personalization to accelerate learning and provide differentiated instruction. We have been collaborating with Math Solutions and Revolution Prep to develop the new model for Grade 8 and will be working on May 15-17 to build the model. | Continue to shift teaching and learning practices, adapt curriculum, and incorporate personalized learning to meet new curricular needs. Collaborative learning days and Math Solutions coaching days focused on this work. | Continue adapting Illustrative Math lessons to support a blended learning and station rotation learning environment to ensure strategies with a high effective size are carried out as intended to fidelity. |

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| 1.8.C. | Implement redesigned curriculum to promote Algebra Readiness | | X | X | Pat | | Continued Math Solution and internal coaching and professional learning around best practices aligned with NCTM Principles to Actions, strategies inherent in IM curriculum and the "Five Practices" for supporting productive math discourse. | During coaching days with Math Solution and internal leadership team we provided professional learning around best practices aligned with NCTM Principles to Actions, strategies inherent in IM curriculum and the "Five Practices" for supporting productive math discourse. We engaged teachers in a model lesson and debrief study in grade 6,7,8 and with Algebra and Geometry teachers. | We are working with teachers to provide professional learning on the structure of the new math model for grade 8. This will include Introducing workshop structure, reflection on big mathematical ideas for the course (Grade 8 and Algebra 1) Review Guided Math (teacher station) planning, Reflection on big ideas for Unit 1 (for each course) Determining which lessons and tasks bring meaningful learning around these big ideas and are incorporating them into the lessons we are developing. | Teachers and leaders attended the Illustrative State Math Consortium to collaborate on ideas and resources to support a blended learning (6th & 7th) and station rotation learning environment (8th). | Continue curriculum work to align scope and sequence with Illustrative Mathematics curriculum for each grade level/course. We are working with teachers to provide professional learning on the structure of the new math model for grade 8. Each grade level is receiving training on best practices on how to use UpSmart to support an innovative and dynamic blended learning environment. Continue to focus on curriculum writing that focuses on: Introducing workshop structure, reflection on big mathematical ideas for the course (Grade 8 and Algebra 1) Review Guided Math (teacher station) planning, Reflection on big ideas for Unit 1 (for each course) Determining which lessons and tasks bring meaningful learning around these big ideas and are incorporating them into the lessons we are developing. |
| 1.8.D. | Eliminate College Prep Curriculum and tracking in both grades 7 & 8. | | | X | Pat | | Developed Scope and Sequence Maps to align with needs for current year leading up to SB. Developed Scope and Sequence for 7&8 curriculum for 19-20 that will not include an accelerated pathway. | Continued curriculum development on Scope and Sequence Maps to align with needs for current year leading up to SB and working on documents for full implementation for 19-20 that will include accelerated pathways for all learners | Continuing to work on the Scope and Sequence to align with Illustrative Mathematics curriculum. Scheduling and planning summer PD with the goals of getting through all units. | Schedule summer curriculum writing to adapt IM lessons and pacing to meet blended learning and station rotation model. | Continuing to work on the Scope and Sequence to align with Illustrative Mathematics curriculum. Scheduling and planning summer PD with the goals of getting through all units. |
| 1.9 | Access to Arts: Create a system that provides equity, access, and enhanced fine arts opportunities for all students. | | | | Director of Operations & Fine Arts | 1, 2, 3, 21 | | | | | |
| 1.9.A. | Redesign the Fine and Performing Arts teacher schedule throughout all levels to provide additional course offerings. | X | X | | Marco | | 2019-2020 schedule finalized. Waiting for number of student signed up for each course. Teacher course assignment will be next phase. | 2019-2020 schedule finalized. Waiting for number of student signed up for each course. Teacher course assignment will be next phase | 2019-2020 schedule finalized. Waiting for MHS section numbers. WWMS and Keigwin scheduling in progress. Teacher course/building assignment will be next step. | New schedules at MHS and WWMS with allow for additional flexibility with students having more opportunity to enroll in performing arts classes. MHS Music Department will have additional courses offered in Ukulele instruction and Hip Hop Methods. MHS will also be offering before school and after school lessons/small ensembles for credit. | New schedules at MHS and WWMS with allow for additional flexibility with students having more opportunity to enroll in performing arts classes. MHS Music Department will have additional courses offered in Ukulele instruction and Hip Hop Methods. MHS will also be offering before school and after school small ensembles/lessons for credit. |

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| 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. | | | Director of Talent & Benefits | 14a-b, 15, 21 | | | | | |
| 2.2.A. | Research systems that would allow MPS to develop a system of collecting, analyzing and monitoring staff performance data. | X | | Michele | | Selected HRIS system Frontline. Have legal department reviewing a business associate contract with Frontline. On hold because of contract. Attending a 3 day Frontline Summit to learn more about the integration of the Frontline system in March 2019. | Selected HRIS system Frontline. Have legal department reviewing a business associate contract with Frontline. On hold because of Business contract. Attending a 3 day Frontline Summit this month (March 2019). | Selected HRIS system Frontline. On hold because of Business contract. Discrepancies with language in the Insurance component. Purchasing Agent at BOE working closely with Risk department at the City in order to mediate pending issues with contract. | Signed Business Associate Agreement with Frontline for the HRIS System. | Scheduled meeting w/Frontline on June 24th to discuss Frontline Platform launch and then the discussions with frontline, HR, and Technology regarding the timeline for the HRIS system will be June 18th, 2019 |
| 2.2.B. | Research and redesign Middletown's evaluation process to enhance performance management strategy. | X | | Enza | | Frontline Central will tie in Middletown's evaluation current evaluation system. Next step is to tie into performance management (work with technology and possibly PSST, and AUC). | Frontline Central will tie in Middletown's evaluation current evaluation system. Next step is to tie into performance management. We met with PSST at Frontline Summit. They don't work with AUC for the integration. | Frontline Central will tie in Middletown's evaluation current evaluation system. Next step is to tie into performance management. We met with PSST at Frontline Summit. They don't work with AUC for the integration. | Frontline Central will tie in Middletown's evaluation current evaluation system. Next step is to tie into performance management. We met with PSST at Frontline Summit. They don't work with AUC for the integration. | Frontline Central will tie in Middletown's evaluation current evaluation system. Next step is to tie into performance management. We met with PSST at Frontline Summit. They don't work with AUC for the integration. |
| 2.2.C. | Implement Phase I of new HRIS system. | | X | | | Looking to implement Spring 2019 or Summer 2019 | Phase 1 is the Frontline Platform. We are in the process of working with Josh from Frontline crossing over 4 systems: AESOP, Applitrack, IEP, and Evaluation system. This needs to be done before we start Frontline Central. We are still on hold with Frontline Central due to a pending Business Associate Contract we are waiting on. | Phase 1 is the Frontline Platform. We have almost completed the work crossing over 4 systems: AESOP, Applitrack, IEP, and Evaluation system. This needs to be done before we start Frontline Central. | Phase 1 is the Frontline Platform. We have almost completed the work crossing over 4 systems: AESOP, Applitrack, IEP, and Evaluation system. This needs to be done before we start Frontline Central. We have a final meeting in June to finalize the transfer to the platform system which is step 1. | Phase 1 is the Frontline Platform. We have almost completed the work crossing over 4 systems: AESOP, Applitrack, IEP, and Evaluation system. This needs to be done before we start Frontline Central. We have a final meeting in June to finalize the transfer to the platform system which is step 1. |
| 2.2.D. | Redesign systems and processes to use data to drive recruitment, retention, and hiring decisions, which result in a diverse workforce that mirrors the student population. | | X | | | | | | | |
| 2.2.E. | Implement Phase I of new recruitment, retention, and hiring processes-- create position of talent specialist. | | X | | | | | | | |
| 2.2.F. | Implement Phase II of new HRIS system. | | | X | | | | | | |
| 2.2.G. | Monitor outcomes. | | | X | | | | | | |

