

Monitoring of Strategic Operating Plan (September 2019 to December 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						
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Goal 1: Teaching and Learning: Improve student's ongoing readiness and learning opportunities by creating accessible, innovative, and personalized environments to close the preparation, opportunity, and performance gaps, to achieve equity in our schools.															
1.1	Rigor & Relevance: Increase rigor and relevance by revising and designing a comprehensive curriculum, so effective instruction is provided with access and equity for all students.				Dr. Parvey	1, 2, 3, 4, 5,6,7,8,9,10, 21									
1.1.A.	Research, develop rubrics a variety of quality rubrics, including equity, rigor & relevance, and UDL to evaluate curriculum.	X	X	X				UDL rubrics identified; equity rubrics have not been identified for evaluating curriculum		DELT has created a timeline for creating equity rubrics to evaluate curriculum units/documents. Work will begin in January with a sub-committee		Draft of equity rubric has been created. Will receive feedback from equity coaches and attempt to use rubric in January elementary walkthrough		DELT created a working rubric for Equity Walkthroughs which will be piloted in the month of January at 4 elementary schools.	
1.1.B.	Implementation of District Equity Leadership Team (DELT) plan.	X	X	X	Michelle			DELT has first meeting in September with SERC Coaches. The group began a crosswalk between the SOP and Racial Equity Plan		DELT had second meeting with SERC coaches. DELT is established clear action steps with timeline, and has the intent to share to the board in Dec or January.		DELT had third and fourth meeting with SERC coaches. DELT continues to identify timelines for implementation. Additionally training for DELT with PEG has been secured as well as for Curriculum leadership teams.		DELT held final meeting with SERC coaches. Continued updates of Middletown Racial Equity Policy is necessary. PEG will continue professional for DELT beginning in February.	
1.1.C.	Redesign the curriculum by using a variety of quality rubrics, including equity, rigor & relevance, interdisciplinary, and UDL.	X	X		Dan, Richard, Crystal, Amy and Julie, Liz M. and Amy C.			All schools are scheduled to receive Rigor and Relevance training this year. The Rigor and Relevance framework and rubric along with the UDL checkpoints will be at the forefront when curriculum committees meet to redesign the curriculum. In grades 6-8 teachers are meeting regularly during the school day to develop interdisciplinary units. Grades 9-11 use IDTs with the revision focus using UDL, RR, and equity lenses.		Teachers are getting ICLE R+R training. Teams are using CIR rubrics as coaching and ICLE expands. Interdisciplinary implementation and revision using UDL and CIR are scheduled for Nov 5.		11/5 PD day gave teachers hours of curriculum development time on team with cross-grade interaction and feedback opportunities. Teams reflected on unit 1 progress for revision and further developed coming interdisciplinary units.		Middle School Redesign Committee working with CSSR to develop competency analysis protocols. Elementary Curriculum Supervisors planned a UDL implementation meeting in January 2020 with SPEIST.	

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1.1.D.	Start realignment of curriculum in grades K-5 via summer work for leaders/practitioners.		X		Amy and Julie				Curriculum supervisors have discussed how to begin the realignment of the curriculum for the summer of 2020.		Curriculum supervisors have discussed how to begin the realignment of the curriculum for the summer of 2020. We are setting up a meeting with Michelle G. and Chris B. to plan and budget for this work (including K-5 IM)		Application for the Illustrative Math pilot has been submitted. The IM pilot is in the early stages of development and will include training and summer math curriculum work for leaders and practitioners. Requests for approval of curriculum and budget will be presented in December.		Elementary Curriculum supervisors began planning updated curriculum with Dr. Parvey. Illustrative Math pilot structure and budget are being finalized. Summer Reading 2020 committee met on 12.12.19 to begin planning. Next meeting is in January.
1.1.E.	Implement Phase I of curriculum redesign for rigor, relevance, and equity in K-5 content-areas.			X	Amy and Julie										
1.1.F.	Start realignment of curriculum in grades 6-8 via summer work for leaders/practitioners.			X	Dan/Richard /Crystal/Liz M.										
1.2	Personalized Learning: Using a multi-tiered instructional model, implement a learning program that personalizes instruction for all students				Dr. Parvey	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 21									
1.2.A.	Create a consensus definition of personalized learning.	X			Michelle										
1.2.B.	Implement Phase I of Edgenuity platform for Elementary Cohort 1.	X			Julie										
1.2.C.	Implement Footsteps2Brilliance literacy and numeracy platform in K-1.		X	X	Amy			F2B collaborated with Curriculum office to insert activities from F2B into District ELA Unit pacing guides. K & 1 teachers trained on program on August 27th. Follow up coaching days are scheduled for end of September & November.		4 Elementary Schools (Lawrence, Moody, Snow,& Wesley) had planning and coaching time with Catherine DeRosa from F2B on 9.30.19. Amy had a planning Zoom meeting with Catherine and Kim Tafiti on Oct 18th and mapped out the November coaching dates.		4 Schools (Bielefield, Farm Hill, Macdonough and Spencer) had planning and coaching time on 10.28.19 (replicated training from 9.30.19). 2 F2B support workshops were offered at the 11.5.19 PD. F2B trainer Catherine DeRosa coached K and 1 teachers at all 8 schools during the week of 11.12.19-11.15.19. 2 utilization reports were sent to all 8 schools.		All schools received two F2B utilization reports in December. 5/8 schools are participating in the F2B winter challenge. IT department purchased wireless keyboards to enhance F2B implementation. All key boards were installed before 12.31.19.	

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1.5.A.	Develop a strategic plan including community partners, access to transportation, wraparound services.	X			Dawn Dubay				Plan was adopted by BOE on 9-10-19 and the School Readiness Council on 9-18-19.		Plan was adopted by BOE on 9-10-19 and the School Readiness Council on 9-18-19. Monitoring form has been shared with all program leaders for documentation of the work.		Plan is complete. Work is being monitored on Early Minds Monitoring plan		Work is being monitored on Early Minds Monitoring plan. Plan was shared at Middlesex Coalition for Children 12-13-19
1.5.B.	Implement "Universal Digital Solution" for all three/four-year olds in Middletown	X	X	X	Dawn Dubay				5 private and all school readiness preschoolers are inputted into the system. Teachers are being trained by Dawn in their programs. Footsteps coming for coaching Monday Sept. 30th 9-noon. Other outreach taking place, WIC and CHC sharing with children and families.		Dawn continued supporting teachers in community programs, reinforcing the use of the program. Binder was given to 2 school readiness programs, where teachers can pull resources and lesson plans from to complement the use of the apps.		Received word on Nov 22nd that we received a grant from the Fund for Greater Hartford to support the implementation of B2B with more equitable resources including technology and literacy ambassadors.		Further outreach at 2 community events at CHC with support from the Middletown Rotary Club. Signed up about 6 families and encouraged sign ups at home. Dawn meeting with families 12-20-19 at the YMCA to boost family participation in the program. Current words read collectively in PreK: over 7 million. Books: over 25,000
1.5.C.	Design a Standards-Based Curriculum using the ELDS.		X	X	Dawn Dubay				This month, determining logistics around how to have teachers participate, setting dates and times. Met with Snow PreK staff to discuss first steps.		Met with Dr. Osborne on Oct 18 to begin the planning stages of this process. Researched other PreK curriculum and information to share with the team.		Team drive is set up for Curriculum Writing task force and members are reviewing information for next session on Dec. 4th.		Team met for 3 hours Dec 4th. Dwight facilitated a brief equity conversation. All members participated in a unit on Community. K teachers gaining greater understanding of the CT Elds.
1.5.D.	Provide targeted coaching around ELDS.	X	X	X	Dawn Dubay				Meeting with Dr. Osborne the week of the 23rd to create a plan & schedule		Targeted teachers received coaching supports around SEL and Language and Literacy		Targeted teachers continue to receive coaching supports around ELDS, specifically Language & Literacy and Social & Emotional Development standards. Training on Nov. 13th taught 50 preschool staff strategies to promote executive functioning		Encouraging new community teachers to view the OEC webinar on the CT Elds as a starting point, as training times are currently a barrier.
1.5.E.	Implement Early Childhood Strategic Plan and Standards-Based Curriculum (year three -- standards-based curriculum)		X	X	Dawn Dubay				PreK-K alignment meeting 9-25-19 to determine the task force for deep alignment work (DD). LOI submitted and accepted to Fund for Greater Hartford. As a result MPS has been selected to advance to funding round application. If awarded grant will support implementation steps for Early Minds (NF).		Key stakeholders have met to discuss next steps and how to align all of our work. Met with Katherine Thompson 10-22-19 to align Project Aware with PreK SEL work. Met with Izzi Greenberg and Monica Belyea for 10-23-19 to define the work in the plan and responsibilities. Community attended Ruler Oct. 24 and 25 to align with the district.		Met at Opportunity Knocks steering committee Nov. 26 to discuss our SEL systems and family partnership work. PreK-K task force met Nov 13 to discuss K developmental expectations and alignment systems. Curriculum committee reviewing materials in preparation for Dec. 4th curriculum writing.		Curriculum inventory results from PreK has come in. Data is compiled and will be shared today. Next PreK-K task force will be Jan. 8th to look carefully at the survey results and plan next steps.

