



## District Improvement Plan 2018-2021

*See Attached Appendices for District Data*

### District Improvement Goal 1: Teaching and Learning

**Problem of Practice:** To 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.

**Goal:** To increase student growth as measured by NWEA banded growth goals by grade. The gap between the high needs subgroup and the non-high needs subgroup will decrease by 2% as measured by the NWEA banded growth goals.

| Theory of Action  | Action Steps   | Evidence of Implementation  |
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| <p>If we increase rigor and relevance by revising and designing a comprehensive curriculum so effective instruction is provided</p> | <ul style="list-style-type: none"> <li>● Research, develop a variety of quality rubrics, including equity, rigor &amp; relevance, and UDL to evaluate curriculum-- make recommendations to BoE in April to plan for redesign process. (18-19)</li> <li>● Implementation of District Equity Leadership Team (DELT)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice</li> </ul> |

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| <p>with access and equity for all students then student achievement will improve.</p>  | <p>plan. (18-19, 19-20, 20-21)</p> <ul style="list-style-type: none"> <li>• Redesign the curriculum by using a variety of quality rubrics, including equity, rigor &amp; relevance, and UDL. (19-20)</li> <li>• Start realignment of curriculum in grades K-5 via summer work for leaders/practitioners. (19-20)</li> <li>• Implement Phase I of curriculum redesign for rigor, relevance, and equity in K-5 content-areas. (20-21)</li> <li>• Start realignment of curriculum in grades 6-8 via summer work for leaders/practitioners. (20-21)</li> </ul>          | <p>Programs</p> <ul style="list-style-type: none"> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul>   |
| <p>If we use a multi-tiered instructional model and implement a learning program that personalizes instruction for students then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>• Create a consensus definition of personalized learning. (18-19)</li> <li>• Implement Phase I of Edgenuity platform for Elementary Cohort 1. (18-19)</li> <li>• Implement K-1 pilot of Edgenuity platform. (18-19)</li> <li>• Develop a plan for personalizing student learning. (19-20)</li> <li>• Implement Phase 2 for Elementary Cohort I (K-1)/Elementary Cohort II and Middle Schools. (Gr 6). (19-20)</li> <li>• Implement Phase 3 for Elementary Cohort II (K-1) Middle School (Grds 7 &amp; 8). (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |
| <p>If we utilize Universal Design for Learning (UDL) principles to design and deliver accessible instruction then student achievement will improve.</p>                | <ul style="list-style-type: none"> <li>• Launch tiered UDL projects at 3 district schools. (18-19)</li> <li>• Implement SERC professional development, technical assistance and coaching models with Curriculum Leadership Team and school based teams. (18-19)</li> <li>• Create 4 model, redesigned curriculum units utilizing principles of UDL (1 each elementary ELA and Math and 1 each secondary ELA and Math). (18-19)</li> </ul>   | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Organize curriculum redesign committees to lead curriculum teams in redesigning 2 additional ELA and Math units, utilizing principles of UDL and launch curriculum committee teams to redesign 2 additional ELA/Math curriculum units. (19-20)</li> <li>• Execute teaching of 1 ELA/Math redesigned units across elementary and secondary schools. (19-20)</li> <li>• Implement additional UDL school level projects/professional development based on outcome and performance measures from year 1 pilot implementations. (19-20)</li> <li>• Continue development of 2 additional redesigned ELA/Math curriculum units by established curriculum teams. (20-21)</li> <li>• Execute teaching of year 1 and 2 ELA/Math redesigned units across elementary and secondary schools. (20-21)</li> <li>• Implement additional UDL school level projects/professional development based on outcome and performance measures from years 1 and 2. (20-21)</li> </ul> | <p>Programs</p> <ul style="list-style-type: none"> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul>   |
| <p>If we ensure students receive appropriate quality tiered instructional supports based on individual need then student achievement will increase.</p> | <ul style="list-style-type: none"> <li>• Acquire resources and design professional development for Structured Intervention System. (18-19, 19-20, 20-21)</li> <li>• Implement Phase I of READ 180/MATH 180, Systems 44, and DTMN. (18-19)</li> <li>• Implement Phase II of READ 180 and MATH 180 in grade 9. (19-20)</li> <li>• Implement Phase III of READ 180 and MATH 180 in grade 10. (20-21)</li> </ul>   | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |
| <p>If we implement a community wide early</p>   | <ul style="list-style-type: none"> <li>• Develop a strategic plan including community partners, access to transportation, wraparound services. (18-19)</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> </ul>  |

