

Board of Education Special Meeting

Thursday, June 20, 2024 6:30 PM

Beman Middle School, 1 Wilderman's Way, Middletown, CT 06457

I. Call to Order	Speaker (s) : Sheila Daniels
II. Salute to the Flag	Speaker (s) : Sheila Daniels
III. Adoption of Agenda	Speaker (s) : Sheila Daniels
IV. District Highlights	Speaker (s) : Jessie Lavorgna
IV.A. MPS Hosts Second Annual Igniting Inquiry Conference	Speaker (s) : Jessie Lavorgna
IV.B. Two Elementary Schools Achieve National Recognition in STEM Education: PLTW Distinguished Program Recognition	Speaker (s) : Jessie Lavorgna
IV.C. Middletown Applauds Cohort 2024 for Successfully Completing the Parent Leadership Training Institute (PLTI)	Speaker (s) : Jessie Lavorgna
IV.D. Upcoming District Events	Speaker (s) : Jessie Lavorgna
V. Public Session	Speaker (s) : Sheila Daniels
VI. Communications	Speaker (s) : Sheila Daniels
VII. Consent Agenda	Speaker (s) : Sheila Daniels
VII.A. MHS Crew - Head of the Fish Regatta	Speaker (s) : Scot Peaslee
VII.B. MHS Crew Head of the Charles	Speaker (s) : Scot Peaslee
VII.C. MHS Crew CRI Fall Classic	Speaker (s) : Scot Peaslee
VII.D. MHS Crew New England Jr. Regionals	Speaker (s) : Scot Peaslee
VII.E. Family Resource Center Grant Executive Summary	Speaker (s) : Natalie Forbes
VII.F. Grants Status Report	Speaker (s) : Natalie Forbes
VIII. Superintendent's Report	Speaker (s) : Dr. Vazquez Matos
VIII.A. Strategic Operating Plan	Speaker (s) : Dr. Vazquez Matos
VIII.B. Math Pathways	Speaker (s) : Dr. Vazquez Matos
VIII.C. Cell Phone & Digital Usage	Speaker (s) : Dr. Vazquez Matos
IX. Committees	Speaker (s) : Sheila Daniels
IX.A. Facilities Committee	Speaker (s) : Susan Owens
X. Action Items	Speaker (s) : Sheila Daniels
X.A. Approval of Statistics Course	Speaker (s) : Sheila Daniels

X.B. Approval of Math Pathways

Speaker (s): Sheila Daniels

XI. **Future Agenda Items**

Speaker (s): Sheila Daniels

XII. **Proposed Executive Session**

Speaker (s): Sheila Daniels

XII.A. Leadership Survey (proposed for Executive Session)

Speaker (s): Sheila Daniels

XIII. **Adjournment**

Speaker (s): Sheila Daniels

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be typewritten and ALL items filled in or marked N/A.**

Name of School: **Middletown High School**

Date of Request: **6/5/2024**

Name of Club or Activity: **MHS Crew Team**

Trip To: **1464 NY-9P Saratoga Springs, NY**

Purpose: **Regatta (Head of the Fish)**

Number of Students Participating: **50**

Number of students eligible to go on the field trip: **50**

Dates of Trip: From: **10/26/2024** To: **10/27/2024**

of school days missed: **0**

Names of Teachers and Chaperones:

1. Scot Peaslee	4. Jeremy Grimes
2. Melina Metaxas	
3. Hannah Breton	

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Van Train Plane Car Other: **Families of athletes arrange transportation**

Are fund-raising activities planned: **Yes** If so, describe: **Booster Fundraisers & Crew Club Dues**

Amount of money raised through fundraisers: **Approx \$400 total crew club dues go toward crew regattas & lodging**

Lodging: **Hotel/Motel** Camp Private Home

Insurance Arrangements for Staff and Students: **N/A**

Cost per Student: \$ Crew Dues (See above) Cost per Teacher and/or Chaperone: Transportation

Cost per Nurse: \$0 Cost per Paraprofessional: \$0

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form: **N/A**

Name of teacher making request: **Scot Peaslee**

Approved by Department Head at secondary level:

Approved by Principal:

Authorized by Associate Superintendent:

Superintendent Approval:

Date:

CRI Classic: The CRI Classic is our first race of the season. It is a small, less technical race. However, it is on the Charles River, so it is a great opportunity for us to introduce fall rowing to new rowers while preparing for our largest regatta, the Head of the Charles, later in the season. Many Connecticut schools attend this race, so we get an idea of how we will stack up to our competition.