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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.				Dr. Parvey	5, 7, 8, 9, 10,11, 21									
1.6.A.	Explore and research best practices with organizational structures	X			Richard/Cry stal										
1.6.B.	Explore time expansion for block scheduling (MHS) -- plan to expand course programs.	X			Richard/Cry stal										
1.6.C.	Research the creation of pocket pathways that start with seventh grade cohort (18/19) -- design of pocket pathways.	X			Richard/Cry stal/Natalie								Aerospace/Ad. Man. Pathway: approved by curriculum cttee and BOE. Discussions on curriculum, pathways and partnerships. Computer Science Pathway model presented by CSDE at CTE Conference. Initial discussions with senior management.		
1.6.D.	Launch new scheduling model to support flexibility and mastery.		X		Richard/Cry stal			A/B Alternating Block Schedule implemented in the high school allowing daily advisory and every other day IDT's. Obtaining and researching information on flexible credit attainment options. Seeking student input of interests through survey administered by end of October 2019. Also, RISE Network is using data and human support (2 additional guidance counselors) to ensure 9th grade students are "on-track" for graduation this year.		A/B Block Schedule is allowing for more in-depth learning in classes and also attendance is improving (supported by research).		Continued trends from previous update: improved attendance, more in-depth learning, more flexibility in learning tasks.			

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1.6.E.	Communicate new "Middletown Pathway Options		X		Natalie, Crystal				Met with MxCC to introduce pathway options to MPS middle and high school administrators for considerations and feedback.		Paul Pelletier will meet with parents courtesy of MHS Guidance to discuss Aerospace/Ad. Manufacturing pathway		Aerospace pathway kick-off scheduled for December 5 at WWMS. Grade 8 students will complete hands on learning and be provided with information on how to sign-up for courses for 2020-2021.		P. Pelletier meet with grade 8 students through science classes January 2020 to promote program prior to course registration. Flyer will be made by M. Gohagon to send home to families. Discussion about Aerospace program at January MxCC Community Conversations 1/22/20. Aerospace Committee meeting bi-weekly to address implementation of program.
1.6.F.	Design pocket pathways for launch and support--align to Program of Studies.		X		Natalie, Crystal				Exploration of Ad. Manufacturing/Aerospace pathway led by Paul Pelletier and Dave Reynolds (MHS). Site visit to Asnuntuck College 9/23.		Planning helicopter visit to WWMS for launch of Aerospace Program at MHS. Anticipated date: December 4, 2019. Continued exploration of additional pathways -- presentation to board of education on November 19, 2019.		Working with design team to review courses in pathway aligned to current MHS and Community College offerings, and consider additional courses for college credit.		Aerospace Planning team meeting biweekly to address facilities, equipment, curriculum writing, and marketing of program. Meeting with Asnuntuck and Middlesex Community Colleges in January 2020 to further explore courses for credit.
1.6.G.	Launch pathways for students.			X	Natalie, Crystal										
1.6.H.	Plan and design two more pathways			X	Natalie, Crystal										
1.6.I.	Secure business partners -- start designing pathways.		X	X	Natalie, Crystal, and Michelle				Continued discussion of pathway options with MxCC, local businesses, and MPS administrators. Seeking student input of interests through survey administered by end of October 2019.		Discussions will continue on courses that may be offered for credit with pathways and in comprehensive school. A meeting has been scheduled with Pratt & Whitney to discuss the Aerospace program. Meeting with Asnuntuck will occur with Dr. Conner, Paul Pelletier, and Natalie Forbes. Team meeting to plan design will occur in November with team to plan board presentation/logic model.		Visit with Asnuntuck to learn more about the certification and credit opportunities for students enrolling in the Aerospace & Advanced Manufacturing program. Regular meetings have been established for pathway planning. Business partner has been secured to allow for helicopter visit to kick off Aerospace and Advanced Manufacturing program.		Meeting with Asnuntuck Director January 2020 to initiate discussions on supported courses for certification and college degrees. Meet with MxCC in January to explore General education course alignment and potential for partnership in supporting makerspaces at elementary schools.

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1.7	Enhance Literacy Instruction: Implement the Middletown Kindergarten to Grade 5 Literacy Initiative (MK5LI) in all elementary schools to strengthen our multi-tiered instructional model and ensure that all students read well by Grade 5.				CAO	1, 2, 3, 4, 21									
1.7.A.	Implement a master schedule at all elementary schools that supports Tiered Instruction.	X			Amy M.										
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.										
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.			District Literacy Plan will be shared by Principal and EISTs at all elementary schools							
1.7.D.	Provide professional development on the science of reading for teachers (Cohort 2).		X		Amy M.			Most of Cohort 2 teachers were trained on 8.27.19. More follow up training is scheduled at Literacy Leadership Seminars and PDEs throughout the 19.20 SY.		Cohort 2 had its first Literacy Leadership Seminary on 10.7.19. The Hill trained the leadership teams on the Reading Brain and the 4 part processor.		Both Cohort 1 & 2 had Literacy Leadership Seminars with embedded PD (11.4 & 11.12); All 8 Schools had on site instructional support days.		Cohort 2 received professional development (12.12.19 & 12.13.19) on the purpose of different literacy assessments. Cohort 2 also received trainings on the Nonsense Word Fluency for Aimsweb Plus to collect 2 data points: Correct Letter Sounds and Whole Words Read.	
1.7.E.	Train new interventionists and literacy paraprofessionals, as well as continue support of existing interventionists and literacy support paraprofessionals.		X		Amy M.			Differentiated training was provided to New and Returning Interventionists on 8.27.19. Training of all interventionists at all 8 elementary schools occurred between 9.9.19-9.18.19. Additional training will be provided on 9.30.19		All interventionists had the Reading Brain training on 9.30.19. New interventionists had Enhnacemnet rouitines training on 10.18.19. All Interventionists will be trained on October 28th PDE.		Interventionists at all 8 schools had ongoing support at the onsite Instructional support coaching days throughout November:		Interventionists at all 8 schools had ongoing support at the onsite Instructional coaching days throughout December. Hill for Literacy created an ongoing support document for Interventionists to have easy coaching contact with their school's facilitator.	