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| <p>childhood strategic plan designed to ensure children are ready for school success and have access to early childhood education then student achievement will improve.</p>                                   | <ul style="list-style-type: none"> <li>● Implement “Universal Digital Solution” for all three/four-year olds in Middletown. (18-19, 19-20, 20-21)</li> <li>● Design a Standards-Based Curriculum using the ELDS. (18-19)</li> <li>● Provide targeting coaching around ELDS. (19-20)</li> <li>● Implement Early Childhood Strategic Plan and Standards-Based Curriculum. (19-20)</li> <li>● Evaluate services for quality assurance to the strategic plan. (20-21)</li> </ul>  | <ul style="list-style-type: none"> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul>   |
| <p>If we develop high school programs of study based on a 25 credit graduation requirement, including increased rigor and equitable access to personalized pathways then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Explore and research best practices with organizational structures. (18-19)</li> <li>● Explore time expansion for block scheduling--plan to expand course programs. (18-19)</li> <li>● Research the creation of pocket pathways that start with seventh grade cohort--design of pocket pathways with Middlesex Community College. (18-19)</li> <li>● Launch new scheduling model to support flexibility and mastery. (19-20)</li> <li>● Communicate new “Middletown Pathway and Academy Options” to eighth graders. (19-20)</li> <li>● Design pocket pathways for launch and support--align to Program of Studies. (19-20)</li> <li>● Launch two pathways for grade 9 students.</li> <li>● Plan and design two pathways (seventh grade student launch). (20-21)</li> <li>● Secure business partners for--start designing pathways with Middlesex Community College. (18-19)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we implement the</p>   | <ul style="list-style-type: none"> <li>● Implement a master schedule at all elementary schools that</li> </ul>  | <ul style="list-style-type: none"> <li>● Strategic Operating Plan</li> </ul>  |

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| <p>Middletown Kindergarten to Grade 5 Literacy Initiative (MK5LI) in all elementary schools to strengthen our multi-tiered instructional model and ensure all student read well by grade 5 then student achievement will improve.</p> | <p>supports Tiered Instruction. (18-19)</p> <ul style="list-style-type: none"> <li>● Provide professional development on the science of reading for teachers (Cohort 1) as well as interventionists and literacy support paraprofessionals. (18-19)</li> <li>● 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. (18-19)</li> <li>● Provide professional development on the science of reading for teachers (Cohort 2). (19-20)</li> <li>● Train new interventionists and literacy paraprofessionals, as well as continue support of existing interventionists and literacy support paraprofessionals. (19-20)</li> <li>● 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. (19-20)</li> <li>● Cohort 1 schools will revise and update and implement changes for school's Literacy Action Plan that aligns with the district Literacy Action Plan. (19-20)</li> <li>● Train new interventionists and literacy paraprofessionals as well as continue support of existing interventionists and literacy support paraprofessionals. (20-21)</li> <li>● MK5LI Leadership Team will update MK5LI Literacy Action Plan. Cohort 1 &amp; 2 schools will revise and update and implement changes for school's Literacy Action Plan. (20-21)</li> </ul> | <p>Monitoring Document</p> <ul style="list-style-type: none"> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we redesign the middle school math curriculum and sequence to ensure all students are Algebra ready by grade 8 then math achievement will</p>   | <ul style="list-style-type: none"> <li>● 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. (18-19)</li> <li>● Research and redesign the Grades 6-8 Math Curriculum so Grade 6 aligns with current Grade 6 Accelerated, Grade 7 Math</li> </ul>  | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> </ul>   |