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| 2.3 | Communications: Improve two-way, ongoing, and flexible communication protocols to inform and engage staff, families, community members, partners, and students. | | | Communications Director | 12, 21 | | | |
| 2.3.A. | Develop a district-wide communications plan, including timely updates, website, and social media platforms. | X | | | | Process will be revisited in July 2019 | | Will be developing communications plan during the 2019/2020 academic year |
| 2.3.B. | Implement components of communication plan | X | X | X | | Process will be revisited in July 2019 | | |
| 2.3.C. | Monitor the alignment of partners and implementation of plan | | X | X | | | | |
| 2.4 | Workplace Injuries: Improve the process for reporting workplace injuries, increase access to treatment options, and return to work procedures. | | | Director of Talent & Benefits | 15, 21 | | | |
| 2.4.A. | Research options on how to streamline reporting processes. | X | | Lucy & Michele | | Frontline HRIS system has a electronic paper workflow system which will streamline WCOMP. Currently created page on our website will reporting processes and links to all forms for schools to utilize. | Currently created page on our website will reporting processes and links to all forms for schools to utilize. | Currently created page on our website; will be sharing processes and links to all forms for schools to utilize. |
| 2.4.B. | Design a plan that helps prevent, identify, and treat workplace injuries. | X | | | | monitoring accidents/WC claims in order to review data; recommendation to bring data to Safety Committee to review high risk jobs in order to help prevent WC claims (as per a recommendation with OSHA and risk & liability) | monitoring accidents/WC claims in order to review data; Insurance Coordinator will bring data to next Safety Committee and to Directors/Managers/Administrators to review high risk jobs in order to help prevent WC claims (as per a recommendation with OSHA and risk & liability) | Monitoring accidents/WC claims in order to review data; Insurance Coordinator will bring data to next Safety Committee and to Directors/Managers/Administrators to review high risk jobs in order to help prevent WC claims (as per a recommendation with OSHA and risk & liability) |
| 2.4.C. | Plan to launch Phase I of new reporting processes and workplace injuries plan. | X | | | | Working on a step by step reporting process | Working on step by step reporting process on website. | Completion of a step by step reporting process on website is almost completed. |
| 2.4.D. | Launch new reporting processes and workplace injuries plan. | | X | | | | | |
| 2.4.E. | Design a plan that improves our Return to Work procedures that reduces cost. | | X | | | | | |
| 2.4.F. | Plan to launch Return to Work procedures. | | X | | | | | |
| 2.4.G. | Implement new return to work procedures. | | | X | | | | |
| 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 | | | | |
| 2.4.I. | Provide updates and training that teaches leadership about Workers Compensation Laws. | | | X | | | | |

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| 2.5 | Technology: Implement a district technology plan that is aligned to the Future Ready Schools Framework. | | | | Director of Technology Services | 17, 21 | | | | | |
| 2.5.A. | Develop a district technology plan based on the Future Ready Schools Framework with the district Future Ready Leadership Planning Team. | X | | | | | Final steps of stakeholder survey review and preparing to use results from stakeholders to identify key strengths and areas to address in the Future Ready Plan. | Beginning process of using feedback from stakeholders and composing Future Ready Schools technology plan. Reviewing other resources from CoSN conference to help in writing plan. Also, preparing for technology audit to help matching district vision and outside technology specialists. | We have been aligning the survey results from our stakeholder surveys to the gears of the Future Ready planning tool. Working on goals and strategies for the final plan. Preparing information to communicate to board of education and community. | Presented vision statement for the plan as well as the gears to the BOE on 6/11/19. Worked on finalizing goals and strategies for several years. | Presented vision statement for the plan as well as the gears to the BOE on 6/11/19. Worked on finalizing goals and strategies for several years. |
| 2.5.B. | Examine all electronic applications that need to be integrated and develop a plan to streamline integrations. | X | | | | | Began final testing stage for data synchronization between PowerSchool and Active Directory. Started process of data synchronization between PowerSchool and Google. | Launch scheduled for early April for student account synchronization with ClassLink for PowerSchool, Network and Google student accounts. | Student data from PowerSchool is not being automatically synced to network accounts and Google eliminating the manual process of updating students accounts. We are beginning the process of setting up the sync from PowerSchool to network accounts to allow for better maintenance of staff accounts and email lists. | Student accounts in 6- 12 are being auto synced with network accounts from PowerSchool. We are in the initial setup stage for syncing staff accounts. | Student accounts in 6-12 are being auto synced with network accounts from PowerSchool. We are in the initial setup stage for syncing staff accounts. |
| 2.5.C. | Streamline technical processes to support curriculum/instruction/assessment | X | x | X | | | Examining specific areas where there are some issues with technology applications and looking for solutions. | Continue to adjust methods of support for technology applications across all departments. | Continuing work with content areas and curriculum department to meet the educational technology needs at all levels. | Continuing work with content areas and curriculum department to meet the educational technology needs at all levels. | Continuing work with content areas and curriculum department to meet the educational technology needs at all levels. |
| 2.5.D. | Implement district technology plan -- monitor status of all stages technology plan. | | X | X | | | | | | | |
| 2.5.E. | Continue to look at electronic applications and work to streamline data sharing between applications. | | X | X | | | | | | | |
| 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 | 1, 2, 3, 4, 6, 11, 21 | | | | | |
| 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 | | | | | These efforts will be ongoing. Business office set more efficient guidelines for PO completion to ensure better spending practices; scanning of documents occurring more regularly; assistance with J. Rossi to better organize office | Process 23 team continues to meet; Deliverable 1 is in final stages for roll out; Deliverable 2 will be discussion this month. | Continued work with process 23 district team. First deliverable will be presented at next SMT meeting; Preparation for planned presentation in June | First Deliverable complete and will be presented to the BOE on 6/11/19; Second Deliverable delayed to September due to changeover in email system; Third Deliverable being collected over the summer for a completion date of 12/1/19 | Phase I completed. Process 23 and 72 presentation made to BoE in May 2019 |

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| 2.6.B. | Build and design ACE2 Budget Platform. | X | | | | | Initial budget created with grants populating in real locations. ACE2- Ongoing discussion re: classification of grants with emphasis on operating versus special project and non recurring grants, as well as private versus public. Significant efforts to provide this information to BOE budget | Budget has been adopted by BOE and Mayor and will be presented to Common Council end of April. | Introduction of finalized platform to internal executive team. Preparation of planned presentation to Board of Education and Senior Management Team (May) | DMG presentation to the BOE completed 5/19; additional training scheduled for Business Office 6/19; Ongoing efforts to "fine tune" working document | Summer meetings with DMG have been confirmed. |
| 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 | | | | | Budget document at 95% with grants included. Need for additional training with AUC to manipulate accounts and budget groups for accurate reporting | AUC continues to be developed for EBB Budgeting and staff continues to be educated on more detailed use. Discuss regarding AUC and Frontline merging payroll data continues, although Frontline reports that AUC is not compatible with this | Training will be planning for July/August for all clerical staff and any new staff. In addition, updates and corrections will be done in conjunction with R. Shields' recommendations | Training scheduled for 6/12 and 6/13 with all school administrative staff and business office to support year end and new school year. Will address continuing EBB needs as necessary | Met with AUC representatives for structural changes to align with EBB |
| 2.6.D. | Launch ACE2 Budget Platform to provide multi-year fiscal forecasting to ensure budgets are aligned for operational and instructional success. | | X | | | | | DMG has provided a first detailed draft of the five year forecast. This will be discussed at BOE Finance Meeting and later in the month DMG will | | | On track for Fall 2019 launch |
| 2.6.E. | Implement Phase II of NESC report-- SME Teams/Recommendations. | | X | | | | | | | | |
| 2.6.F. | Outline professional learning sessions on AUC for central office and principals. | | X | | | | | | | | |
| 2.6.G. | Implement Phase III of NESC report--SME Teams/Recommendations. | | | X | | | | | | | |
| 2.6.H. | Outline professional learning sessions on AUC for central office and principals. | | | X | | | | | | | |
| 2.6.I. | Streamline existing and seek additional external grants and foundation resources to support full implementation of the strategies outlined in the Strategic Operating Plan. | X | | | | | Project Aware staff being hired. Grants Coordinator participated in round table discussion for innovation/high tech learning. Home Visitors at Spencer and MHS hired. | Ongoing efforts to identify new grant opportunities. Discussions in State Legislature about current grant funding and use | State of CT initial budget proposals have been identified. City budget will be announced 5/15. Ongoing efforts to identify usable grants continues. Closeout of current budgets underway with final budget transfers. | Continuing efforts to streamline existing grants and apply for funds for innovation opportunities around Maker space, STEM for disadvantaged youth and families, and professional development. Round 4 Security Grant and other new opportunities have been secured. Increase in Alliance funding has been planned. | A review of grant opportunities has identified various grants for Wrap Around services; Makerspace expansion; STEM PD for summer work. |
| 2.7 | Equity Based Budgeting (EBB): Implement a fiscal model that provides equity and autonomy to schools. | | | | Christine, Cheryl, Natalie | 1, 2, 3, 4, 6, 11, 21 | | | | | |