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1.8.B.	Research and redesign Grades 6-8 Math Curriculum	X	X	X	Richard				Grades 6-8 are fully implementing Illustrative Math curriculum this year. This problem-based core curriculum is rooted in the content and practice standards to foster learning and achievement for all at a high level.		Grades 6-8 are still on-track with utilizing Illustrative Math curriculum this year. Teachers are more comfortable and knowledgeable with using the new curriculum this year.		Grades 6-8 effectively implementing Illustrative Math Curriculum. Student practices in discourse and collaborative work are improving.		Grades 6-8 improving at utilizing IM instructional routines, such as Notice and Wonder, Number Talks, Think-Pair-Share, and Which One Doesn't Belong. These small, high leverage teacher moves allow for greater depth of thinking by students.
1.8.C.	Implement redesigned curriculum and new eighth grade math model to promote Algebra Readiness		X	X	Richard				IM curriculum blended with Edgenuity this year to allow for equitable access for Algebra for all students in 8th grade.		New 8th Grade Math Model is utilizing station rotation model w/ a tech component (Edgenuity) along with Project-Based Learning station that has a certified teacher facilitating student activities.		8th grade Math Model demonstrating adaptive flexibility to meet students' individualized needs. Teachers able to effectively use technology (Edgenuity and GoGuardian) to formatively assess students to inform instruction.		8th grade Math Model is identifying grade 8 priority standards to possibly use standards-based grading in 2020-2021.
1.8.D.	Eliminate College Prep Curriculum and tracking in both grades 7 & 8.		X	X	Richard				Eighth grade math model is in place. Support and training has occurred with teachers		Currently there are only heterogeneous classes in grades 7 & 8. Students have ability to accelerate at their own pace within the heterogeneous class.				
1.9	Access to Arts: Create a system that provides equity, access, and enhanced fine arts opportunities for all students.				Marco Gaylord	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				Two new courses are offered at High School for 2019-2020 School Year. Continue work with the Arts Department and school scheduling process. Middle School and High School implementation of new schedules has alleviated class number issues and has provided balance numbers across all classes.		Discussions on possible new High School Courses submitted for curriculum review in November. Grade 6-8 2020-21 schedule discussion continues.		Additional high school arts courses submitted to curriculum committee. Committee will meet in December to review proposals.		Two additional high school arts courses were approved by curriculum committee at the December's meeting. The music course is Music in Movies: How musical themes help tell the story and the art course is Introduction to Digital Art.

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1.9.B.	Develop a plan to integrate the arts throughout all curricular areas.	X	X		Marco				Two new courses are offered at High School for 2019-2020 School Year. Continue work with the Arts department and school scheduling process. Middle School and High School implementation of new schedules has alleviated class size issues and has provided balance numbers across all classes.		Two new courses are offered at High School for 2019-2020 School Year. Continue work with the Arts department and school scheduling process. Middle School and High School implementation of new schedules has alleviated class size issues and has provided balance numbers across all classes.		Continue discussions with department on K-5, 6-8, and 9-12 on interdisciplinary units and possibilities within our current schedule at all levels.		Continue discussions with department on K-5, 6-8, and 9-12 on interdisciplinary units and possibilities within our current schedule at all levels.
1.9.C.	Develop a plan to increase Arts instructional time at the K-5 level to meet or exceed state recommendations.	X	X		Marco			2019-2020 schedule allows for slightly increase arts time at the K-5 level with extra class time rotation in every school. The amount of extra time isn't consistent in each discipline and building but it's a good first step towards the ultimate goal of students receiving art and music instruction twice a week at each elementary school.		Discussions continue with possible improvements for 2020-2021 schedule for K-5 Arts Teachers.		Discussions continue with possible improvements for 2020-2021 schedule for K-5 Arts Teachers.		Discussions continue with possible improvements for 2020-2021 schedule for K-5 Arts Teachers. Music and Art Department Head cost included in 2020-2021 budget.	
Goal 2: Operations, Systems, & Structures: Develop a broad community of stakeholders who ensure a high level of efficiency and alignment among departments, and systems to improve the delivery of instruction and services for students.															
2.1.	Talent Office: Redesign the current Human Resources Office model to a Talent Management & Benefits Office for performance growth and development				Chief of Talent & Benefits	20, 21									
2.1.A.	Research systems and structures that are aligned to the seven dimensions of Talent Management.	X						2018-2019		2018-2019		2018-2019		2018-2019	
2.1.B.	Outline first Phase of Talent Management Structures to implement in 2019-2020 academic year--preparation for implementation/ transition in April 2019.	X						Met with AUC about pulling data out of payroll system that is needed for the upload to the Frontline Central System. They provided that data and HR is actively working on manually adding other data. Restructure of office on hold until meeting w/ Mayor		Most data has been uploaded to the spreadsheet Frontline requires. Actively working on Assignment details of all staff. Provided information in regards to pay structures and have all locations added. Restructure will be discussed with new mayor.		Meeting scheduled with Frontline to go over the mass data upload on 12/5/2019		Frontline meeting scheduled to begin mass data upload & workflow development. Will schedule meeting with IT & Finance regarding potential data dumps into AUC & PowerSchool and how that will affect the Frontline Central System. Plan to launch early spring w/ new hires.	

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2.1.C.	Design Talent Management & Benefits Office Model and work closely with City in order to implement changes.	X	X						Dr. Conner is to meet with new Mayor regarding the restructuring of the HR Office to a Talent Office.		Dr. Conner is to meet with new Mayor regarding the restructuring of the HR Office to a Talent Office.		Meeting with Mayor Florsheim 12/4/19		Met with Mayor & presented organizational restructure. Will submit recommendations to City HR for GCC meeting.
2.1.D.	Launch Phase I of Talent Management Office Model.		X						Office restructure on hold until meeting w/ Mayor		Office restructure on hold until meeting w/ Mayor		Pending meeting with Mayor		Met with Mayor & presented organizational restructure. Will submit recommendations to City HR for GCC meeting.
2.1.E.	Continue research around Talent Management Model.		X	X					Looking into data and people analytics as it pertains to an HR/Talent Office		Looking into data and people analytics as it pertains to an HR/Talent Office		Looking into data and people analytics as it pertains to an HR/Talent Office		Will schedule meeting with Frontline regarding recruitment solution-screening assessments.
2.1.F.	Launch Phase II of Talent Management Office Model.			X					2020-2021		2020-2021		2020-2021		2020-2021
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.				Chief 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			Chief of Talent & Benefits				Frontline Central Purchased		Frontline Central Purchased		Frontline Central Purchased		Frontline Central Purchased
2.2.B.	Research and redesign Middletown's evaluation process to enhance performance management strategy.	X	X	X	Dr. Parvey				CAO		CAO hired -- will address in January 2020		CAO hired -- will address in January 2020		CAO official start date was Decemeber 9, 2019. Will be a focus to start discussion for September 2020 collaborative work.
2.2.C.	Implement Phase I of new HRIS system.		X						Met with AUC about pulling data out of payroll system that is needed for the upload to the Frontline Central System. They provided that data and HR is actively working on manually adding other data.		Most data has been uploaded to the spreadsheet Frontline requires. Actively working on Assignment details of all staff. Provided information in regards to pay structures and have all locations added.		Meeting scheduled with Frontline regarding upload 12/5/19		Meeting scheduled with Frontline regarding full data upload. Once data is uploaded, all workflows will be created and testing of online personnel files will begin!
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								Broader restructuring plan is in draft with visuals and redesigned positions that align to the talent model. Talent Specialist position is in draft form that will be presented to the Mayor.		Job descriptions have been completed and will be presented to the Mayor.		Organizational restructure was presented to Mayor Florsheim. Job descriptions are created & will be reviewed before being presented to GCC.