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| improve.  | <p>Curriculum aligns with current Grade 7 Accelerated Math, and Grade 8 Math Curriculum aligns with current Grade 9 Algebra 1. (18-19, 19-20, 20-21)</p> <ul style="list-style-type: none"> <li>● Implement redesigned curriculum to promote Algebra Readiness ((19-20, 20-21)</li> <li>● Eliminate College Prep Curriculum and tracking in both grades 7 &amp; 8. (20-21)</li> </ul>  | <ul style="list-style-type: none"> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul>   |
| If we create a system that provides equity, access and enhanced fine arts opportunities for all students then student achievement will improve. | <ul style="list-style-type: none"> <li>● Redesign the Fine and Performing Arts teacher schedule throughout all levels to provide additional course offerings. (18-19, 19-20)</li> <li>● Develop a plan to integrate the arts throughout all curricular areas. (18-19, 19-20)</li> <li>● Develop a plan to increase Arts instructional time at the K-5 level to meet or exceed state recommendations. (18-19, 19-20)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |

## District Improvement Goal 2: Operations, Systems and Structures

**Problem of Practice:** To 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.

**Goal:**

| Theory of Action   | Action Steps  | Evidence of Implementation  |
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| <p>If we redesign the current Human Resources Office model to a Talent Management &amp; Benefits Office for performance and growth development our faculty and staff will be provided better resources and student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Research systems and structures that are aligned to the seven dimensions of Talent Management. (18-19)</li> <li>● Outline first Phase of Talent Management Structures to implement in 2019-2020 academic year--preparation for implementation/transition in April 2019. (18-19)</li> <li>● Design Talent Management &amp; Benefits Office Model and work closely with City in order to implement changes. (18-19, 19-20)</li> <li>● Launch Phase I of Talent Management Office Model. (19-20)</li> <li>● Continue research around Talent Management Model. (19-20, 20-21)</li> <li>● Launch Phase II of Talent Management Office Model. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we implement a human relations (HR) system to improve efficiency and alignment among departments to support district goals, including the hiring and training, growth,</p>   | <ul style="list-style-type: none"> <li>● Research systems that would allow MPS to develop a system of collecting, analyzing and monitoring staff performance data. (18-19)</li> <li>● Research and redesign Middletown's evaluation process to enhance performance management strategy. (18-19)</li> <li>● Implement Phase I of new HRIS system. (19-20)</li> <li>● Implement Phase I of new recruitment, retention, and hiring</li> </ul>  | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> </ul>  |