New England Jr. Regionals: This is a youth only championship event. Last year four of our boats medaled at the Fall New England Jr. Regional Championships. This is our only race of the season that is a youth only event. It also takes place at the same location as our spring New England Championships at NEIRA.

Head of the Charles: The HOCR is the largest regatta in the world & it takes place right next to Harvard University. Not only is it an immersive cultural experience into all things rowing, it also hosts the most competitive rowers in the world from olympic athletes to college champions. MHS enters a lottery every year to enter boats in the junior class (high school students). Last year we were honored to get four boats into this regatta.

Head of the Fish: This is our last race of the season. We go up the night before, have a Halloween party in the hotel, and then wake up the next morning to race. This is a shorter, straighter course that gets athletes ready for spring sprint season. It's also very fun. If you win, the trophy is a "fish head." Not only do we see many Connecticut teams at this event, we also see competition from parts of the country that we did not see all season.

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be typewritten and ALL items filled in or marked N/A.**

Name of School: **Middletown High School**

Date of Request: **6/5/2024**

Name of Club or Activity: **MHS Crew Team**

Trip To: **991 Soldiers Field Rd Boston, MA** Purpose: **Regatta (Head of the Charles)**

Number of Students Participating: **25**

Number of students eligible to go on the field trip: **50**

Dates of Trip: From: **10/20/24 (Dependent on Lottery Entry)** To: **10/20/2024** # of school days missed: **0**

Names of Teachers and Chaperones:

1. Scot Peaslee	3. Hannah Breton
2. Melina Metaxas	4. Jeremy Grimes

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Van Train Plane **Car** Other: **Families of athletes arrange transportation**

Are fund-raising activities planned: **Yes** If so, describe: **Booster Fundraisers**

Amount of money raised through fundraisers: **Approx \$400 total crew club dues go toward crew regattas**

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students: **N/A**

Cost per Student: **Crew Dues (see above)** Cost per Teacher and/or Chaperone: Transportation

Cost per Nurse: \$0 Cost per Paraprofessional: \$0

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form: **N/A**

Name of teacher making request: **Scot Peaslee**

Approved by Department Head at secondary level

Alisha D. Jurek

Approved by Principal:

[Signature]

Authorized by Associate Superintendent:

Jennifer Cannata

Superintendent Approval:

C. Varga

Date:

6/18/24

CRI Classic: The CRI Classic is our first race of the season. It is a small, less technical race. However, it is on the Charles River, so it is a great opportunity for us to introduce fall rowing to new rowers while preparing for our largest regatta, the Head of the Charles, later in the season. Many Connecticut schools attend this race, so we get an idea of how we will stack up to our competition.

New England Jr. Regionals: This is a youth only championship event. Last year four of our boats medaled at the Fall New England Jr. Regional Championships. This is our only race of the season that is a youth only event. It also takes place at the same location as our spring New England Championships at NEIRA.

Head of the Charles: The HOCR is the largest regatta in the world & it takes place right next to Harvard University. Not only is it an immersive cultural experience into all things rowing, it also hosts the most competitive rowers in the world from olympic athletes to college champions. MHS enters a lottery every year to enter boats in the junior class (high school students). Last year we were honored to get four boats into this regatta.

Head of the Fish: This is our last race of the season. We go up the night before, have a Halloween party in the hotel, and then wake up the next morning to race. This is a shorter, straighter course that gets athletes ready for spring sprint season. It's also very fun. If you win, the trophy is a "fish head." Not only do we see many Connecticut teams at this event, we also see competition from parts of the country that we did not see all season.

CRI Classic: The CRI Classic is our first race of the season. It is a small, less technical race. However, it is on the Charles River, so it is a great opportunity for us to introduce fall rowing to new rowers while preparing for our largest regatta, the Head of the Charles, later in the season. Many Connecticut schools attend this race, so we get an idea of how we will stack up to our competition.

New England Jr. Regionals: This is a youth only championship event. Last year four of our boats medaled at the Fall New England Jr. Regional Championships. This is our only race of the season that is a youth only event. It also takes place at the same location as our spring New England Championships at NEIRA.