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2.4.E.	Design a plan that improves our Return to Work procedures that reduces cost.		X												Meeting will be scheduled for the 19/20 school year with the safety committee to discuss return to work procedures. Insurance & Operations Departments have had ongoing discussion to accommodate restrictions as often as possible to be able to get staff back to work in a timely manner to reduce costs.
2.4.F.	Plan to launch Return to Work procedures.		X												Will schedule meetings with Departments to discuss what can and cannot be accommodated.
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											
2.5	Technology: Implement a district technology plan that is aligned to the Future Ready Schools Framework.				Michael Skott	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							Conducted a full technology audit during the summer of 2019. We have had an initial review, and are waiting on final report to incorporate results into technology plan.		Finalizing Technology Plan with results from technology audit and review with various stake holders.		Working through the final stages of completion of the technology plan preparing to work with other departments to make sure it aligns with their initiatives		Shared Draft of High Level plan to BOE. Sharing with Curriculum Committee in January, Budget Committee in February.
2.5.B.	Examine all electronic applications that need to be integrated and develop a plan to streamline integrations.	X							Automated the creation of student network and google accounts. As new data systems are implemented we have create systems to automate account creation and maintenance, where possible.		Automated the student network and google accounts. As new data systems are implemented we have create systems to automate account creation and maintenance, where possible.		Automated the creation of student network and google accounts. As new data systems are implemented we have create systems to automate account creation and maintenance, where possible.		Automated the creation of student network and google accounts. As new data systems are implemented we have create systems to automate account creation and maintenance, where possible. Examining integration of HRIS System for staff with multiple systems.

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2.5.C.	Streamline technical processes to support curriculum/instruction/assessment	X	x	X					Continuing to work with cross functional teams to provide technical expertise to all content areas.		Continuing to work with cross functional teams to provide technical expertise to all content areas. Looking for ways to improve communication between all areas.		Continuing to work with cross functional teams to provide technical expertise to all content areas. Looking for ways to improve communication between all areas.		Continuing to work with cross functional teams to provide technical expertise to all content areas. Looking for ways to improve communication between all areas. Developing systems to improve communication during system implementation.
2.5.D.	Implement district technology plan -- monitor status of all stages technology plan.		X	X					Waiting on the completion of the technology plan.		Waiting on the completion of the technology plan.		Waiting on the completion of the technology plan.		Beginning review of Technology Plan and preparing for implementation.
2.5.E.	Continue to look at electronic applications and work to streamline data sharing between applications.		X	X					Continually working with all department to provide guidance and support to integrate data systems.		Continually working with all department to provide guidance and support to integrate data systems.		Continually working with all department to provide guidance and support to integrate data systems.		Continually working with all department to provide guidance and support to integrate data systems.
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 NESR report, including establish business workflow systems districtwide to create time and process efficiencies-- SME Teams/Recommendations.	X													
2.6.B.	Build and design ACE2 Budget Platform.	X							Process is ongoing with more frequent meetings with DMG for enhancement. Integration with R. Shields in EBB budgeting for expanded use.						
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	X						AUC will continue to be an ongoing/evolving tool as we move toward more detailed reporting. At this time, with the hiring of a Chief of Admin with responsibility as a "super user", we will close out this strategy as complete.		Significant gains in aligning accounts with locations. Will be contracting with AUC for final push to create 2021 budget expanding lines for EBB budgeting. Business office is more proficient with AUC and understands track for EBB Budgeting		We have been working with AUC to create EBB lines and functions. LuAnn Moore reported that she is out of state until the Spring and cannot do on sight training until then. We will plan something for the Spring for all necessary staff.		Business office has had several GoTo Meetings with AUC staff to better implement strategies for EBB Budgeting as well as streamlining daily processes. System sees to be responding in a more appropriate fashion, although as strategies change, there is a need for customizing processes with AUC.

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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							This initiative is ongoing and growing. Discussion of additional support for Grants operations in next year's budget. Security grants, Project Aware, Maker Space and support of 21CC is well underway and operational. Initial exploration of grants to support Advanced Manufacturing/Aerospace pathway is underway. Support for Director of Innovation and Grants for new opportunities and education in innovation has been initiated.				Significant attention to Aerospace funding and highlighted program to students and community. Alliance grant has been approved. Several new grants applied for support at individual schools and PreK. Makerspace activities have been successful and growing. Grants has been extremely busy is looking for new opportunities and capitalizing on current grants.		Significant gains and movement to align budgets with new state and federal guidelines as well as the district's policy to move staff in to the general fund and programs into the grants. Significant movement in the Alliance grant of staff to Board funds. In addition, movement is occurring in pathways program for Aerospace including classroom renovations.
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									
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							Ongoing discussions with Regis regarding steps for EBB budgeting. Deep dive into current budget and needs to adjust for future EBB efforts. Bi-weekly meetings scheduled with Business Office and SMT for clarification and proper allocations.				Timelines have been created and distributed to district leaders. Individual department budgets have been distributed for purposeful spending to be identified. Wish lists are being documented. Meeting scheduled for 12/5 with Dr. Parvey for Curriculum planning and distribution of appropriate funds to individual departments. Weighted spending of \$100,000 has been distributed to individual schools as required. Great gains in EBB strategies this month.		Rollout plan is complete. Best practices and development for staff will be ongoing and reported throughout the monitoring system.

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2.7.B.	Hold monthly meetings with instructional leaders and central office to support initial implementation.	X	X						Meetings scheduled for Admin Council with Business office staff support		Business office regularly reports at Admin Council meetings to provide information and to listen to comments and concerns.		This function will be on more weekly basis with SMT meetings; cross functional team meetings; interdisciplinary conversations; and collaborative discussion on strategies to maximize spending and savings for best request for funding to BOE and Common Council.		This month the business office held individual meetings with school Principals and department heads for more detailed understanding of the EBB changes and expectations. This was a successful operation to provide individual attention and answer individual concerns
2.7.C.	Design system to support EBB.	X	X	X					Ongoing efforts to roll out EBB budgeting in steps to support use and understanding		All location budgets are completed with general fund and grant funding. Next initiative launched to allocate funds from curriculum/sped/transportation and facilities to school locations as needed		Systems are being fine tuned each week with meeting with Regis Shields. Work is being done to create more detail to budget lines and additional one on one training with department heads.		Significant upgrades to AUC to better utilize EBB strategies. More than 1,000 new account lines were created for more transparent and detailed reporting and tracking purposes.
2.7.D.	Implement Phase I of equity based budgeting, excluding special education.		X						Discussions with A. Clarke regarding staffing (CO vs. School based) have begun		Working with AUC to assist in faster coding of individual lines for the general costs (ie, utilities, supplies and training)		First step with schools has been completed. Two schools finalized budgets prior to Thanksgiving Break. We are expecting to have all schools completed by 12/6. SMT will meet this week to discuss inter-department needs.		Phase I is complete in that weighted budgeting and funding has been initiated. This process will continue to evolve but the initial phase of providing weighted funding and purposeful spending for specific student needs has begun. Individual sessions were held with department heads and school principals so that the message was consistent and clear based on each schools' unique needs and population. A group session at the December Admin Council meeting was also held so that all could participate in the discussion.
2.7.E.	Hold monthly meetings with instructional leaders and central office to support implementation.		X						Scheduled with Admin Council meetings		Meetings will be held on a bi-weekly or weekly schedule from now until the budget is finalized to provide accurate allocations and keep within a minimal request for additional funding		Finance meetings monthly with the Admin Council. SMT meetings are weekly and meetings with Dr. Conner and Dr. Parvey will be at least twice a week until budget has been finalized for BOE review and acceptance.		This will be an ongoing effort throughout the year, but during the initial phase of budget preparation we expanded this to individual meetings and small group collaborative meetings so that cross functional preparation could be achieved. Extra effort in December and January will be made for more accurate budgeting and collaboration for spending and savings can occur