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| <p>appropriate placement and engagement of workforce our faculty will be better prepared to educate our students and student achievement will improve.</p>   | <p>processes--create position of talent specialist. (19-20)</p> <ul style="list-style-type: none"> <li>● Implement Phase II of new HRIS system. (20-21)</li> <li>● Monitor outcomes. (20-21)</li> </ul>   | <ul style="list-style-type: none"> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul>   |
| <p>If we improve two-way, ongoing and flexible communication protocols to inform and engage staff, families, community members, partners and students stakeholders will be better informed and student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Develop a district-wide communications plan, including timely updates, website, and social media platforms. (18-19)</li> <li>● Implement components of communication plan. (18-19, 19-20, 20-21)</li> <li>● Monitor the alignment of partners and implementation of plan. (19-20, 20-21)</li> </ul>  | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we improve the process for reporting workplace injuries, increase treatment options and return to work procedures, employees will be safer and healthier and student achievement will improve.</p>                             | <ul style="list-style-type: none"> <li>● Research options on how to streamline reporting processes. (18-19)</li> <li>● Design a plan that helps prevent, identify, and treat workplace injuries. (18-19)</li> <li>● Plan to launch Phase I of new reporting processes and workplace injuries plan. (18-19)</li> <li>● Launch new reporting processes and workplace injuries plan. (19-20)</li> <li>● Design a plan that improves our Return to Work procedures that reduces cost. (19-20)</li> <li>● Plan to launch Return to Work procedures. (19-20)</li> <li>● Implement new return to work procedures. (20-21)</li> <li>● Design and plan launch of a Workers Health Plan that promotes the health and safety staff through prevention and early intervention. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>● Provide updates and training that teaches leadership about Workers Compensation Laws. (20-21)</li> </ul>  |   |
| <p>If we implement a district technology plan that is aligned to the Future Ready Schools Framework then student achievement will improve.</p>   | <ul style="list-style-type: none"> <li>● Develop a district technology plan based on the Future Ready Schools Framework with the district Future Ready Leadership Planning Team. (18-19)</li> <li>● Examine all electronic applications that need to be integrated and develop a plan to streamline integrations. (18-19)</li> <li>● Streamline technical processes to support curriculum/instruction/assessment (18-19, 19-20, 20-21)</li> <li>● Implement district technology plan -- monitor status of all stages technology plan. (19-20, 20-21)</li> <li>● Continue to look at electronic applications and work to streamline data sharing between applications. (19-20, 20-21)</li> </ul>  | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we implement fiscal systems and make decisions that are equitable, efficient, fiscally responsible and aligned to the districts goals then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Implement Phase I of the NESC report, including establish business workflow systems districtwide to create time and process efficiencies--SME Teams/Recommendations. (18-19)</li> <li>● Build and design ACE2 Budget Platform. (18-19)</li> <li>● Outline and implement professional learning sessions on AUC for central office--include software engineer to analyze AUC system/needs for expansion. (18-19)</li> <li>● Launch ACE2 Budget Platform to provide multi-year fiscal forecasting to ensure budgets are aligned for operational and instructional success. (19-20)</li> <li>● Implement Phase II of NESC report--SME Teams/Recommendations. (19-20)</li> <li>● Outline professional learning sessions on AUC for central office and principals. (19-20)</li> <li>● Implement Phase III of NESC report--SME Teams/Recommendations. (20-21)</li> <li>● Outline professional learning sessions on AUC for central office and principals. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Streamline existing and seek additional external grants and foundation resources to support full implementation of the strategies outlined in the Strategic Operating Plan. (18-19)</li> </ul>   |   |
| <p>If we implement a fiscal model that provides equity and autonomy to schools then student achievement will improve.</p>   | <ul style="list-style-type: none"> <li>• 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. (18-19)</li> <li>• Hold monthly meetings with instructional leaders and central office to support initial implementation.</li> <li>• Design system to support EBB. (18-19)</li> <li>• Implement Phase I of equity based budgeting, excluding special education. (19-20)</li> <li>• Hold monthly meetings with instructional leaders and central office to support implementation. (19-20)</li> <li>• Enhance system to support EBB and plan for Phase II launch. (19-20)</li> <li>• Implement Phase II of equity based budgeting, adding special education resources. (20-21)</li> <li>• Hold monthly meetings with instructional leaders and central office to support implementation of Phase II. (20-21)</li> <li>• Enhance system to support EBB and plan for Phase III launch. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |
| <p>If we improve special education outcomes and systems through the allocation of resources and supports that are anchored in educationally and fiscally sound decision making practices then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>• Execute redeployment of fiscal and human resources to support high impact strategies (UDL, MSEL, MK5LI). (18-19)</li> <li>• Research best practice in the areas of improving student outcomes and cost effective measures in special education and identify gaps from current practice. (18-19)</li> <li>• Implement professional development, training and coaching for special educators in the areas of fostering independence and decreasing over-reliance on adult supports. (18-19)</li> <li>• Identify human and fiscal resources for redeployment to grow</li> </ul>   | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> </ul>                                       |

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|   | <p>and expand high impact strategies based on year 1 findings. (19-20, 20-21)</p> <ul style="list-style-type: none"> <li>• 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. (19-20, 20-21)</li> <li>• Implementat professional development to support expanded high impact practices and programs. (19-20, 20-21)</li> <li>• Monitor and make midcourse corrections of previously implemented steps. (19-20, 20-21)</li> </ul>   | <ul style="list-style-type: none"> <li>• District Operating Systems</li> </ul>  |
| <p>If we 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 then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>• 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. (18-19)</li> <li>• Implementation Capital Action Plan. (19-20, 20-21)</li> <li>• Improve the cleanliness, orderliness, and safety of all district facilities. (18-19, 19-20, 20-21)</li> <li>• Utilize a revised work order process to ensure repairs are requested and services are provided in a timely and efficient manner. (18-19, 19-20, 20-21)</li> </ul>     | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |
| <p>If we improve the dining experience for staff and students including customer service, nutritional quality and access to meals then student achievement will improve.</p>                                      | <ul style="list-style-type: none"> <li>• Develop a plan to improve the quality and value of breakfast and lunch served to our students, including professional development for cafeteria staff, exposure to new healthy foods, scheduling for meal times, and cafeteria facilities based on culinary excellence. (18-19)</li> <li>• Ensure that 100% of students have access to nutritious and appetizing breakfasts and lunches every school day. (18-19)</li> <li>• Strengthen the relationship between cafeteria workers, parents, director, and students. (19-20)</li> <li>• Implement access to summer meal services at accessible</li> </ul> | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |