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| 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 | | | | Next step - presentation of 2020 budget to BOE and Common Council at workshop scheduled for early March | EBB efforts in 2020 budget were successful. Fine tuning of these changes are taking place. Discussion with district leaders for individual school/department budgets will take place after budget adoption | Ongoing training with administrators. Several training, implementation sessions scheduled with Business office and NESO for May and June 2019 | Training complete for 19/20 school year with administrators. Business office met with R. Shields to address her needs to move forward; awaiting contact with Regis to move forward with AUC design needs | Planning session with Regis and discussion on student weights |
| 2.7.B. | Hold monthly meetings with instructional leaders and central office to support initial implementation. | X | | | | R. Shields scheduled to meet with administration on 2/21. EBB Budget reviewed with Ms. Shields for conformity and proper allocations. Ongoing meetings with Business Office staff and administration and school staff to assist them in understanding budget and defining needs. | This will continue on a monthly basis until senior management is comfortable with individual budgets and new processes | These monthly meetings continue with successful training on EBB budgeting and creation of new year's budget module. | Ongoing effort to support administrator's needs will continue throughout the summer to enhance knowledge and experience with EBB budgeting and implementation of the 19/20 budget. | Final session was held with administrators with live scenarios and input for weights |
| 2.7.C. | Design system to support EBB. | X | | | | Significant efforts by business office to align grants with locations using funds; ongoing meetings with AUC on a daily basis; initial budget request has been completed and distributed to Central Office management for review and discussion. Ongoing meetings with AUC to fine tune work product | Ongoing efforts with business office staff. Key business staff is being hired at this time. Continued efforts with AUC and SMT to support EBB processes | Continued efforts for business office to work with R. Shields to develop EBB budget, creating new accounts, restructuring current budget with input from SMT and Administrators to best serve individual budgets. | Meetings continue with Regis Shields and administrators to systematically switch over EBB practices. Central office staff will meet over the summer to discuss next steps for successful EBB practices district wide | Final meeting with Regis and planning session for 2019 - 2020 academic year |
| 2.7.D. | Implement Phase I of equity based budgeting, excluding special education. | | X | | | | | | | |
| 2.7.E. | Hold monthly meetings with instructional leaders and central office to support implementation. | | X | | | | | | | |
| 2.7.F. | Enhance system to support EBB and plan for Phase II launch. | | X | | | | | | | |
| 2.7.G. | Implement Phase II of equity based budgeting, adding special education resources. | | | X | | | | | | |
| 2.7.H. | Hold monthly meetings with instructional leaders and central office to support implementation of Phase II. | | | X | | | | | | |
| 2.7.I. | Enhance system to support EBB and plan for Phase III launch. | | | X | | | | | | |
| 2.8 | Special Education Resources: Improve special education outcomes and supports that are anchored in educationally and fiscally sound decision-making practices. | | | | CSS&SI | 1, 2, 3, 4, 5,6,7,8,9,10, 21 | | | | |
| 2.8.A. | Execute redeployment of fiscal and human resources to support high impact strategies (UDL, MSEL, MKSLI). | X | | | | | | Previously achieved | Previously achieved | Previously achieved |

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| 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 | | | | | | | Previously achieved | Previously achieved | Previously achieved |
| 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 | | | | Ongoing professional development will continue through May. Parent engagement un-conference is scheduled for April 6th and will engage parents in discussions related to PPT process and fostering independence. | Professional development for certified staff is completed. Preschool and elementary paraprofessional training is continuing through May and is on target. | Professional development for certified staff is completed. Preschool and elementary paraprofessional training is continuing through May and is on target. | All PD completed | previously achieved | |
| 2.8.D. | Identify human and fiscal resources for redeployment to grow and expand high impact strategies based on year 1 findings. | | X | X | | Through the budget process, fiscal resources are being identified for next level implementation of MSEL1 and UDL. | | | | | |
| 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 | X | | | | | | | |
| 2.8.F. | Implementat professional development to support expanded high impact practices and programs. | | X | X | | | | | | | |
| 2.8.G. | Monitor and make midcourse corrections of previously implemented steps. | | X | X | | | | | | | |
| 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. | | | | Facilities Director | 11, 16, 21 | | | | | |

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| 2.9.A. | Develop 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 | | | | | Continue revision of 4 Year CNR vs Capital proposal for City to consider. | New facilities director has started and will complete visual assessment of all our buildings and decide on Five Year Facilities Plan template. Further analysis of Macdonough and Spencer School will be completed by outside contractor by end of April. | Facilities director continues visual assessment of all our buildings. Five Year Facilities Plan template has been chosen. Plan will be presented in September. Further analysis of Macdonough and Spencer School is delayed and hope to be completed by outside contractor by end of June. | Facilities director continues visual assessment of all our buildings. Five Year Facilities Plan template has been chosen. Plan will be presented in September. Further analysis of Macdonough Elementary School is complete and will be presented to Superintendent and BOE in July. | Facilities director continues visual assessment of all our buildings. Five Year Facilities Plan template has been chosen. Plan will be presented in September. Further analysis of Macdonough Elementary School is complete and will be presented to Superintendent and BOE in July. |
| 2.9.B. | Implementation Capital Action Plan. | | X | X | | | | | | | |
| 2.9.C. | Improve the cleanliness, orderliness, and safety of all district facilities. | X | X | X | | | Critical deep cleaning and air filter replacement occurred during February recess. Custodial Temp interviews scheduled for February 22nd. | The districts new facilities director will share visual and walk through assessment of our buildings at department meeting on April 15th. Possible changes and suggestions will lead the conversation on improving the cleanliness of our schools. | Facilities director continues to meet with building superintendents and trades personnel in ongoing assessment of each building, including analysis of each building mechanical systems. Implementation of new process and procedures will be completed by start of new school year. | Facilities director continues to meet with building superintendents and trades personnel in ongoing assessment of each building, including analysis of each building mechanical systems. Implementation of new process and procedures will be completed by start of new school year. | Facilities director continues to meet with building superintendents and trades personnel in ongoing assessment of each building, including analysis of each building mechanical systems. Implementation of new process and procedures will be completed by start of new school year. |
| 2.9.D. | Utilize a revised work order process to ensure repairs are requested and services are provided in a timely and efficient manner-- NESC Recommendations | X | X | X | | | Next Team meeting is on February 27th. Team will develop a status report which will be delivered to Dr. Conner. | Process 72 Team has made some critical improvements to our work order system. Users and building leaders are now getting important updates and information concerning work order submission, competitions, and updates concerning work orders in their buildings. Trades personnel can now also redirect work orders that are sent to the wrong person. Additional training was also provided in these areas including uploading pictures to the work order to help with eliminating questions and speeding up the process. | Process 72 has completed its task and will present new process to BOE at June meeting. Facilities director continues to meet with trades' personnel to provide continue professional development and prioritize work and schedule. | Process 72 has completed its task and will present new process to BOE at June meeting. Facilities director continues to meet with trade personnel to provide continue professional development and prioritize work and schedule. | Process 72 has completed its task. Presentation was delivered at June 11th BOE meeting. Facilities director continues to meet with trade personnel to provide continue professional development, prioritize work orders, and schedule district summer work. |
| 2.10 | Meal Services: Improve the dining experience for staff and students, including customer service, nutritional quality, and access to meals. | | | | Food Service Director | 12, 18, 21 | | | | | |

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| 2.10. A. | Develop 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 | | | | | | <p>The USDA commodities have been ordered for Sy19/20; these selections were made to maximize the quality of meals and to meet student acceptability for the new school year. Clean labels have been a focus for the development of future menus. A new produce vendor has been established; accounts payable requirements are created and the first deliveries are expected early March. The goal with this vendor is to acquire a higher quality of our fresh fruits and vegetables and extend a more extensive selection of product. A Food Quality Survey has been issued to all the MPS Principals; this survey is designed to quantify measurable goals for quality related to the school meals program. A repeat, customer service survey has been sent to parents. The results of the CS survey will be compared to the results of the same survey sent in June 2018.</p> | <p>The quality of our fresh produced has improved significantly since we changed our produce supplier. The products arrive fresh, in good condition and lasts longer. This has improved the yield on many items and extended their usable shelf life. The results from the Food Quality Survey has shown that the most common indicators for meal quality are Taste, Appearance, Freshness, Nutritional Value, Student Acceptability and limits on processed foods. These indicators were selected by more than 50% of those polled. They will be used as focus for establishing evaluation system for our meal programs. The repeat, customer service survey sent to parent rendered an increase in the rating of breakfast by 0.21 points and the rating on lunch by 0.16. All four aspects questioned about these meals improved in rating. This data will continue to be monitored as quality improvements are made to the meal programs.</p> | <p>The sixth cooking lab was held on April 29th. This lab focused on best practice for preparation of the new food items planned for SY 2019-2020. Christine Benoit from The Core Group and the representative for Pilgrim's Pride/Goldkist provided a demonstration for baking the chicken products we will be menued next year. This change in product came in response to customer feedback regarding the current chicken products being served. The Parent Questionnaire comparison results were shared with team which provided Segway to review of the Food Service 3-year plan established by the MPS. The expectation of improving the dining experience for staff and students, including customer service, nutritional quality and access to meals was established with the team.</p> | <p>The final Managers meeting was held and a first draft of the Meals and Services Quality Assurance Monitoring Summary was disseminated to the team. They have been asked to review and make comment of the standards established in the summary. The goal is to include their feedback in the decisions about what standards we plan to improve. This will allow for each manager to express their creativity with their students. All of the menus and food products for the SSO program have been finalized and organized for delivery with the vendors.</p> | <p>A 3-year plan has been developed for the Food Service Department based on improving the quality of meals and customer service. This plan has been presented to the Budget Committee. The implementation steps for this plan have begun which include the support of the foods service team.</p> |
| 2.10. B. | Ensure that 100% of students have access to nutritious and appetizing breakfasts and lunches every school day. | X | | | | | | <p>An application has been issued to all the summer camp/program sites collect all the information relative to the meal service expected for June 2018.</p> | <p>All summer meals will be eligible for free reimbursement by USDA. All children in summer camps and school based program will receive a breakfast and lunch at no charge.</p> | <p>The new CEP eligibility information from the CSDE had not yet been issued but are forthcoming. All SFA's were required to submit direct certification information for a 4/9/19 deadline. The results of these new statistics will allow us to evaluate if the CEP status can be extended to students in the remaining four building that are currently not eligible for these benefits.</p> | <p>The new CEP eligibility information was issued by the CSDE. Based on the new ISP percentage four building are eligible to apply. Since we are within the four-year allowable span for the current approved seven buildings we will be able to maintain the CEP status for these building for Sy 19-20.</p> | <p>The current CEP status will be maintained in seven buildings for Sy 19-20.</p> |
| 2.10. C. | Strengthen the relationship between café workers, parents, director, and students. | | X | | | | | | | | | |