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2.10.A.	Develop and implement a plan to improve the quality and value of breakfast and lunch served to our students, including professional development for cafe staff, exposure to new healthy foods, scheduling for meal times, and cafeteria facilities based on culinary excellence.	X	X	X					The Meals and Service Quality Assurance Monitoring Summary was rolled out to the department at the opening meeting August 28th. This new practice will focus on four quality assurance areas (food production, cooking, service presentation and customer service); which will begin at the first Managers Meeting 9/30/19 by defining current practices so that goals for improve can be established and monitored		A. The Food Service Three-Year plan was unanimously adopted by the BOE on 10/8/19 and the plan was announced to the MPS community via SchoolMessenger on 10/25/19. The "Current Practices" portion of the Meals and Service Quality Assurance Monitoring Summary (MSQMS) have been completed. This is the initial phase of defining improvement and setting goals for each building. This phase prepares for the next steps of assessing low performance areas, creating innovating, equitable improvements and the establishing a time line for goals. The breakfast program at Farm Hill transitioned from an in-classroom process to a Grab-n-Go hot meal service. This transition includes an additional service line set-up on the second floor of the building to ensure all students can receive a hot breakfast before the start of the school day.		A. The 3-year plan gained full support from the Wellness Committee. Best Practice standards have been set in the Meals and Service Quality Assurance Monitoring Summary (self-evaluation process). This was collaborative accomplishment among the Kitchen Managers in a "brain storming" session early November. All Managers took a pledged to innovation and excellence during this planning.		Goals for implementation of the initiatives established in the Meals and Service Quality Assurance Monitoring Summary (self-evaluation process) were set at the December Managers Meeting. This includes extending student surveys; a recipe challenge to establish best quality for specific meal preparation and a presentation challenge which creates new innovative ways to display menu items.
2.10.B.	Ensure that 100% of students have access to nutritious and appetizing breakfasts and lunches every school day.	X	X	X					The current CEP status will be maintained at seven buildings for Sy 19-20. An After-School Snack Meal program is scheduled to expand to KMS and WWMS. Training for the non-food service staff is under way to ensure compliance for the start of these programs in October.		All ASP staff have been training in compliant regulations for service and preparation of snacks for the ASPs. The ASPs started this month at Farm Hill, KMS and WWMS. This program extends a nutritious snack for students remaining on campuses after the school day.		A. The initial planning step for a Preschool breakfast and lunch program at Snow was conducted. Parameters for service style and location are under discussion. Meal program information for Head Start grant deadline was distributed. Connection with related staff members at Aces are in place and the relative information has been disseminated for the meal programs under consideration.		The ASP has expanded to include Macdonough school; start date is expected in January 2020.

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2.10.C.	Strengthen the relationship between café workers, parents, director, and students.		X						The cross-practice collaboration between PE, the health department and food services will, not only, connect efforts to improve wellness for students but also create connection between these departments and strengthen their working relationships among the staff.		A summary of Nutritional Basics for School Meal Programs was created to raise awareness in the MPS community which helps explain how school meal are prepared and serviced. This information went out in an email via SchoolMessenger along with Octobers menus; is now available on the food service web page and is being distributed by our Foodcorps site member. Met with the End Hunger Task Force committee to find a solution to replace the recently discontinued back pack program.		Attendance at the WWMS Student Council provided useful feedback from 7th and 8th graders related to meals and Café services. Follow up ad hoc committees were suggested to address specific concerns. All comments and suggestions were shared with the food service staff to create a planned for response to this feedback. The cross-practice collaboration between PE, the health department and food services continues working to combine efforts toward improvements in wellness for students overlapping departments and strengthen their working relationships among the staff. The 3-year plan was presented and a detailed Q&A review was exchanged with the Governance Council members at Macdonough. The results met with a positive response by all in attendance. Cross collaboration between PE, the health department and food services continue to improve the wellness practices in or students school day. Attendance at the HEC grant presentation extended professional networking and potential avenues for expansion of meal program opportunities.		Team meetings were held at two schools to improve/establish a cohesive team atmosphere.

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2.10.D.	Implement access to summer meal services at accessible locations within Middletown.		X						The first SSO program took place June -August 2019 sponsored by the BOE Food Service Department. 25K meals were served in this nine-week period at thirteen camp locations across the city and served by eleven food service staff.						
2.10.E.	Expand summer meal services to additional locations.			X									Discussion related to a second location for the Summer Learning Academy and the location for an open meal site for June 2020 have begun. Contacts to secure a location for an SSO open site are developing through this process.		Collaborative conversation with Family Services Partnership Coordinator reviewed possible locations for the open site(s) for June 2020 SSO program.
2.11	Transportation: Increase the efficiency and effectiveness of the transportation system for student riders and bus drivers.				Mark Langton	21									
2.11.A.	Develop and revise the student code of bus conduct which clarifies expectations for behavior.	X	X	X					Transportation Letter and School Bus Contract went home to all parents in August prior to start of school year. Continue assessing monthly bus conduct reports for each school. Review of bus conduct report template scheduled for November. Continue dialogue with drivers, monitors and building leaders is ongoing. Using Team approach when addressing inappropriate bus conduct.		Continue with DATTCO Manager and meetings with school leaders regarding bus behavior. Changes are being implemented such as seating arrangement and including bus monitor to change behavior. Continue Safety Meetings and discussion with drivers and monitors.		Continue with DATTCO Manager and meetings with school leaders concerning bus behavior. Changes are being implemented for seating assignment along with bus monitor placement. At the monthly Safety Meetings we discuss and keep open dialogue with drivers/monitors.		Continue with DATTCO Manager and meetings with school leaders concerning bus behavior. Changes are being implemented for seating assignment along with bus monitor placement. At the monthly Safety Meetings, we discuss and keep open dialogue with drivers/monitors.
2.11.B.	Monitor bus driver effectiveness and professionalism via bus conduct referrals, student/family reports, and video review.	X							Transportation department continues to use data taken from the bus conduct reports specific to drivers/monitors and the school to help with the decision making process. Periodic review of bus video is used to assess bus driver and monitor effectiveness and professionalism.		Based on data from the bus conduct reports and Safety Meetings with drivers and monitors changes have been implemented. Continue meeting with schools and staff in review of bus video and bus conduct reports.		Use data from bus conduct reports with interaction with student(s) by school staff and/or the Transportation Manager. Continue dialogue with school staff in review of bus videos and conduct reports.		

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3.3.I.	Plan curriculum alignment, secure resources, and PD to support focus grades for transformation (Grades 2-3). plan for initial launch of district choice school.			X	Amy, and Michelle										
3.4	Innovative Models: Implement an innovative learning model that promotes choice and equity for families with the creation of an International Baccalaureate (IB) World School.				Dr. Parvey	1, 2, 3, 4, 6, 11, 12, 13, 21									
3.4.A.	Explore and research application process for Primary Years Programme.	X			Crystal										
3.4.B.	Visit IB World Schools in Connecticut.	X			Crystal										
3.4.C.	Discuss and explore next steps to start application/transition process	X			Crystal										
3.4.D.	Leadership discovery with IB Category I Workshop.		X		Michelle			Principal, EIST, IB Coordinator, IB Spanish Teacher have attended IB workshops 2018-2019 School year and summer 2019. IB Coordinator will continue to attend IB workshops yearly. Three to four teachers per year will have the opportunity to attend IB workshops with the intent of turn-keying their learning to the IB staff. Selection of workshops for 2019-2020 anticipated for end of October.		Lawrence is researching conferences to attend during the school year. The coordinator would like to attend the Assessment conference, the media specialist and Spanish teacher would like to attend a conference that focus specifically on their roles. A presentation and Q & A session was hosted at first PTA meeting, outreach to parents through Tuesday folder resources and newsletters, the website IB tab is being developed (draft) for parents to access information, and a public space has been designated for posting our Programmes of Inquiry.		The IB Coordinator is seeking to send Karla Calvo-Piedra to attend Inquiry and the Additional Language Teacher (most likely March 20-22 in Bethesda), Kerry Darby to attend The Role of the Librarian (most likely online), and Denise Kraft to attend Evidencing Learning (most likely March 20-22 in Bethesda). There are also plans to send several staff to a summer training most likely Austin, TX in July for several conferences. The IB Coordinator is in discussions with Charter Oak IB Academy to perhaps combine a Level 1 training for our staff (Psych, SW, PE, Nee Grade 2, interventionists, and paras) with their staff who still need Level 1 training.		Large Scale IB planning meeting was held on 12.11.19. Elementary Curriculum supervisors attended 4 grade level meetings to support teachers and IB coach with IB curriculum development and authorization process.	