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|  | <p>locations within Middletown. (19-20)</p> <ul style="list-style-type: none"> <li>• Expand summer meal services to additional locations. (20-21)</li> </ul>   |   |
| <p>If we increase the efficiency and effectiveness of the transportation system for student riders and bus drivers then student achievement will increase.</p> | <ul style="list-style-type: none"> <li>• Develop and revise the student code of bus conduct which clarifies expectations for behavior. (18-19, 19-20, 20-21)</li> <li>• Monitor bus driver effectiveness and professionalism via bus conduct referrals, student/family reports, and video review. (18-19)</li> <li>• In collaboration with Transportation Service, develop and implement a yearly professional development plan for bus monitors and paraeducators. (18-19)</li> <li>• Create an All Hazards Transportation Safety Plan/Annex to provide alternative locations for emergency situations. (19-20)</li> <li>• Implement All Hazards Transportation Safety Plan. (20-21)</li> <li>• Develop a driver recruitment and retention plan. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |

## District Improvement Goal 3: Choice and Innovative Models

**Problem of Practice:** To establish successful education models that promote choice and achievement through innovation.

**Goal:**

| Theory of Action  | Action Steps   | Evidence of Implementation  |
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| <p>If we maximize, expand and extend learning opportunities by creating a K-5 Literacy Academy then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Design K-3 Summer Literacy Academy. (18-19)</li> <li>● Launch K-3 Summer Literacy Academy. (18-19)</li> <li>● Expand Summer Literacy Academy to Grade 4. (19-20)</li> <li>● Expand Summer Literacy Academy to Grade 5. (20-21)</li> </ul>   | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we implement 21st Century After School Programs then student achievement will improve.</p>  | <ul style="list-style-type: none"> <li>● Explore and research student-led after school models. (18-19)</li> <li>● Apply student-led model to existing schools. (18-19)</li> <li>● Secure funding to add 3 additional schools. (19-20)</li> <li>● Integrate after-school model into extended day program. (19-20, 20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |

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| <p>If we implement an innovative learning model that promotes choice and equity for families with the creation of a STEM Academy then student achievement will improve.</p>                                   | <ul style="list-style-type: none"> <li>● Explore and research STEM school-wide models. (18-19)</li> <li>● Establish partnership with Connecticut Science Center to support initial design. (18-19)</li> <li>● Plan school-wide PD, curriculum alignment, secure resources, and support focus grades (K/5) for transformation. (18-19)</li> <li>● Launch school-wide STEM model in kindergarten and grade five. (19-20)</li> <li>● Deploy resources and support for kindergarten and grade five. (19-20)</li> <li>● Plan curriculum alignment, secure resources, and PD to support focus grades for transformation. (grades 1 &amp; 4) (19-20)</li> <li>● Launch school-wide STEM model in grades 1 and 4. (20-21)</li> <li>● Deploy resources and support for phase I (kindergarten and grade 5) and phase II (grades 1 and 4) cohorts. (20-21)</li> <li>● Plan curriculum alignment, secure resources, and PD to support focus grades for transformation (grades 2-3). Plan for initial launch of district choice school. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we implement an innovative learning model that promotes choice and equity for families with the creation of an International Baccalaureate (IB) World School then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Explore and research application process for Primary Years Programme. (18-19)</li> <li>● Visit IB World Schools in Connecticut. (18-19)</li> <li>● Discuss and explore next steps to start application/transition process. (18-19)</li> <li>● Leadership discovery with IB Category I Workshop. (19-20)</li> <li>● Provide professional development for IBO Authorization. (19-20)</li> <li>● Initial IBO evaluation and recommendations of requirements. (19-20)</li> <li>● Application accepted of IBO World School. (20-21)</li> <li>● Candidate Phase--plan for initial launch of district choice school. (20-21)</li> </ul>   | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |