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| 2.10.D. | Implement access to summer meal services at accessible locations within Middletown. | | X | | | | The 6 sites housing 9 camp/programs have been identified for summer 2019. | | Five school based sites have been confirmed with seven satellite location for meal service; 34,000 meals are planned for service in the duration of nine weeks | The MOU required for the hiring process for summer staff is under final revision. Once approved the hire process will begin for the SSO program. A minimum of sixteen staff members will be hired to service the program in its entirety. A refrigerated truck has been secured for delivery of meals to the satellite locations. Menus are under design and will be available for issue early June. Training dates for non-food service staff have been tentatively scheduled with camp and program directors. | The hire process for the SSO program was determined to be set as BOE seasonal hire. The deadline for application was May 21st. Twenty-two candidates submitted applications for the food service worker and deliver driver positions. Interviews will be conducted and appointments will be made based on qualifications and availability. | The first SSO program has launched sponsored by the BOE Food Service Department. 16 food service workers have been hired and trained and 26 staff members from the summer programs have been trained to serve 13 locations for an expected total of 34,200 meals. |
| 2.10.E. | Expand summer meal services to additional locations. | | | X | | | | | | | | |
| 2.11 | Transportation: Increase the efficiency and effectiveness of the transportation system for student riders and bus drivers. | | | | Transportation Director | 21 | | | | | | |
| 2.11.A. | Develop and revise the student code of bus conduct which clarifies expectations for behavior. | X | X | X | | | Will break down data from January and February as to bus conduct. Will take data to drivers for discussion. Will present to schools and develop feedback on the data and plan of action for March. | | Based on bus conduct reports worked at the schools specific to the bus(s) having bus conduct reports. Boarded buses to have discussion with students and review guidelines for proper bus behavior. | Continued to work with school staff, bus drivers and monitors specific to the students behavior while on the bus causing the driver/monitor having to write up the student(s). | Discussion and review with DATTCO drivers & monitors what is considered behavior that will require a bus conduct report. Review strategy for discussion with students to enforce what is considered proper bus conduct. | Breaking down the monthly bus conduct reports for each school. Determine which schools and what specific bus received conduct reports. We can look to make any necessary revisions to the bus conduct report. We will look to specific school and the buses involved to focus on reduction of bus conduct reports for year 19/20. |
| 2.11.B. | Monitor bus driver effectiveness and professionalism via bus conduct referrals, student/family reports, and video review. | X | | | | | Driver/monitor meeting postponed due to school vacation schedule. New date of 2/26. Will follow through with plan of action detailed in January. | Driver meeting held March 19th. Discuss interaction in the next three months with students. Extremely busy with transport for school Field Trips and Athletic events. Drivers to review all aspects of Field Trips with school staff member on board the bus as well as the coach on the bus for an athletic event. This will help prevent any confusion over last minute changes to the schedule. Drivers are aware last three months typically more active on the bus due to weather and anticipation of school ending. | Meeting with drivers/monitors at the DATTCO terminal for discussion on new or continuing concerns with student behavior and how best to correct. Very busy time with school field trips and transportation of athletics. Discussion to have everyone communicate more effectively with each other and DATTCO management. | Meetings held over course of the school year with drivers, school staff and students have led to a positive decrease in bus conduct reports during the past four months. | Using data taken from the bus conduct reports specific to drivers/monitors and the school. Breakdown bus conduct reports and discussion from bus drivers/monitors for their input to the reduction of conduct reports in second half of the school year. | |

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| 3.1.A. | Design K-3 Summer Literacy Academy | X | | Enza, Julie, Amy | | Invitations were sent to families of qualifying students to be returned 3.1.19. Program coordinator interviews will be held in March 2019. Training dates have been set for PBL and Summer Climb curriculum. | Program Coordinator was hired on 3.13.19: Rosie Giannetti;Curriculum office met with Rosie and discussed initial steps of hiring and curriculum planning. SLA teachers will be hired in April 2019. | Summer Literacy Academy teachers have been hired and students have been identified to attend. Materials have been ordered for the literacy block and project based learning. Summer Climb and Footsteps to Brilliance curriculum have been designed. Trainings for teachers will begin in May. Team has also collaborated with Key Phonics for screening most of the students participating in Summer Literacy Academy | All SLA teachers received training in May. On May 15th, SLA teachers received training on using the Summer Climb curriculum from Footsteps to Brilliance. On May 30th, SLA teachers received training on assessing with Key Phonics and creating Project Based Learning units for students. | Teachers are being assigned class levels based on students skills from assessments. By June 26th all teachers will have completed their 7 additional planning ours. |
| 3.1.B. | Launch K-3 Summer Literacy Academy | X | | Enza, Julie, Amy | | Logistical items such as hiring of staff and enrolling students in underway. | Program Coordinator was hired on 3.13.19: Rosie Giannetti;Curriculum office met with Rosie and discussed initial steps of hiring and curriculum planning. SLA teachers will be hired in April 2019. | Summer Literacy Academy teachers have been hired and students have been identified to attend. Materials have been ordered for the literacy block and project based learning. Summer Climb and Footsteps to Brilliance curriculum has been designed. Trainings for teachers will begin in May. | Summer Literacy Academy students have been finalized. All transportation, food services, field trips, supplies and schedules have been developed and organized by the SLA coordinator Rosie Giannetti. | Teachers will have access to their classrooms and materials at Wesley School prior to July 1st. |
| 3.1.C. | Expand Summer Literacy Academy to Grade 4 | | X | Enza, Julie, Amy | | | | | | |
| 3.1.D. | Expand Summer Literacy Academy to Grade 5 | | | X | Enza, Julie, Amy | | | | | |
| 3.2 | Expanded After School Learning: Implement a 21st Century After School Programs to decrease learning loss and increase enrichment. | | | Director of School Improvement and Grants | 1, 2, 3, 4, 6, 13, 21 | | | | | |
| 3.2.A. | Explore and research student-led after school models | X | | | | Ongoing research | Research is ongoing. NF has researched various state after school programs and has identified two model programs. These programs will be discussed with the Interdisciplinary team leads/21C After School directors. | | | Year-end meeting for 21C MS by director, teachers, principals made recommendation to support student led component of 19/20 program |
| 3.2.B. | Apply student-led model to existing schools | X | | | | Multigenerational student-led pilot instituted through Project Lit WWMS students leading programming and mentoring FH After school students. | 1) 21C WWMS/Keigwin partnered with Columbus House/Shepherd Home on homelessness. A partnership model is being developed that will enable student-led activities. | | | Previously achieved on initial pilot phase in year one. |
| 3.2.C. | Secure funding to add 3 additional schools | X | X | | | Snow, Spencer and Bielefield (K-5) and FH (4-5) will apply for State afterschool grant in June 2019. | NF visited with Bielefield K/1 teachers re: Afterschool and other resource grants. | | | New round of 21C Afterschool funding will be released in July 2019. Bielefield, |
| 3.2.D. | Integrate after-school model into extended day program | | X | X | | | | | | |