Head of the Charles: The HOCR is the largest regatta in the world & it takes place right next to Harvard University. Not only is it an immersive cultural experience into all things rowing, it also hosts the most competitive rowers in the world from olympic athletes to college champions. MHS enters a lottery every year to enter boats in the junior class (high school students). Last year we were honored to get four boats into this regatta.

Head of the Fish: This is our last race of the season. We go up the night before, have a Halloween party in the hotel, and then wake up the next morning to race. This is a shorter, straighter course that gets athletes ready for spring sprint season. It's also very fun. If you win, the trophy is a "fish head." Not only do we see many Connecticut teams at this event, we also see competition from parts of the country that we did not see all season.

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be typewritten and ALL items filled in or marked N/A.**

Name of School: **Middletown High School**

Date of Request: **6/5/2024**

Name of Club or Activity: **MHS Crew Team**

Trip To: **10 N Lake Ave Worcester, MA**

Purpose: **Regatta (New England Jr. Regionals)**

Number of Students Participating: **50**

Number of students eligible to go on the field trip: **50**

Dates of Trip: From: **10/13/2024** To: **10/13/2024**

of school days missed: **0**

Names of Teachers and Chaperones:

1. Scot Peaslee	4. Jeremy Grimes
2. Melina Metaxas	
3. Hannah Breton	

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Van Train Plane Car Other: **Families of athletes arrange transportation**

Are fund-raising activities planned: **Yes** If so, describe: **Booster Fundraisers & Crew Club Dues**

Amount of money raised through fundraisers: **Approx \$400 total crew club dues go toward crew regattas**

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students: **N/A**

Cost per Student: \$ Crew Dues (see above) Cost per Teacher and/or Chaperone: Transportation

Cost per Nurse: \$0 Cost per Paraprofessional: \$0

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form: **N/A**

Name of teacher making request: **Scot Peaslee**

Approved by Department Head at secondary level:

Approved by Principal:

Authorized by Associate Superintendent:

Superintendent Approval:

Date:

CRI Classic: The CRI Classic is our first race of the season. It is a small, less technical race. However, it is on the Charles River, so it is a great opportunity for us to introduce fall rowing to new rowers while preparing for our largest regatta, the Head of the Charles, later in the season. Many Connecticut schools attend this race, so we get an idea of how we will stack up to our competition.

New England Jr. Regionals: This is a youth only championship event. Last year four of our boats medaled at the Fall New England Jr. Regional Championships. This is our only race of the season that is a youth only event. It also takes place at the same location as our spring New England Championships at NEIRA.

Head of the Charles: The HOCR is the largest regatta in the world & it takes place right next to Harvard University. Not only is it an immersive cultural experience into all things rowing, it also hosts the most competitive rowers in the world from olympic athletes to college champions. MHS enters a lottery every year to enter boats in the junior class (high school students). Last year we were honored to get four boats into this regatta.

Head of the Fish: This is our last race of the season. We go up the night before, have a Halloween party in the hotel, and then wake up the next morning to race. This is a shorter, straighter course that gets athletes ready for spring sprint season. It's also very fun. If you win, the trophy is a "fish head." Not only do we see many Connecticut teams at this event, we also see competition from parts of the country that we did not see all season.



Office of Innovation & Grants
Unlocking the Potential in ALL Students

Natalie Forbes, Director of Innovations & Grants
forbesn@mpsct.org | (860) 638-1414
311 Hunting Hill Ave, Middletown, CT 06457
www.middletownschoools.org

Board of Education Report
6.17.24
Family Resource Center Grant

The district is applying to the Bureau of Health and Nutrition Services and Child/ Family/School Partnerships, State of Connecticut, for the Family Resource Center (FRC) grant. The Family Resource Center(FRC) at Farm Hill Elementary School is the recipient of the grant and the FRC at Macdonough Elementary School receives partial funding as a satellite location. The 2024-25 school year is the second of the two year of the grant cycle.

Family Resource Centers (FRC) embody the underlying concept that healthy development and good education begin with access to quality childcare and support services from birth. This concept proposes the development of a system for childcare and family support that takes advantage of the physical accessibility of the school. Each FRC is required therefore, to be associated with an elementary school, and Family Resource Centers established after July 1, 2000, are required to be located in an elementary school. The model however does not require that family support and childcare be incorporated into the educational system but rather to enable the provision of such services under the auspices of the school.