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| <p>If we implement an innovative learning model that promotes rigor and relevance with the creation of Quad D Learning and Laboratories then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Design Phase I of “Quad D Learning Laboratories,” including focused PD for teachers at Snow and Moody. (18-19)</li> <li>● Implement Teacher Lesson Observations for “Learning Lab” – -modified implementation for practice. (18-19)</li> <li>● Design “Quad D Enrichment After School Laboratory.” (18-19)</li> <li>● Launch Phase II of “Quad D Teacher Instructional Laboratory,” including school-wide/Quad D teacher professional development. (19-20)</li> <li>● Launch Phase I of “Quad D Enrichment After School Laboratory.” (19-20)</li> <li>● Plan Phase II Expansion of “Quad D Enrichment After School Laboratory.” (19-20)</li> <li>● Launch Implementation of “Quad D Learning and Enrichment Laboratory” at Snow School and Moody School, including school-wide/Quad D teacher professional development. (20-21)</li> <li>● Launch Phase Phase II Expansion of “Quad D Enrichment After School Laboratory. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we restructure the middle school model to promote rigor, innovation, agency and student relevancy then student achievement will improve.</p>                                 | <ul style="list-style-type: none"> <li>● Create the Middletown Middle Grades Innovation, Integration, and Improvement Committee. (18-19)</li> <li>● Research best practices for organizational structures, innovation programs, and designs within committee. (18-19)</li> <li>● Conduct interdisciplinary/personalized learning pilot in grade 8 and analyze for next level implementation. --structure PD support for January. (19-20)</li> <li>● Implement year two of the Middletown Middle Grades Innovation, Integration, and Improvement Committee. (19-20)</li> <li>● Research best practices for organizational structures, innovation programs, and designs within committee--SLCs and flexible/variable schedules. (19-20)</li> </ul>  | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>● Implement vertical interdisciplinary teams in grades 6-8. (19-20)</li> <li>● Conduct a flexible/variable schedule pilot in grades 6-8--analyze for next level implementation and structure for PD. (19-20)</li> <li>● Implement year three of Middletown Middle Grades Innovation, Integration, and Improvement Committee. (20-21)</li> </ul>  |   |
| <p>If we provide resources, tools and structure that empower students in their own learning behaviors to strengthen positive relationships with adults then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Design and implement the Superintendent’s Advisory Council. (18-19)</li> <li>● Research student-led conferences for grades 6 and 9--CSSR support. (18-19)</li> <li>● Implement student-led conferences in grades 6 and 9--CSSR support. (19-20)</li> <li>● Research student-led conferences for grades 7 and 10--CSSR support. (19-20)</li> <li>● Research and roundtable assessments for deep learning experiences in grades 6 and 9--CSSR support. (19-20)</li> <li>● Implement student-led conferences for grades 7 and 10--CSSR support. (20-21)</li> <li>● Implement round table assessments for deep learning experiences in grades 6 and 9--CSSR support. (20-21)</li> <li>● Research student-led conferences and round-table assessments for further expansion--CSSR support. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |



## District Improvement Goal 4: Collaborative Learning Environments

**Problem of Practice:** To create nurturing, healthy and safe learning environments that are inclusive and engaging for all students, families and staff.

**Goal:** To receive favorable ratings from all stakeholders in the area of School Climate, School Fit, and Barriers to Engagement in Panorama Survey.

| Theory of Action  | Action Steps  | Evidence of Implementation  |
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| <p>If we strengthen families' multiple roles as they support, monitor and advocate for student success for student success and engagement through community conversations and State of the Union Address then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● 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. (18-19)</li> <li>● Implement and monitor the family engagement plan (Nellie Mae Plan) for the district using the “Dual Capacity Framework” and Joyce Epstein’s Framework for six types of involvement. (19-20, -21)</li> <li>● Support schools to create and monitor a family engagement plan using the “Dual Capacity Framework” and Joyce Epstein’s Framework for six types of involvement. (18-19)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |
| <p>If we create a positive learning and working environment that fosters caring and respectful relationships then student achievement will improve.</p>   | <ul style="list-style-type: none"> <li>● Define and communicate restorative practices model in Middletown Public Schools. (18-19)</li> <li>● Train elementary restorative practices coaches in classroom circling. (18-19)</li> <li>● Elementary restorative practices coaches observe, model, and co-facilitate classroom circles. (18-19)</li> <li>● Elementary restorative practices coaches co-facilitate and/or support teachers in classroom circles. (19-20)</li> <li>● Train secondary restorative practice coaches in classroom</li> </ul>   | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> </ul>  |