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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. | | | CAO/Science Coordinator | 1, 2, 3, 4, 6, 11, 13, 21 | | | | | |
| 3.3.A. | Explore and research STEM school-wide models. | X | | Crystal | | CO Curriculum Team members will work with K and 4 teachers at MacDonough to map standards in all disciplines to create an interdisciplinary curricula that permits integration of PBL; meetings begin in March. Completed site visits to Barrows STEM Academy and CREC Discovery Academy with MacDonough STEM Advisory team members. CO IT will learn tech in STEM Room at MacDonough, provide PD to MacDonough teachers to utilize the resources. | Developing approaches for curricula writing with documents to support integration of subjects. Addition of ISTE standards will provide the final piece of our foundation to ensure we are standards-based in our design. | Problem-based learning is the foundation to design STEM instruction which will be governed by NGSS, ISTE, and CC Math Standards. PBL professional learning opportunities have been extended to our middle school teachers to continue this approach in interdisciplinary work at the middle school. | Previously achieved. | Previously Achieved. |
| 3.3.B. | Establish partnership with the Buck Institution to support initial design. | X | | Crystal | | In contact with Buck PD facilitator, directed us to map curricular standards and units, and identify what we want to assess with the PBL learning. | Will finalize plans late April-early May for June PD. Dates and time are set. | The Buck Institute is now called PBLWorks. The 3 day PBL training is set for June 18 - 20, 2019 for the MacDonough teachers, library media specialists, and select middle school teams. | | The Buck Institute for Education is now called PBLWorks. Elementary and middle school educators and library media specialists will partake in the 3 day PBL 101 workshop June 18-20, 2019, providing for consistency in the PBL approach. Based on budget allocations, it will need to be determined what support we can receive from PBLWorks for the 2019-2020 school year. |
| 3.3.C. | Plan school-wide PD, curriculum alignment, secure resources, and support focus grades (K/5) for transformation. | X | | Crystal | | Dates set for curricula redesign for K and 4 at MacDonough for April, May and June. MacDonough STEM Advisory Team teachers will share out observations of site visit schools with school faculty in March. STEM Coach job description will be submitted for approval by March 30th. | Working with K and Grade 4 in organizing curricular units. Dates are set to meet weekly to accomplish work with curricula leadership team. Planning a STEM night event (in conjunction with screens off night) for MacDonough families and staff | Currently interviewing internal candidates for STEM Coach position at MacDonough ES. Continued work with grades K and 4 at MacDonough to have units set for integration of PBL in June. STEM supplies and equipment were purchased to support initial K & 4 STEM units. | | MPS has selected a STEM Coach for MacDonough ES. Small group work with grades K and 4 was completed in June in preparation for having a framework for integrated curriculum documents ready for the PBL workshop in June. STEM supplies and equipment were |
| 3.3.D. | Launch school-wide STEM model in kindergarten and grade four. | | X | Crystal | | | | | | |
| 3.3.E. | Deploy resources and support for kindergarten and grade four. | | X | Crystal | | | | | | |
| 3.3.F. | Plan curriculum alignment, secure resources, and PD to support focus grades for transformation (Grd 1 & 4). | | X | Crystal | | | | | | |
| 3.3.G. | Launch school-wide STEM model in grades 1 and 4. | | | X | Crystal | | | | | |

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| 3.3.H. | Deploy resources and support for phase I (kindergarten and grade 5) and phase II (grades 1 and 4) cohorts. | | | X | Crystal | | | | | | |
| 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 | Crystal | | | | | | |
| 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. | | | | Chief Academic Officer | 1, 2, 3, 4, 6, 11, 12, 13, 21 | | | | | |
| 3.4.A. | Explore and research application process for Primary Years Programme. | X | | | Crystal | | Awaiting application for candidacy status from IB World Headquarters and approval for PD. Developed job descriptions for IB Spanish Teacher and IB Coordinator. Meeting March 1st (will have IB status) to plan time for faculty learning about IB before training in June. | Received approval for Lawrence as an official IB candidate school. Preparing documents to share with families and community on what this means for Lawrence school and what to expect as we transition to IB. | IB Candidacy has been approved for Lawrence Elementary School. | Previously achieved. | Previously achieved. |
| 3.4.B. | Visit IB World Schools in Connecticut. | X | | | Crystal | | There are 9 PYP schools in CT. One has been visited (O'Connell), looking into visiting 1 - 2 more. | Working to generate visitation schedule with Lawrence staff. | Still working to plan visitations, coverage is a hindrance at this time of year. | | Plan to visit more schools with small groups to observe IB implementation in the 2019-2020 and 2020-2021 school years. |
| 3.4.C. | Discuss and explore next steps to start application/transition process | X | | | Crystal | | Meeting March 1st to plan professional learning opportunities for staff on IB principles. | Holding meeting with parents 4/8/19 to introduce them to the IB philosophy. Presentation to BOE will be given 4/10/19. Prepared job description and posted internally for IB PYP coordinator and IB PYP Spanish teacher. Will identify and discuss steps for candidacy with IB PYP coordinator. Planning training opportunities for IB Coordinator and staff members beyond June initial training. | An internal candidate has been selected for the approval of the IB Coordinator of Lawrence Elementary School. Interviews for an IB Spanish teacher continue externally. Curricula writing has been scheduled for summer work, finalizing lists of teachers who will be involved in the writing process. Discussions around attendance at IB International conference are occurring to maximize learning to share whole school. | | An internal candidate has been hired for the IB Coordinator of Lawrence Elementary School. An IB Spanish teacher has also been selected. Curricula writing has been scheduled for summer work. Plans to attend the IB International conference are being finalized for the principal, EIST, IB Coordinator, and IB Spanish teacher. Further IB learning will be identified for the coordinator after the conference. |
| 3.4.D. | Leadership discovery with IB Category I Workshop. | | X | | Crystal | | | | | | |
| 3.4.E. | Provide professional development for IBO Authorization. | | X | | Crystal | | | | | | |
| 3.4.F. | Initial IBO evaluation and recommendations of requirements. | | X | | Crystal | | | | | | |
| 3.4.G. | Application accepted of IBO World School. | | | X | Crystal | | | | | | |
| 3.4.H. | Candidate Phase-- plan for initial launch of district choice school. | | | X | Crystal | | | | | | |

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| 3.5 | Innovative Models: Implement an innovative learning model that promotes rigor and relevance with the creation of Quad D Learning and Laboratories. | | | Superintendent/Chief Academic Officer | 1, 2, 3, 4, 6, 11, 12, 13, 21 | | | | | |
| 3.5.A. | Design Phase I of "Quad D Learning Laboratories," including focused PD for teachers at Snow and Moody. | X | | Amy and Julie | | Teachers at Snow and Moody continue to engage in professional learning exercises with Dr. Braddy. They are focusing on student engagement, instructional strategies and thoughtful work. Snow has seen positive increases in student engagement and behavior. | CIR rubric is being utilized during peer lesson observations, calibration and grade level planning. Dr. Braddy conducted model lessons to introduce strategies. | Snow and Moody School teachers continue to create, implement and revise lessons to demonstrate rigor and relevance. Schools are making plans to visit Naramake Elementary School to observe its work with Quad D labs. | Snow and Moody School teachers continue to create, implement and revise lessons to demonstrate rigor and relevance. Both schools met with Alisa Braddy from ICLE in May. | Quad D training dates have been selected for the 2019-20 school year. Snow School will have 2 cohorts and 22 days of training. Moody School will have 1 cohort and 11 days of training. |
| 3.5.B. | Implement Teacher Lesson Observations for "Learning Lab" -- modified implementation for practice. | X | | Amy and Julie | | Learning Lab goal for internal group and practice will start in March | CIR rubric is being utilized during peer lesson observations, calibration and grade level planning. Dr. Braddy conducted model lessons to introduce strategies. | Teachers are engaged in peer to peer lesson observations and feedback sessions based on the CIR rubric. | Teachers are engaged in peer to peer lesson observations and feedback sessions based on the CIR rubric. | Quad D training dates have been selected for the 2019-20 school year. Snow School will have 2 cohorts and 22 days of training. Moody School will have 1 cohort and 11 days of training. |
| 3.5.C. | Design "Quad D Enrichment After School Laboratory." | X | | Natalie, Amy and Julie | | 4 Snow Schools teachers were accepted into the Harvard Project Zero Makerspace course on an 80% scholarship underwritten by Title 2 funds. Initial materials purchased to support Makerspace. Maker Space will be incorporated into the After School Lab. | Additional funds secured for Snow Maker Space. All items purchased per Snow Makerspace Leadership Team request. Initial launch of Harvard maker centered classroom ideas at Snow School. Examples of Quad D Enrichment After School programs: Snow School has an after school club called: <u>CANstruction</u> . The CANstruction team uses art, design, math and problem solving skills to create innovative structures using unopened cans of food. The team works with an architect partner and determines a design. The design must employ visual and thematic cues to share a message about the importance of providing access to nutritious food for people in need. On competition day, at the end of a four-hour build time, the projects will be judged by a team from event sponsor the Connecticut Chapter of the American Institute of Architects (AIA Connecticut). <u>Crazy 8s</u> is a club designed to get kids both engaged and fired up about math. Every week Crazy 8ers build stuff, run and jump, make music, use innovation and have choice as they are challenged to solve various math problems. | Teacher led-Previously achieved. | Teacher led-Previously achieved. | Teacher led-Previously achieved. |
| 3.5.D. | Launch Phase II of "Quad D Teacher Instructional Laboratory," including school-wide/Quad D teacher professional development. | | X | Natalie, Amy and Julie | | | | | | |