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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				Dr. Conner and Dr. Parvey	1, 2, 3, 4, 6, 11, 12, 13, 21									
3.6.A.	Create the Middletown Middle Grades Innovation, Integration, and Improvement Committee.	X			Dr. Conner										
3.6.B.	Research best practices for organizational structures, innovation programs, and designs within committee.	X	X	X	Secondary Curriculum Supervisors			Continuous research and application of new structures to support transition/consolidation of KMS and WWMS. Innovation 2021 committee and site-based design teams will be researching "Design Thinking" using John Kolko's framework		Design sessions and meetings with KMS and WWMS teams facilitated by CSSR to discuss next steps with 2020/2021 master schedule.		The WWMS-KMS CSSR Team has created sub-committees for 1. scheduling, 2. interdisciplinary work, and 3. philosophy, team building, and outreach.		Due dates revised and communicated for alignment in grade 6 core areas for next unit implementation. Next unit expectations delivered through presentation with document links, provides opportunity to review prior to implementation and clarify implementation questions.	
3.6.C.	Conduct interdisciplinary/personalized learning pilot in grade 8 and analyze for next level implementation.--structure PD support for January.	X			Secondary Curriculum Supervisors										
3.6.D.	Implement year two of the Middletown Middle Grades Innovation, Integration, and Improvement Committee.		X		Dr. Conner					Committee will be meeting on November 14, 2019. The focus will be Designing Thinking Principles "Giving Feedback" and "Seeking Extremes"		Innovation 2021 committee meeting was held. Dan Raucci and Richard Cordaway led workshop on collecting feedback on key design principles for site-based teams		Met with CSSR to discuss next steps with Design Thinking session in January regarding SLC structure and 20/21 Master schedule.	
3.6.E.	Research best practices for organizational structures, innovation programs, and designs within committee--SLCs and flexible/variable schedules.		X		Dr. Conner and Secondary Curriculum Supervisors			Innovation 2021 Committee will be meeting for the first time on Wednesday, September 25, 2019		Design sessions and meetings with KMS and WWMS teams facilitated by CSSR to discuss next steps with 2020/2021 master schedule.		Student-led conferences are planned in grades 6 - 8 for the spring parent-teacher conference dates.		Independent review of broad literature and research focused on best practices with small learning communities -- implementation, structure, and support. Will be meeting with to introduce model to executive team on January 2, 2020 and secondary curriculum supervisors and principals on January 3, 2020.	

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3.6.F.	Implement vertical interdisciplinary teams in grades 6-8.		X		Secondary Curriculum Supervisors			Implementation of interdisciplinary teams and curriculum have started. Science focus for strategic integration has been outlined. Eighth grade math model alignment with interdisciplinary teams is connected through PBL work.		Student exhibitions have occurred as well as site-based discussions with refining tier i intergration of interdisciplinary teams.		Curriculum supervisors and department chairs will meet in December to develop a 3 year plan for full implementation of the interdisciplinary work and professional learning. Interdisciplinary teams meet weekly during the school day to develop their interdisciplinary units.		Review of interdisciplinary competencies and alignment of competencies within developed units scheduled with supervisors January 2, 2020.	
3.6.G.	Research a flexible/variable schedule pilot in grades 6-8-- analyze for next level implementation and structure for PD.		X		Secondary Curriculum Supervisors			Initial meeting with KMS and WWMS started with CSSR. KMS has extended their ELT block to 84 minutes.		Design teams have been meeting to discuss new scheduling model without compromising academic priorities and transformational design.		The WWMS-KMS CSSR Team has created a sub-committee for scheduling. The members are currently reviewing various schedules, identifying pros and cons, for discussion at the next joint meeting in December.		Schedules will be presented and selected January by January 31, 2020.	
3.6.H.	Implement year three of Middletown Middle Grades Innovation, Integration, and Improvement Committee.			X	Dr. Conner										
3.7	Student Voice: Provide resources, tools, and structure that empower students in their own learning behaviors to strengthen positive relationships with adults				Dr. Conner	1, 2, 3, 4, 6, 11, 13, 21									
3.7.A.	Design and implement the Superintendent's Advisory Council.		X					Research of best practices with SAP implementation		Review of broad reserach and best practices with advisory council.		Continued review of advisory councils nationally		Will be discussing ideas with Curriculum Committee in January.	
3.7.B.	Research student-led conferences for MHS -- CSSR support.	X													
3.7.C.	Research student-led conferences at KMS and WWMS -- CSSR support.		X					Expansion of student-led conferences at WWMS and KMS. Focus will be at the middle school level for the 19/20 academic year.		On-going planning/research with expansion of student-led conferences at KMS, WWMS, and MHS. Expansion to full model expected in Fall 2020.		Planning for launch.		Planning for soft launch at KMS and WWMS in second semester. Discussions are occurring within design teams.	

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3.7.D.	Research SLC Middle School Model CSSR support.		X						Gathering and dissemination of small learning communities. Focus will be at Innovation 2021 committee meetings.		Discussions with CSSR and middle school principals to start thinking about structural design with SLCs.		Completed research to interface SLC constructs with master schedule development. Will be hosting a SLC meeting with central office team in December and meeting with school leaders on January 3, 2020		
3.7.E.	Implement student-led conferences in grades 6, 7, and 8 -- CSSR support.			X											
3.7.F.	Implement SLC Structure-- CSSR support.			X											
Goal 4: Collaborative Learning Environments: Create nurturing, healthy, and safe learning environments that are inclusive and engaging for all students, families, and staff.															
4.1	Family Partnerships: Strengthen families' multiple roles as they support, monitor, and advocate for student success and engagement-- Community Conversations and State of Union Address	X	X	X	Donna Marino	12a-b, 21			Finding sites and setting dates and focus areas for future conversations in the Neighborhoods.		<u>First two conversations set for Nov. 13 at Open door Missionary Baptist Church and Dec. 2 at Lawrence School at 5:30 pm</u>		Nov. 13 conversation with a focus on Social Emotional Learning was attended by 28 people with 46% non white. 13 parents, 12 staff, 2 community members & 1 student. The Dec. 2 event will focus on Wellness & Nutrition at Lawrence was cancelled due to weather. Facebook event & flyers are created and posted. Jan & Feb conversations will be on Racial Equity with partnered facilitation between FACES Facilitators and Equity Coaches. A training for these combined facilitators being planned by Donna & Dwight for facilitators for Jan. 8th.		The January Conversation will be on College and Career on Jan. 22nd at Middlesex College, Chapman Hall. The February 27th and March 23rd Conversations will be on Racial Equity. On Jan.8th the Equity Coaches and the previous conversation facilitators will receive an updated facilitator training with Donna and Dwight in preparation for the Racial Equity Conversations. Conversations and their sites are finalized for the year and a flyer is ready to distribute. Other conversations are on April 29 with our State of Education on May 20th.