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|   | <p>circling to observe, model, and co-facilitate classroom circles. (19-20)</p> <ul style="list-style-type: none"> <li>• Equity facilitator trains school leaders in restorative conferences. (19-20)</li> <li>• Secondary restorative practices coaches co-facilitate and/or support teachers in classroom circles. (20-21)</li> <li>• Implement restorative conferences to support discipline practices. (20-21)</li> <li>• Develop and implement training model for adults who work with students in a non-academic setting. (20-21)</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul>   |
| <p>If we develop social-emotional learning and intervention frameworks at elementary schools then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>• Launch Middletown Social Emotional Learning and Intervention (M-SELI) models at 2 elementary schools, including professional learning activities to support framework implementation. (18-19)</li> <li>• Create and refine a Scientific Research Based Intervention (SRBI) team to develop systems, processes, tools and interventions for the SEL/SRBI framework and schedule meetings for year. (18-19, 19-20, 20-21)</li> <li>• 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. (18-19, 19-20, 20-21)</li> <li>• Conduct an analysis of year 1 outcomes to make program, budgetary and staffing recommendation for implementation of M-SELI at additional elementary schools. (19-20)</li> <li>• Complete launch of M-SELI at remaining elementary schools. (19-20, 20-21)</li> </ul> | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |
| <p>If we create healthy, safe and positive learning environments</p>  | <ul style="list-style-type: none"> <li>• Identify staff needs/wants regarding district offerings for health and wellness program (e.g. survey). (18-19)</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> </ul>  |

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| <p>for staff, teachers and students then student achievement will improve.</p>   | <ul style="list-style-type: none"> <li>● Identify coordinate and/or develop and implement monthly health learning opportunities for district staff. (18-19, 19-20, 20-21)</li> <li>● Identify accessible mental and physical health resources for district staff to maintain or improve personal health and well-being. (18-19, 19-20, 20-21)</li> <li>● 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. (19-20)</li> <li>● 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). (20-21)</li> </ul>                      | <ul style="list-style-type: none"> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul>   |
| <p>If we develop School Advisory Councils (SAC) at all schools to increase autonomy and engage the community in the decision making process then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>● Restructure, redesign, and retrain the existing 6 schools in partnership with SDE to create the Middletown SAC Model. (18-19)</li> <li>● Introduce, secure resources, and support focus for the SAC model to the remaining 5 schools in partnership with State Department of Education. (18-19)</li> <li>● Work with the Board of Education to revise or develop new policies to align with the Middletown SAC Model. (18-19, 19-20, 20-21)</li> <li>● Implement Middletown SAC Model in all schools, including the provision of differentiated supports by cohorts/need. (19-20, 20-21)</li> <li>● Secure resources and support focus to implement the SAC mode. (19-20)</li> <li>● Continue monitoring and refining implementation of Middletown SAC Model, including the provision of differentiated supports by cohorts/need. (20-21)</li> </ul> | <ul style="list-style-type: none"> <li>● Strategic Operating Plan Monitoring Document</li> <li>● District Performance Index</li> <li>● Student Outcomes</li> <li>● Innovation and Choice Programs</li> <li>● School Climate and Culture</li> <li>● Teacher Effectiveness</li> <li>● District Operating Systems</li> </ul> |

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| <p>If we strengthen school security through professional training, capital improvements and technology to ensure staff and student safety then student achievement will improve.</p> | <ul style="list-style-type: none"> <li>• Create a three-year budget for technology upgrades in regards to front office entry and visitor validation. (18-19)</li> <li>• Develop a plan to address the safety and security needs during after school activities, sport events, evening activities, and summer camps/activities. (18-19)</li> <li>• Revise the District All Hazard Emergency Plan and improve the skills and qualification of our district safety team. (18-19)</li> <li>• Implement a plan that increases the number of qualified campus security officers. (19-20)</li> <li>• Create a plan with city safety officials that monitors the efficiency and preparedness of each school's staff. (19-20)</li> </ul> | <ul style="list-style-type: none"> <li>• Strategic Operating Plan Monitoring Document</li> <li>• District Performance Index</li> <li>• Student Outcomes</li> <li>• Innovation and Choice Programs</li> <li>• School Climate and Culture</li> <li>• Teacher Effectiveness</li> <li>• District Operating Systems</li> </ul> |
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