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| 3.5.E. | Launch Phase I of "Quad D Enrichment After School Laboratory." | | X | Natalie, Amy and Julie | | | | | |
| 3.5.F. | Plan Phase II Expansion of "Quad D Enrichment After School Laboratory." | | X | Natalie, Amy and Julie | | | | | |
| 3.5.G. | Launch Implementation of "Quad D Learning and Enrichment Laboratory" at Snow School and Moody School, including school-wide/Quad D teacher professional development. | | | X Natalie, Amy and Julie | | | | | |
| 3.5.H. | Launch Phase Phase II Expansion of "Quad D Enrichment After School Laboratory." | | | X Natalie, Amy and Julie | | | | | |
| 3.6 | Grades 6-8 Vertical Alignment: Restructure the middle school model to promote rigor, innovation, agency, and student relevancy | | | Superintendent | 1, 2, 3, 4, 6, 11, 12, 13, 21 | | | | |
| 3.6.A. | Create the Middletown Middle Grades Innovation, Integration, and Improvement Committee. | X | | | | Monthly meeting focused on disseminating the official layout plan of the new WWMS (TKSP presentation). Also, the group received a "status report" of UC Design Lab Visit in San Diego | March's meeting focused on two critical objectives of introducing the new eighth grade math model as well as concepts of Design Thinking. KMS and WWMS presented their blended learning plans. | April's committee work concluded with site-based presentation of critical design work at KMS, WWMS, and MHS. This month's CSSR conference call focused on leadership work (Admin Institute), planning stages for 19/20, and June's workshop at MHS with teachers. | Final meeting of the committee took place, strategies have been established for the upcoming school year. Data was shared with participants. |
| 3.6.B. | Research best practices for organizational structures, innovation programs, and designs within committee. | X | | | | UC Design Lab visit on February 12, 2019. Partnerships were established with Innovate K12, UC San Diego, and Urban Discovery Schools to share best practices with "Design Thinking Theory" | On-going research is being conducted with CSSR, Innovate K12, and UC Design Lab | Professional development for pilot expansion has been planned for June 19 and Aug 19 for middle school ELA teachers. In addition they will have received (and will continue to receive in May) PD on the station rotation model. We have also made necessary curricular adjustments. | The first of the professional development opportunities has been afforded to grade 6-8 teachers. PD will continue next year and will focus on implementation of program and data collection. |
| 3.6.C. | Conduct interdisciplinary/personalized learning pilot in grade 8 and analyze for next level implementation.-- structure PD support for January. | X | | | | Monthly meetings have been established for data and implementation review for UpSmart Pilot. Winter data has been collected and currently shows a marked increase in achievement for students in the pilot. | ELA curriculum supervisor presented at the Highlander Conference to showcase MPS Blended Learning Model. PD has been planned for May to expand the pilot to grades 6-8. | May's professional development is scheduled for teachers in grades 6-8 with blended learning model. Continuous analysis of current pilot with data at WWMS. This will advise next steps for expanded/scaling of initiative. | End of year data has been analyzed and shared with MPS and the BOE. Strategies for further implementation have been developed and the initial round of PD has been done. |
| 3.6.D. | Implement year two of the Middletown Middle Grades Innovation, Integration, and Improvement Committee. | | X | | | | | | |

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| 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 | Coordinator of Family Engagement | 12a-b, 21 | Monthly Community Conversations occurring throughout Middletown. | March Community Conversation had a new format with presentations from administrative leadership in Math, Technology and ELA with a focus on middle school and tracking. Additionally there was a presentation on School safety and security. Questions and discussions followed. Turnout about 50. Plans and design starting for State of Union and for a neighborhood canvassing program. | State of Education in planning mode for the May 23rd event at MHS. Dress rehearsal for May 17. flyers and social media are ongoing to partners. First Canvassing event took place on May 9 in 2 neighborhoods representing Snow & Wesley - A team of 6 parents and staff knocked on about 30 doors and had extended conversations with about 16 families, additionally the bookmobile distributed free books to families. Data collected still being summarized and plans for monthly events in the planning stage - will need more canvassers but we are very well received by all. | State Of Education event a success on May 23. Great presentations by all with outstanding contributions by our students. Year End Nellie Mae Family/Community Engagement Celebration taking place on June 17 called "Glow & Grow" with table talks on Communications, Equity and Family Support and Advocacy, a Gallery Walk to discuss sustainability of Family Engagement practices and time to glow and grow/share best practices for each school and community organization. | State Of Education event a success on May 23. Great presentations by all with outstanding contributions by our students. Year End Nellie Mae Family/Community Engagement Celebration taking place on June 17 called "Glow & Grow" with table talks on Communications, Equity and Family Support and Advocacy, a Gallery Walk to discuss sustainability of Family Engagement practices and time to glow and grow/share best practices for each school and community organization. |
| 4.1.A. | Build capacity of staff (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 | Coordinator of Family Engagement | | Held Family Engagement Training for preschool staff on February 11, 2019 | Family Engagement Policy had its first reading at the March BOE meeting. We will add Dual Capacity wording and a link to state department of Education's website on Family Engagement which gave practical implementation guidelines/regulations. | Family Engagement Policy scheduled for 2nd and final reading on May 14 at the BOE meeting. We added Dual Capacity wording and a link to state department of Education's website on Family Engagement which gives practical implementation guidelines/regulations . More work needed to bring this policy to life in each school. | Building capacity of the FRC & FSC staff of Home visitors and liaisons to bring best practices to their schools. 3 staff members attending the NAFSCE National Conference on Family and Community Engagement in August with plans to work with school staff and parents at their schools starting in the fall. FRC & FSC staff by September '19 will all be trainers for People Empowering People, Circle of Security, PAT/Parents as Teachers and Girl's Circle. Family Engagement Plan aligned to SOP was developed by the Family Community Engagement Coalition during 2019 school year. | Building capacity of the FRC & FSC staff of Home visitors and liaisons to bring best practices to their schools. 3 staff members attending the NAFSCE National Conference on Family and Community Engagement in August with plans to work with school staff and parents at their schools starting in the fall. FRC & FSC staff by September '19 will all be trainers for People Empowering People, Circle of Security, PAT/Parents as Teachers and Girl's Circle. The Family Community Engagement Coalition developed the Family Engagement Plan with alignment to the SOP This Coalition will discuss sustainability of the Plan and this Coalition at the June 17 year end meeting. |

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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 | Coordinator of Family Engagement | | | | | |
| 4.1.C. | Family Outreach Models will support School Readiness and MSEL (Middletown Social Emotional Learning Initiative) | X | X | X | Coordinator of Family Engagement | New hires at Spencer and MHS for Home Visitors, started on Feb 25, 2019. All FRC & FSC staff to attend Restorative practice Training in February and the Dismantling of Systematic Racism conference in April | 3 FSC Home Visitors were trained in the PAT, Parents as Teachers, evidenced based model for parenting and child development. All FRC & FSC staff to attend Restorative practice Training in February and the Dismantling of Systematic Racism conference in April. We will be interviewing for a new FRC Specialist for Macdonough. One FSC Home Visitor supplied student attendance data from a family she works with showing attendance improving from 49 days out in 3rd grade to 3 days out in fifth grade. | All FRC & FSC staff attended the Dismantling of Systematic Racism conference in April. We have hired a new FRC Specialist for Macdonough with a start date in June. One FSC Home Visitor was trained as a People Empowering People (PEP) facilitator and PEP will be offered this summer to families. 2 FRC staff were certified this month in PAT. Our FSC staff graduated 8 parents from the Circle of Security 9 session program this month. | Family Resource Center (FRC) and Family School Connection (FSC) staff hosting year end field trips for families on June 20 & 21. Summer programs are set to offer People Empowering People and Circle of Security sessions to families this summer while home visiting and play groups continue. New playgroups at the Community Health Center (CHC) are happening with a partnership between FRC and CHC. We are also offering Kindergarten registration at CHC this summer once again partnering with FRC staff. The Bookmobile will be out at camps and neighborhoods driven by our staff helping to build home libraries and relationships with families. FRC & FSC staff are building their capacity with train the trainer professional development in PAT, Circle of Security, and Girls Circle. Staff will also be trained in Mental Health and CPR First Aid, Developmental Relationships, and School Family Community Engagement at the NAFSCE National conference. | Family Resource Center (FRC) and Family School Connection staff hosting year end field trips for families on June 20 & 21. Summer programs are set to offer People Empowering People and Circle of Security sessions to families this summer while home visiting and play groups continue. New playgroups at the Community Health Center (CHC) are happening with a partnership between FRC and CHC. We are also offering Kindergarten registration at CHC this summer once again partnering with FRC staff. The Bookmobile will be out at camps and neighborhoods driven by our staff helping to build home libraries and relationships with families. FRC & FSC staff are building their capacity with train the trainer professional development in PAT, Circle of Security, and Girls Circle. Staff will also be trained in Mental Health and CPR First Aid, Developmental Relationships, and School Family Community Engagement at the NAFSCE National conference. |
| 4.2 | Climate: Create a positive learning and working environment that fosters caring and respectful relationships | | | | Director of IT & PD and District Equity Facilitator | 12a-b, 13a-d, 21 | | | | |