The principals of Farm Hill and Macdonough Schools strongly support this concept and are committed to this grant program.

Prepared in collaboration with Sarah Mack, FRC Coordinator, Farm Hill Elementary School.

Amount Requested: \$111,363.

Respectfully Submitted: Natalie Forbes, Director of Innovation & Grants



Office of Innovation & Grants
Unlocking the Potential in ALL Students

Natalie Forbes, Director of Innovations & Grants
forbesn@mpsct.org | (860) 638-1414
311 Hunting Hill Ave, Middletown, CT 06457
www.middletownschoools.org

Board of Education Report
6.20.24
Grants Report

The following grants were confirmed in June 6-June 17, 2024:

Grant Title	Funder	SY24	SY23
School Readiness Private Providers Payment	OEC	47,867	0
IDEA Part B TSA (Transition Support Activities)	CSDE	15,000	0
IDEA Part B ESP(Extended Support Para Educator)	CSDE	5,000	0

Total Operating Grants in SY23-24-to date: \$18,212,613.72

Respectfully submitted,

Natalie Forbes, Director of Innovation & Grants

Middletown Public Schools
PORTRAIT of a
GLOBAL CITIZEN

Collaboration



Skilled collaborators adeptly engage with diverse individuals, fostering innovation through shared perspectives and flexible thinking while recognizing their role within a broader community.

Proficient communicators convey information clearly and purposefully, actively listen, adapt messages to diverse audiences, use various communication methods, and advocate confidently for themselves and others.



Communication

Creativity & Innovation



Creative innovators courageously take intellectual risks; they push boundaries to introduce novel and valuable ideas, harness imagination to bring them to fruition, and find joy in the realm of the unknown.

Informed and engaged citizens recognize the influence of identity on experiences, comprehend inequitable systems, and are empowered to advocate for justice, actively contributing to a better community and world.



Critical Consciousness

Critical Thinking & Inquiry



Critical thinkers consistently engage in research and inquiry; driven by curiosity, they embrace diverse perspectives, analyze complex information, and embrace being a lifelong learner.

Empathetic learners possess a profound understanding of themselves and others, balancing their needs and growth with compassion for those around them.



Empathy & Self-Awareness

Problem Solving



Problem Solvers tackle challenges as chances to innovate, devising various strategies and exhibiting the resilience to apply them effectively across different spheres of life.



Portrait of a Global Citizen

Attributes, Definitions, and Benchmarks for PreK-12 Grade Bands

Attribute & Definition	PreK - 2nd	3rd - 5th	6th - 8th	9th - 12th
<p>Collaboration</p> <p><i>Skilled collaborators adeptly engage with diverse individuals, fostering innovation through shared perspectives and flexible thinking while recognizing their role within a broader community.</i></p>	<p>I can share my thoughts with my classmates and listen to their thoughts.</p> <p>I can negotiate ideas with my peers.</p> <p>I can use accountable talk moves in group situations</p>	<p>I can practice and encourage cooperative behaviors when working in a group.</p> <p>I can take on a variety of roles when working with others.</p> <p>I can set and reflect on goals for working with others in groups.</p>	<p>I can combine my thinking with the thinking of others to construct new ideas.</p> <p>I can reflect on and identify areas for growth and improvement of a group's dynamics.</p> <p>I can be flexible in my approach to working with others.</p>	<p>I can elevate the expertise and talents of the group to accomplish goals.</p> <p>I can understand my own strengths and areas for development to effectively partner with others.</p> <p>I can fulfill my responsibility to and hold myself accountable for my contributions to the group.</p> <p>I can advocate for my ideas & the ideas of others. I can advocate for help from my peers in a group dynamic.</p>