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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	Donna Marino				Grants to support a "Parent University" model to provide wrap services to support children and families has been presented for funding to the Liberty Bank Foundation (\$30,000 secured for 3 years), the Community Foundation of Middlesex County and the CT Parent Trust. 3 Home visitors were sent to the NAFSCE, National Assoc. of Family School Community Engagement Conference in July and are sharing their learnings with other Home Visitors and staff at their schools. Refining Family Engagement Plan with Family Engagement Coalition and Nellie Mae Coaches on September 23rd.		<u>Rolled out "Parent University", now called "Multi-Generational Learning" which is wrap services to support children and families. Circle of Security being facilitated by FRC for 8 parents from September thru December '19. PEP being facilitate by Parent Leadership Coordinator and FSC Home Vistor from Novemebr thru December of '19 with 11 parents taking place at Adult Ed. Recruiting parents for PLTI - Held an info session on Oct. 24. Nellie Mae Coalition met on Sept. 23 and finalized their name to sustain and continue forward once the Nellie Mae grant ends in Dec. '19. Now called "FACES" Family and Community Engaging for Student Success" we have engaed a designer to create all publications described above and have begun distribution.</u>		Received the Parent Trust Grant for \$25,000 to offer PLTI & CLTI starting on Jan. 11. Have secured MXCC classrooms for the program.		Parent Leadership scheduled to start on Jan. 11th followed by 20 Thursday evenings with 21 students recruited as of today and hoping for 5 to 7 more. Graduated 10 individuals from PEP on 12/19/19
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	Donna Marino			Will begin in October		FACES finalizing family engagenet plan tied to the SOP, will meet again on Nov. 25		Participated in a Ripple Activity with Everyday Democracy on Nov. 18th where we outlined the ripple effect of the Nellie Mae work over the past 3 years. FACES will meet on Dec. 9th to discuss the Ripple report and sustainability after the Nellie Mae grant ends on Dec. 2019.		Had Zoom Meeting with Nellie Mae Foundation to prepare the final Nellie Mae Family Engagement Report for this 3 year grant ending on Dec. 31. Next meeting on January 27th with a focus on Communications	

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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								Exceeding original SOP strategy. M-SELI is being created at pre-k, elementary and secondary levels.					
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				DESSA data from spring of 2019 is being analyzed to create intervention groups. Kindergarten and grade 6 students will be assessed in October of 2019. All schools will be invited to send teams for advanced 2 day trainings on MTSS with Rutgers. Leadership teams are meeting regularly to schedule SRBI SEL meetings.		Addressing technology interface barriers. Director of Technology has been working with Sped Director, AWARE, MSEL and DESSA to address technology challenges. Window for DESSA administration is open and fall screenings are being completed. All schools had representation at the 2 day MTSS training. Coaches from MSEL and AWARE have partnered with the secondary schools and each school will have technical assistance and coaching to establish the SRBI team and framework.		Teams at 4 elementary schools, Keigwin, WWMS and MHS are established, have developed schedules and are working on developing systems and processes. MSEL coaches from the elementary schools and AWARE coordinator have been assigned as leadership support to each of the secondary schools. DESSA technology barriers have been overcome - MPS technology department was highly supportive and instrumental in creating an internal system for data tracking.		Fall DESSA administration is completed grades K-6. SRBI teams are up and running efficiently at 4 elementary schools. MHS guidance, PPS staff, home visitor and project AWARE coordinator have a fully implemented SRBI team. Keigwin has a newly hired SEL interventionist and the intervention room has been set up. WWMS team now has an established team and is developing the processes and systems for intentional intervention in SEL.	

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4.4.A.	Identify staff needs/wants regarding district offerings for health and wellness program (e. g. survey).	X						Wellness initiatives for employees SY 2019-20 includes development of an after-school wellness program where topics and goals are identified by participants after self-evaluation and reflection. The group will focus on developing SMART goals as a group for implementation in self-care plans. The goal is to connect employees with matching goals and healthcare plans to create a peer support network for the district. -----9/19/19		In development..... 10/18/19		11/19/19 Resilience Film viewing, Self-care presentation, WSCC report and suggested topics for staff has been offered (10/18/19) to each of the schools for the benefit of support Wellness efforts for staff. Self care presentation offered for Central Office staff w/self care assessment as a tool for identifying strengths and weaknesses in self care plan and next steps.		The Resilience Film, QPR (suicide response), CHL, Self-care, and other identified personal health maintenance training/programs continued to be offered to staff via school administrators	
4.4.B.	Identify coordinate and/or develop and implement monthly health learning opportunities for district staff.	X	X	X				pending completion of nurse-coach learning process and development and implementation of after-school Employee Wellness program.		The Resilience Film was offered on two different occasions to accommodate primary and secondary school schedules 10/18/19		11/19/19 limited weekly Wellness program is in the pilot stage for week 1 - Self-Care. Presentation has been utilized in staff meetings for cafeteria supervisors and nurses. To be vetted this week with Central Office staff.		Self care presentation to be provided to Pupil Services staff. Nutrition presentation is progress.	
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				EAP brochures are available; district staff is a partner in applying for the HEC grant which is intended to identify, develop and expand health care to all Middletown citizens.		CHL training continues as well as weekly emails around the issue of mental health/wellness..... 10/18/19		11/19/19 Ideas and initiatives are hoped to arise from implementation of group Wellness program. Principals have been encouraged to identify Wellness Ambassadors and offered support for Wellness initiatives at individual schools. And, work with HEC community grant includes initiatives that build best practices for Wellness in schools.		Health Enhancement Community grant work includes gathering information from Middletown community members regarding mental (ACEs) and physical health. Collaboration between community health partners and school is considered an important strategy in building a health enhanced community.	

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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					Grants to support a "Parent University" model to provide wrap services to support children and families has been presented for funding to the Liberty Bank Foundation (\$30,000 secured for 3 years), the Community Foundation of Middlesex County and the CT Parent Trust. Recruiting for Parent Leadership classes and parents to serve on SLC's is ongoing. Offering People Empowering People (PEP) 10 session-1 HR classes from October thru December '19 in partnership with Adult Education, Even Start. Will then offer Parent Leadership Training Institute (PLTI) a 22 session 3hr/wk class from January thru June '20. An Information Session/"Taste of Parent Leadership" is scheduled for October 24, '19.		Continuing to build capacity of parents thru our "Parent Univesity/Multi-Generational Learning approach.		Continuing to build capacity of parents thru our "Parent Univesity/Multi-Generational Learning approach. Recruiting for the PLTI class of Jan. 2020 at conversations and workshops and received a \$25,000 grant to support program. Working to set up a "Supper with the Super" in January.		Continuing to build capacity of parents thru our "Parent Univesity/Multi-Generational Learning approach. Recruiting for the PLTI class of Jan. 2020 at conversations and workshops and received a \$25,000 grant to support program. Working to set up a "Supper with the Super" in January.
4.5.B.	Restructure, redesign, and retrain the existing 6 schools in partnership with SDE to create the Middletown SAC Model.	X						restructure and redesign of SLC will be finalized by administrative Union by Oct. 1, '19: Policy 1211 and its Regulation will be presente to Policy Committee on Oct. 15 and will be placed on BOE Board agenda for Nov., 1st reading and Dec. final reading for 2019.		Continue to restructure and redesign of SLC. Met with Administrative Union on Oct. 15 to finalize Policy 1211 and its Regulation. Will be presented to Policy Committee in December and will be placed on BOE Board agenda for January 1st reading andFeb. final reading for 2020.		Further meetings with Adminstrative Union needed to finalize Policy 1211 and its Regulation		Further meetings with Adminstrative Union needed to finalize Policy 1211 and its Regulation	
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						All 11 schools gave input and have helped design and been introduced to the new SLC model.		Going back to school leadership to build capacity of leadership at Oct. ACM meeting and following up with schools in November and December.		building capacity of leadership at Nov. ACM meeting did not occur, Following up with schools in December.		building capacity of leadership at Nov. ACM meeting did not occur, Following up with schools in January.	