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| 4.2.A. | Define and communicate restorative practices model in Middletown Public Schools. | X | | | Dwight, Michelle G. | District Facilitator and Director of PD facilitated Instructional Leadership Seminar PD with district admin, EIST's and coaches. The PD focused on discussing and creating working definitions of equity, innovation and restorative practices. | District Facilitator, Superintendent, YSB Director were featured in local newspaper outlining restorative practices model in Middletown Public Schools. | District Facilitator and Director of IT and PD presented at SERC Dismantling Racism conference. The presentation discussed and illustrated the Middletown model of combining an Equity model with a Restorative Practices model. Showcasing the vehicle of a restorative mindset to engage in courageous conversations. | Elementary restorative practices coaches created a presentation to communicate the benefits of restorative practices in the classroom to be shared with principals and district community at the start of the 2019-2020 school year. | Because of changes in assignment, RP coaches positions posted for some school, and secondary RP coaches positions posted. Training dates identified. |
| 4.2.B. | Train elementary restorative practices coaches in classroom circling. | X | | | Dwight, Michelle G. | District Facilitator conducted monthly meeting with RP coaches with a focus on trauma informed restorative practices. Providing resources and materials to increase their capacity and knowledge of restorative practices. | District Facilitator conducted monthly meeting with RP coaches with a focus on the intersection of racial equity and restorative practices. | District Facilitator met with RP coaches at monthly meeting to continue reflection of intersection of racial equity and restorative practices. Specific school data was analyzed to illustrate and identify areas of need that will require specific focus throughout the school and possibly the district. | District Facilitator met with RP coaches at monthly meeting to continue reflection of intersection of racial equity and restorative practices. Specific school data was analyzed to illustrate and identify areas of need that will require specific focus throughout the school and possibly the district. | At year end meeting, RP coaches reflected on growth of year to consider next steps for coaches in growing school-wide capacity for restorative practices. |
| 4.2.C. | Elementary restorative practices coaches observe, model, and co-facilitate classroom circles. | X | | | Dwight, Michelle G. | RP coaches are continuing to facilitate classroom circles on a daily/weekly basis in their own classrooms and co-facilitating in other classrooms. | Several RP coaches are modeling on a weekly basis the facilitation of classroom community building circles. This will be a focus going into the 19-20 school year. | Several RP coaches are collaborating and working with Equity coaches to utilize multiple perspectives to meet specific student needs. | District facilitator observes and provides feedback to RP coaches on their circle delivery and coaching process. | District facilitator observes and provides feedback to RP coaches on their circle delivery and coaching process. |
| 4.2.D. | Elementary restorative practices coaches co-facilitate and/or support teachers in classroom circles. | | X | | Dwight, Michelle G. | | | | | |
| 4.2.E. | Train secondary restorative practice coaches in classroom circling to observe, model, and co-facilitate classroom circles. | | X | | 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. | | | | | |
| 4.2.H. | Implement restorative conferences to support discipline practices. | | | X | Dwight, Michelle G. | | | | | |
| 4.2.I. | Develop and implement training model for adults who work with students in a non-academic setting. | | | X | Dwight, Michelle G. | | | | | |
| 4.3 | Early Social-Emotional Learning: Develop Social-emotional learning and intervention frameworks at elementary schools. | | | | Director of Student Services and SPED | 12, 13, 21 | | | | |

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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 | | | | | | | Previously Achieved | Previously Achieved | Previously Achieved |
| 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 | X | | | | | Previously Achieved | Previously Achieved | |
| 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 | X | | Through the budget process have identified the needed resources to expand the model to 2 additional elementary schools. Preliminary schedule for spring activities for fall roll out has been created. Activities include hiring and onboarding 2 SEL Interventionists, conducting orientation meetings at 2 new sites, administer DESSA to new sites in the spring. SEL team presented at February BOE meeting. | Resources have been identified through the general budget and the Project AWARE Grant | Resources have been identified and we are awaiting final approval of the BOE Budget | Achieved | Achieved | |
| 4.3.D. | Conduct an analysis of year 1 outcomes to make program, budgetary and staffing recommendation for implementation of M-SELI at additional elementary schools. | | X | | | | Recommendation for Macdonough and Spencer Schools has been made and approved. Orientation has been completed at Spencer. In progress is purchasing of the licenses for the DESSA for new schools. | Orientation at 2019-20 schools have been conducted. Staff was trained on DESSA and DESSA baseline assessments have been completed. Posting requisition for anticipated SW have been submitted. SEL Intervention job description has been updated and posting has been completed. Interviews are in the process of being scheduled. | Achieved | Achieved | |
| 4.3.E. | Complete launch of M-SELI at remaining elementary schools. | | X | X | | | | | | | |
| 4.4 | Wellness: Create healthy, safe, and positive learning environments for staff, teachers, and students. | | | | School Health Supervisor | 12a-b, 13a-d, 14, 15, 21 | | | | | |

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| 4.4.A. | Identify staff needs/wants regarding district offerings for health and wellness program (e. g. survey). | X | | | | | 3/7/19 District-wide sign up sheet remains open and available to staff seeking to provide health and wellness sessions. No new additions. | 4/5/19 District-wide sign up sheet remains open and available to staff seeking to provide health and wellness sessions. No new additions. | 5/5/19 Follow up survey in development for SY 18-19 Wellness initiatives | | 6/14/19 The most feedback received from district staff is about the CHL Time moments in the Wellness emails. Moving forward, perhaps more opportunities for stress reduction practices should be integrated into the district workplace. Participation by School Health Sprvsr in Nurse-Coach certification process may provide some opportunities for Wellness group opportunities. |
| 4.4.B. | Identify coordinate and/or develop and implement monthly health learning opportunities for district staff. | X | X | X | | | 3/7/19 | 4/29/19 Meeting via Dr.C with external provider Dr. Silbert, regarding potential partnership for Wellness initiatives. Collaboration with Project AWARE coordinator around Wellness and learning opportunities. | | 5/5/19 Last SY Until Help Arrives was provided to district on May 2. Introductory Reiki opportunity was provided to district on May 1. | 6/14/19 After school opportunities, nutrition presentation, employee led initiatives, Reiki, have been poorly attended. New strategies are needed to engage employees. Summer CHL Time moments have been scheduled for Central Office staff. |
| 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 | | | 3/7/19 CDC and other health-related resources have been made available via district email weekly | 4/5/19 CDC and local resources provided to employee at Free or discounted rates | | 5/5/19 employees maintain access to local mental, social and physical free and discounted opportunities via Google documents. Weekly Employee Wellness emails include mental and physical health tips and opportunities to practice and integrate mindfulness practices into daily health and wellness routines. | 6/14/19 YMCA and other physical activity opportunities with discounts remain posted for employee utilization. EmpAssitProgram is accessible via HR. |