Attribute & Definition	PreK - 2nd	3rd - 5th	6th - 8th	9th - 12th
<p>Communication</p> <p><i>Proficient communicators convey information clearly and purposefully, actively listen, adapt messages to diverse audiences, utilize various communication methods, and advocate confidently for themselves and others.</i></p>	<p>I can take turns when talking to others.</p> <p>I can communicate using different tools (technology, languages, symbols, etc.)</p> <p>I can recognize and respond to the body language of others.</p>	<p>I can clearly communicate my ideas in small and larger groups.</p> <p>I can recognize that body language communicates messages to others and may mean different things to different cultures.</p> <p>I can consider and understand my audience in order to design messages that meet their needs.</p>	<p>I can share and receive messages within audiences of various sizes, including globally or across social networks.</p> <p>I can responsibly craft messages in various media and languages for greatest impact.</p>	<p>I can use global and local platforms to advocate for my needs and the needs of others.</p> <p>I can listen to others with an intention to hear and understand their ideas and perspectives rather than listening to respond or comment.</p> <p>I can craft messages to be culturally responsive to diverse audiences.</p>



Attribute & Definition	PreK - 2nd	3rd - 5th	6th - 8th	9th - 12th
<p>Creativity and Innovation</p> <p><i>Creative innovators courageously take intellectual risks; they push boundaries to introduce novel and valuable ideas, harness imagination to bring them to fruition, and find joy in the realm of the unknown.</i></p>	<p>I can use tools and technology in different ways to explore and show others my ideas.</p> <p>I can use my senses to explore my world.</p> <p>I can ask and explore 'what if' questions.</p> <p>I can understand mistakes and practice many different ways to solve them.</p>	<p>I can think outside the box and come up with unique and original concepts.</p> <p>I can embrace mistakes as learning and express what I learned from them.</p> <p>I can continuously learn and explore new areas to expand my creative and innovative thinking.</p>	<p>I can seek inspiration from various sources and incorporate different perspectives to adapt, modify, and enhance existing ideas.</p> <p>I can feel empowered to pursue my passions, take risks, and embrace failure as learning opportunities to foster innovation.</p> <p>I can creatively use technology and digital tools to bring my ideas to life.</p>	<p>I can design and create novel systems, products, and/or content that positively impacts a community.</p> <p>I can openly receive feedback to improve upon initial drafts or iterations.</p>



Attribute & Definition	PreK - 2nd	3rd - 5th	6th - 8th	9th - 12th
<p>Critical Consciousness</p> <p><i>Informed and engaged citizens recognize the influence of identity on experiences, comprehend inequitable systems, and are empowered to advocate for justice, actively contributing to a better community and world.</i></p>	<p>I can ask a peer to share their thoughts when we disagree.</p> <p>I can recognize and describe unfairness when it happens to self and others.</p> <p>I can recognize that I have many identities but I am also my unique self.</p>	<p>I can engage in respectful and constructive discussions about social issues.</p> <p>I can research and gather information to support my understanding of complex social issues.</p> <p>I can name my own beliefs and values.</p>	<p>I can recognize and challenge stereotypes and biases in media and everyday life.</p> <p>I can inform others of historical and societal issues regarding equity and justice.</p> <p>I can articulate how my beliefs and values influence my understanding of the world.</p>	<p>I can be actively aware of systems of inequity in order to advocate for change in my community and beyond.</p> <p>I can lead or join with others to take action on issues involving equity and justice.</p> <p>I can reflect on how my values guide my decisions.</p>



Attribute & Definition	PreK - 2nd	3rd - 5th	6th - 8th	9th - 12th
<p>Critical Thinking and Inquiry</p> <p><i>Critical thinkers consistently engage in research and inquiry; driven by curiosity, they embrace diverse perspectives, analyze complex information, and embrace being a lifelong learner.</i></p>	<p>I can ask W/H (who, what, how, etc.) questions to find information.</p> <p>I can express reasons to support my ideas.</p>	<p>I can ask questions to discover or investigate in order to form new learning.</p> <p>I can inquire in different contexts to gain different perspectives.</p> <p>I can apply skills and knowledge to unfamiliar situations in or outside of school.</p>	<p>I can ask questions to fuel joy and excitement in learning</p> <p>I can make connections between different subjects/topics and apply knowledge in new and creative ways.</p> <p>I can reflect on my own thinking to adjust my beliefs based on new information, evidence, knowledge, skills, and conceptual understandings.</p>	<p>I can use my radical imagination to ask questions that explore new possibilities</p> <p>I can navigate multiple and varied resources and analyze their validity and bias in order to incorporate information into my own thinking</p>