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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					Policy 1211 and its Regulation will be presented to Policy Committee on Oct. 15 and will be placed on BOE Board agenda for Nov., 1st reading and Dec. final reading for 2019.		Met with Administrative Union on Oct. 15 to finalize Policy 1211 and its Regulation. Will be presented to Policy Committee in December and will be placed on BOE Board agenda for January 1st reading and Feb. final reading for 2020.		Policy 1211 and its Regulation. Will be presented to Policy Committee in January and will be placed on BOE Board agenda for February 1st reading and March final reading for 2020.		Policy 1211 and its Regulation. Will be presented to Policy Committee in January and will be placed on BOE Board agenda for February 1st reading and March final reading for 2020.
4.5.E.	Implement Middletown SAC Model in all schools, including the provision of differentiated supports by cohorts/need.		X	X					Reconvene SLC designers (Governance and or PTA/O Leadership) from Feb. '19 for review and start to recruit for SLC members hosting a "Supper with the Super" Event, include Principal Leadership for Oct. '19 Engage Home Vistors, upcoming Parent Leadership classes and alumni, the Bookmobile as well as Unconference, Community Conversations and other Parent University Programs to recruit for future councils. Have family Engagement staff present at events and on committees and boards to discuss family engagement and SLC opportunities.		Continue to reconvene SLC designers (Governance and or PTA/O Leadership) from Feb. '19 for review and start to recruit for SLC members hosting a "Supper with the Super" Event, include Principal Leadership for Nov. '19 Engage Home Vistors, upcoming Parent Leadership classes and alumni, the Bookmobile as well as Unconference, Community Conversations and other Parent University Programs to recruit for future councils. Have family Engagement staff present at events and on committees and boards to discuss family engagement and SLC opportunities.		Continue to reconvene SLC designers (Governance and or PTA/O Leadership) from Feb. '19 for review and start to recruit for SLC members hosting a "Supper with the Super" Event in Jan. Engage Home Vistors, upcoming Parent Leadership classes and alumni, the Bookmobile as well as Unconference, Community Conversations and other Parent University Programs to recruit for future councils. Have family Engagement staff present at events and on committees and boards to discuss family engagement and SLC opportunities.		Continue to reconvene SLC designers (Governance and or PTA/O Leadership) from Feb. '19 for review and start to recruit for SLC members hosting a "Supper with the Super" Event in Jan. Engage Home Vistors, upcoming Parent Leadership classes and alumni, the Bookmobile as well as Unconference, Community Conversations and other Parent University Programs to recruit for future councils. Have family Engagement staff present at events and on committees and boards to discuss family engagement and SLC opportunities.
4.5.F.	Secure resources and support focus to implement the SAC model		X						Plan and Host Supper with the Super in October. Talk at Oct. ACM meeting about recruitment with the goal of having an SLC team in place at each school by May '20. Share sample Bylaws with schools from Jan to May '20. Create an SLC Brochure with relevant materials for Launch and trainings - Sept - June'20. Training for all SLC's in Aug '20		Working with parent leaders to design "Supper with Super" for November. Presented at ACM on Oct. 30th to build capacity of staff and parents for the SLC model.		Working with parent leaders to design "Supper with Super" for January. Did not Present at ACM on Oct. 30th to build capacity of staff and parents for the SLC model.		Working with parent leaders to design "Supper with Super" for January. Did not Present at ACM on Oct. 30th to build capacity of staff and parents for the SLC model.

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4.5.G.	Continue monitoring and refining implementation of Middletown SAC Model, including the provision of differentiated supports by cohorts/need.			X											
4.6	Safety and Security: Strengthen school security through professional training, capital improvements and technology to ensure staff and student safety.				Marco Gaylord	19, 21									
4.6.A.	Create a three-year budget for technology upgrades in regards to front office entry and visitor validation.	X							MPS was notified by state that the district has been awarded a Round 4 School Security Grant. Round 4 of the Security Grant implementation plan will be developed with Sargent Porter and will be presented to Security Team at the September 27th meeting. Increasing the number of Campus Security Guards at all levels w/ second shift will be the priority for 2020-2021 budget .		Round 4 School Security Grant plan starts with processing purchase orders for radios for the 6 schools approved in recent award. 3M window film and safety bollards are next.		Round 4 School Security Grant plan for processing purchase orders has been delays due to state backlog.		Round 4 School Security Grant plan for processing purchase orders will commence sometime in January pending state release of funds. 2020-2021 budget to include technology upgrades to infrastructure.
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						New event procedures and requirements for MPS and outside organization use/rentals agreement will be reviewed at the Schools Safety meeting on September 28th.		New event procedures and requirements for MPS and outside organization use/rentals agreement will be monitor and discussed at each month's safety meeting.		New event procedures and requirements for MPS and outside organization use/rentals agreement continue to be monitored and discussed with safety team. 2020-2021 budget to include second shift campus security officers at middle schools and high school.		New event procedures and requirements for MPS and outside organization use/rentals agreement continue to be monitored and discussed with safety team. 2020-2021 budget to include second shift campus security officers at middle schools and high school.

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4.6.C.	Revise the District All Hazard Emergency Plan and improve the skills and qualification of our district safety team.	X	X	X					Revision is required each year by CDE by Nov. 1st, 2019. The plan must be signed off by the Mayor, Superintendent, police, fire, health, and emergency management. The plan must include requirements stated in Public Act No. 19-184. A plan for a student identified as deaf, hard of hearing or both blind or visually impaired and deaf, that includes procedures for alerting such student of an emergency situation and ensuring that the specific needs of the student are met during an emergency situation. The plan must also include a Threat Assessment Team form each building.		MPS All Hazard Plan hand delivered to William Turley Region III Director @ CDE on Nov. 1st, 2019. The plan is signed off by the Mayor, Superintendent, police, fire, health, emergency management, and building leaders. The plan meets the requirement stated in Public Act No. 19-184.		MPS All Hazard Plan hand delivered to William Turley Region III Director @ CDE on Nov. 1st, 2019. The plan is signed off by the Mayor, Superintendent, police, fire, health, emergency management, and building leaders. The plan meets the requirement stated in Public Act No. 19-184.		MPS Security platform presented at Region 3 Schools Safety and Security meeting and DEMHS Region 3 Coordinator William Turley on December 19th.
4.6.D.	Implement a plan that increases the number of qualified campus security officers.		X						Increasing the number of CSO's in the district (both 1st and 2nd shift) and hiring a Schools Safety director is in the district 3 year plan. Increasing the number of Campus Security Guards at all levels w/ second shift will be the priority for 2020-2021 budget.		Increasing the number of CSO's in the district (both 1st and 2nd shift) and hiring a Schools Safety director is in the district 3 year plan. Increasing the number of Campus Security Guards at all levels w/ second shift will be the priority for 2020-2021 budget.		2020-2021 budget includes addition of second shift campus security officers at the middle schools and high school.		2020-2021 budget includes the addition of second shift campus security officers at the middle schools and high school.
4.6.E	Create a plan with city safety officials that monitors the efficiency and preparedness of each school's staff.		X						Review of current practices, scheduling safety reviews at each building, and review of safety drills with city officials is done monthly. School Safety Audit performed by CIRMA to be scheduled in January 2020. District policy review to take place in March 2020.		Review of current practices, scheduling safety reviews at each building, and review of safety drills with city officials is done monthly. School Safety Audit performed by CIRMA to be scheduled in January 2020. District policy review to take place in March 2020.		Reunification tabletop exercise led by Chief Kronenberger was held in November. The next step is to visit reunification sites including Wesleyan University and schedule practice drill for the entire team. School Safety Audit performed by CIRMA to be scheduled in January 2020. District policy review to take place in March 2020.		School Safety Audit performed by CIRMA to be scheduled in January 2020. District policy review to take place in March 2020. Reunification tabletop exercise led by Chief Kronenberger was held in November. The next step is to visit reunification sites including Wesleyan University and schedule practice drill for the entire team.