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| 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 | | | | 3/7/19 Meeting with Bridgeport collaborative to share mission and resources for building resilient communities on 3/14; meeting w/Dr. Ginsberg for CHL expansion 3/11 | 4/3/19 CHL Time initiative presented to district social workers and psychologist to enlist support and implementation of strategies for SY 19 -20. Working with project AWARE coordinator/leadership committee. | | 5/5/19 CHL Time expansion plan developers have been identified and set to begin in May. Employee Art Show is scheduled for May 30 through the end of June 2019. Partners include City of Middletown and Russell Library Employees. | 6/14/19 School Health Supervisor met with Principals to ask for expansion of CHL Time initiative across grades K - 5 in SY 2019-20. Because the regular training schedule could not accommodate expansion, M. Emerling, K. Thompson & D. Dubai will create an online training to be presented by schl nrs and current CHL teachers to "new" CHL Time teachers at individual school staff meetings early in the Fall. |
| 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 | | | 3/7/19 outreach to community businesses for employee discounts or other wellness opportunities: Yellow Marigold (massage), Vinnie's Jump & Jive, The Art Academy, The Boardroom | 4/5/19 Walk to School and Employee Art Show in process and on schedule. 4/29/19 Building relationship with The Red Barn in Durham regarding employee opportunities for stress reduction and coping skills building opportunities. | | 5/5/19 The Resilience Film is being shared with state level Children's Emergency Preparedness Committee on June 12. Partners facilitators include Community Resilience Collaborators. | 6/14/19 DELT had first meeting of year in October. MPS Racial Equity Policy and Ensuring Educational Equity was finalized and on agenda for policy committee. DELT for the year has been identified. PEG will be providing PD to DELT in December on how to implement MPS Racial Equity Plan including curriculum evaluation tool. |
| 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. | | | | Coordinator of Family Engagement | 12, 21 | | | | | |
| 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 | | | 2 Workshops held with parents and community members in February to give input into the Governance/Advisory Council design with representation from 10/11 schools to include parents, staff and community members and about 20% minority representation. | continued working with parents and principals to inform the Governance design by analyzing their comments at the recent meetings. | Researching fundings and collecting parents to take Parent Leadership for the fall of '19, which will then help us gather volunteers to serve on Governance/Advisory boards. Will host a Nellie Mae Family Engagement open house on June 17 to include Governance and PTA leadership. | The Family Engagement office has been gathering names and promoting Parent Leadership opportunities in partnership with the Parent Leadership Alumni,our Home Visitors, at the Parent Unconferences and through the Family Engagement Coalition throughout the 2018-19 school year. We have a list of 30+ diverse parents ready to continue Parent Leadership trainings and consider being on the Leadership Advisory Councils at each school. | The Family Engagement office has been gathering names and promoting Parent Leadership opportunities in partnership with the Parent Leadership Alumni,our Home Visitors, at the Parent Unconferences and through the Family Engagement Coalition throughout the 2018-19 school year. We have a list of 30+ diverse parents ready to continue Parent Leadership trainings and consider being on the Leadership Advisory Councils at each school. |

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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 | | | | | Above workshops feeding into final design | continued working with information from parents and principals to inform the Governance design by analyzing their comments at the recent meetings. | Call with Regis for the week of May 13 to finalize design. Reviewing policies for Governance from other towns. | Proposed design and policy for the "Leadership Advisory Council" - Governance Council - presented to the BOE Policy committee on June 11 and will move forward for its first reading at the September BOE meeting. Principals and the Nellie Mae Family Community Engagement Coalition will have another review of the policy on June 17. Plans for recruitment of participants and trainings under way. | Proposed design and policy for the "Leadership Advisory Council" - Governance Council - presented to the BOE Policy committee on June 11 and will move forward for its first reading at the September BOE meeting. Principals and the Nellie Mae Family Community Engagement Coalition will have another review of the policy on June 17. Plans for recruitment of participants and trainings are ongoing. |
| 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 | | | | | | ongoing conversations with state and other cities around country. | ongoing conversations with state and other cities around country. | Principals and the Nellie Mae Family Community Engagement Coalition will have another review of the policy on June 17. Guidelines and design details under way for implementation in the fall to include principal and parent community feedback from policy. | Principals and the Nellie Mae Family Community Engagement Coalition will have another review of the policy on June 17. Guidelines and design details under way for implementation in the fall. Met with the Liberty Bank Foundation to discuss wrap services and funding to support children and families. Plan to launch Parent Leadership for the fall of '19, which will then help us gather volunteers to serve on Governance/Advisory boards. Will host a Nellie Mae Family Engagement open house on June 17 to include Governance and PTA leadership. |

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| 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 | | Family Engagement Policy moved to March Policy committee | Family Engagement Policy presented for first reading at the March BOE meeting. Gathered Norwalk's policy for Governance Councils and will compare to Middletown's Bylaws and future design recommendations. | Family Engagement Policy presented and approved during second and final reading on May 14 reading to the BOE. Gathered Norwalk's policy for Governance Councils and will compare to Middletown's Bylaws and future design recommendations. | Proposed design and policy 1211 for the "School Leadership Councils" - Governance Council - presented to the BOE Policy committee on June 11 and will move forward for its first reading at the September BOE meeting. Principals and the Nellie Mae Family Community Engagement Coalition will have another review of the School Leadership Council Policy 1211 on June 17. | Proposed design and policy 1211 for the "School Leadership Councils" - Governance Council - presented to the BOE Policy committee on June 11 and will move forward for its first reading at the September BOE meeting. Principals and the Nellie Mae Family Community Engagement Coalition will have another review of the School Leadership Council Policy 1211 on June 17. |
| 4.5.E. | Implement Middletown SAC Model in all schools, including the provision of differentiated supports by cohorts/need. | | X | X | | | | | | |
| 4.5.F. | Secure resources and support focus to implement the SAC model | | X | | | | | | | Met with the Liberty Bank Foundation to discuss wrap services and funding to support children and families. Plan to launch Parent Leadership for the fall of '19, which will then help us gather volunteers to serve on Governance/Advisory boards. Will host a Nellie Mae Family Engagement open house on June 17 to include Governance and PTA leadership. |
| 4.5.G. | Continue monitoring and refining implementation of Middletown SAC Model, including the provision of differentiated supports by cohorts/need. | | | X | | | | | | |
| 4.6 | Safety and Security: Strengthen school security through professional training, capital improvements and technology to ensure staff and student safety. | | | | Director of Operations | 19, 21 | | | | |

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| 4.6.A. | Create a three-year budget for technology upgrades in regards to front office entry and visitor validation. | X | | | | | Round 3 of Grant work in improve front office entry system continues. Farm Hill, and Wesley work has started except for front office monitors which are on backorder. Improvements at all schools is scheduled to be completed by June. Waiting for Round 4 of School Security Competitive Grant notice from state. | Round 3 of Grant work in improve front office entry system continues. Lawrence and Moody work has started except for front office monitors which are on backorder. Improvements at all schools is scheduled to be completed by June. Waiting for Round 4 of School Security Competitive Grant notice from state. | Round 3 of Security and Safety Grant work is at final phase of completion. MPS was notified by state that the district has been awarded a Round 4 School Security Grant. District Safety and Security Team will disseminate and review award at next meeting. | Round 3 of Security and Safety Grant work is completed. MPS was notified by state that the district has been awarded a Round 4 School Security Grant. Round 4 of Security Grant implementation plan will be developed with Sargent Porter and will be presented to Security Team in September. | Round 3 of Security and Safety Grant work is completed. MPS was notified by state that the district has been awarded a Round 4 School Security Grant. Round 4 of Security Grant implementation plan will be developed with Sargent Porter and will be presented to Security Team in September. |
| 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 | | | | Summer camps and summer school safety discussion occurred at district/city safety meeting. Summer schedule of drill will be scheduled along with site assessment and evaluation of each school used this summer. | End of the year high attendance events including promotions, concerts, and graduation discussed. It was determined to include SRO's & CSO's in the discussion at next month's district safety team meeting. Middletown High School graduation prep meeting to be schedule in May. Summer camp schedule to be reviewed and finalized in May. | New Event procedures and requirement for MPS and outside organization use/rentals agreement to be presented to entire security team at May's meeting. Middletown High School graduation prep meeting to be schedule in May. Summer camp schedule to be reviewed and finalized in May. | New Event procedures and requirement for MPS and outside organization use/rentals agreement to start in July. All large events, sporting, theater, music, meetings, etc. will be require to have either police, campus security officer, or trained events staff that is identified as security at future events. Middletown High School post-graduation to be schedule at end of June. Summer camp safety audit and safety procedure review to take place by MPS and MPD in July. | New Event procedures and requirement for MPS and outside organization use/rentals agreement to start in July. All large events, sporting, theater, music, meetings, etc. will be require to have either police, campus security officer, or trained events staff that is identified as security at future events. Middletown High School post-graduation to be schedule at end of June. Summer camp safety audit and safety procedure review to take place by MPS and MPD in July. |
| 4.6.C. | Revise the District All Hazard Emergency Plan and improve the skills and qualification of our district safety team. | X | X | X | | | | Previously Achieved | Previously Achieved | Previously Achieved | Previously Achieved. Revision is required each year by CDE. |
| 4.6.D. | Implement a plan that increases the number of qualified campus security officers. | | X | | | | | | | One additional CSO is in the approved 2019-2020 budget. This person will assist and help with the need of having a second shift CSO to provide safety and security for MHS after school activities. | One additional CSO is in the approved 2019-2020 budget. This person will assist and help with the need of having a second shift CSO to provide safety and security for MHS after school activities. |