Attribute & Definition	PreK - 2nd	3rd - 5th	6th - 8th	9th - 12th
<p>Empathy and Self-Awareness</p> <p><i>Empathetic learners possess a profound understanding of themselves and others, balancing their needs and growth with compassion for those around them.</i></p>	<p>I can name and communicate my feelings and emotions and those of others.</p> <p>With support, I can understand how my words and actions affect others.</p> <p>I can name my own strengths and stretches.</p>	<p>I can name and communicate my own and others emotions as well as name ways to manage my emotions.</p> <p>I can understand and name how my actions and words can impact others.</p> <p>I can reflect on my own thoughts, feelings, and actions to develop my self-awareness.</p> <p>I can recognize and respect the boundaries and personal space of others.</p>	<p>I can identify and regulate my emotions in different situations.</p> <p>I can recognize my perspectives and those of others and can exist among different perspectives without the need to persuade, argue or convince.</p> <p>I can demonstrate kindness and compassion towards others even if our perspectives don't align.</p>	<p>I can identify and practice coping skills proactively to manage my emotions effectively.</p> <p>I can approach others in a variety of situations with curiosity rather than assumptions.</p> <p>I can express my authentic self and promote and encourage authenticity in others.</p>



Attribute & Definition	PreK - 2nd	3rd - 5th	6th - 8th	9th - 12th
<p>Problem Solving</p> <p><i>Problem Solvers tackle challenges as chances to innovate, devising various strategies and exhibiting the resilience to apply them effectively across different spheres of life.</i></p>	<p>I can ask for help when I have a problem.</p> <p>I can work with others to solve a problem.</p> <p>I can work through steps to solve a problem.</p>	<p>I can remix or improve upon existing products or processes.</p> <p>I can create multiple solutions and choose the best one to solve challenges within given boundaries.</p>	<p>I can differentiate between significant and minor problems and design appropriately scaled solutions.</p> <p>I can independently seek appropriate and effective resources and utilize them to enact solutions that I've designed.</p>	<p>I can use a solutions-focused mindset (think, act, reflect) to overcome challenges when solving problems.</p> <p>I can apply my problem solving skill-set across a variety of contexts and different spheres of life.</p>

Strategic Operating Plan | 2024 - 2027

THRIVING TOGETHER

a journey toward empowerment & growth

Table of Contents

Table of Contents	1
Our Process by the Numbers	2
Mission Statement	3
Values and Belief Statements	3
Pillar 1: Building a Culture of Growth	4
Pillar 2: Supporting Our Middletown Community	5
Pillar 3: Communicating with Clarity and Consistency	6
Pillar 4: Fostering Relationships and Belonging	7



Our Process by the Numbers

We heard from **1,575** students, parents and family members, educators and staff, administrators, and community members (collectively referred to as “constituents”) through our **community survey**.

The 32-question community survey covered **multiple domains**, including access and communication, belonging, climate and responsive culture, curriculum and instruction, wellness, and overall experience.

We hosted **8 focus groups**, in which 90 constituents shared deeper thoughts aligned to the community survey domains.

A steering team of **26 members** of the Middletown community, including students, parents, educators and staff, and administrators, analyzed data from the survey and focus groups to identify **4 pillars**, or the most important areas of focus for Middletown Public Schools, based on the community feedback. Those 4 pillars are:

1. Building a Culture of Growth
2. Supporting Our Middletown Community
3. Communicating with Clarity and Consistency
4. Fostering Relationships and Belonging

We hosted a **community workshop**, in which community members brainstormed ideas to make Middletown Public Schools better.

The steering team identified **17 initiatives** to implement across the 4 pillars to improve Middletown Public Schools.

We invited constituents to read the comprehensive draft of the plan and share their thoughts, feedback, edits, and ideas through a survey. **82 constituents** provided us with constructive feedback that was then applied to the draft.



Mission Statement

Middletown Public Schools cultivates the brilliance in each student.

Values and Belief Statements

Empowerment	Middletown Public Schools empowers its students with the knowledge and skills to create lives brimming with purpose, passion, and fulfillment.
Community	Middletown Public Schools harnesses the power of community by fostering an environment of mutual understanding and appreciation.
Growth	Middletown Public Schools encourages a culture of growth and exploration, inspiring generations of lifelong learners.
Authenticity	Middletown Public School embraces each person's authenticity and cultivates an inclusive culture that brings about a sense of belonging.



Mission, Values, & Belief Statements

Middletown Public Schools
cultivates the brilliance
in each student.

EMPOWERMENT

Middletown Public Schools **empowers its students** with the knowledge and skills to create lives brimming with purpose, passion, and fulfillment.

COMMUNITY

Middletown Public Schools **harnesses the power of community** by fostering an environment of mutual understanding and appreciation.

GROWTH

Middletown Public Schools **encourages a culture of growth** and exploration, inspiring generations of lifelong learners.

AUTHENTICITY

Middletown Public School **embraces each person's authenticity** and cultivates an inclusive culture that brings about a sense of belonging.

Strategic Operating Plan

THRIVING TOGETHER

a journey toward empowerment & growth

MPS is committed to providing personalized learning opportunities that are tailored to each student's strengths, passions, and academic needs, empowering them to thrive academically and reach their fullest potential.



Building a Culture of Growth

Supporting Our Middletown Community



MPS is committed to developing systems of support and partnerships that prioritize equitable access to resources that promote physical, social, and emotional well-being among our students, employees, and families.

MPS is committed to developing systems of communication that support collaboration between the home, school, and community; increase organizational efficiency; and prioritize accessibility.



Communicating with Clarity and Consistency

Fostering Relationships and Belonging



MPS is committed to creating environments that encourage open and honest dialogue, promoting connection between individuals with diverse backgrounds and perspectives, and cultivating a sense of belonging.

Middletown Public Schools
2024 - 2027



Building a Culture of Growth

Pillar 1: Building a Culture of Growth

MPS is committed to providing personalized learning opportunities that are tailored to each student's strengths, passions, and academic needs, empowering them to thrive academically and reach their fullest potential.

Goals

We will know we are successful if:

- Students have clear, age-appropriate goals for their future and can articulate how to achieve their goals.
- Students have choices in what and how they learn.
- Educators, staff, and parents understand their role in maximizing student potential and feel supported and empowered in fulfilling their roles.

Key Initiatives

We will...

1. Provide opportunities and guide students to set **personal and academic goals** throughout their pre-kindergarten through 12th grade learning.
2. Provide **parent information sessions** and forums based on needs and interests.
3. Strengthen educator practices and design through **professional development and collaboration**.
4. Expand opportunities for students to explore career interests through **mentorships, school partnerships, and career partnerships**.
5. Create **differentiated experiences, coursework, and pathways** so students have rigorous academic opportunities and develop critical life skills, aligned to the Portrait of a Global Citizen.



Supporting Our Middletown Community



Pillar 2: Supporting Our Middletown Community

MPS is committed to developing systems of support and partnerships that prioritize equitable access to resources that promote physical, social, and emotional well-being among our students, employees, and families.

Goals

We will know we are successful when:

- Staff, students, and families have equitable access to wellness resources.
- Members of the entire community feel heard and validated.
- There are increased opportunities for community partners to collaborate with Middletown Public Schools for the benefit of the community inside and outside of schools.
- Collaboration with community partners is two-way and mutually beneficial.

Key Initiatives

We will...

1. Form a **coalition of community partners** to connect families with each other and resources.
2. Create **collaborative learning events around well-being**, including students, families, staff and community members.
3. Form a **welcoming schools initiative** through community experiences and resources.



Communicating with Clarity and Consistency

Pillar 3: Communicating with Clarity and Consistency

MPS is committed to developing systems of communication that support collaboration between the home, school, and community; increase organizational efficiency; and prioritize accessibility.

Goals

We will know we are successful when:

- Constituents know where to find information and whom to contact for various purposes.
- School and district information is provided in multiple formats and is accessible to all members of the community.
- There are clear avenues for families both to receive information from school and to provide feedback and input.
- School and district staff use clear structures around communication and collaboration that promote growth and transformation.

Key Initiatives

We will...

1. Establish **communications guidelines** so that the how, where, and why we communicate around any given topic is known to all MPS community members.
2. Use a limited set of purposeful tools, such as **apps**, that increase school, family, and community communication and ties.
3. Improve the **visual presence** of our physical and virtual spaces so they amplify and unify our district's mission, vision, and values.
4. Host **community gatherings** to build connections and trust between the district and the community.
5. Organize events to facilitate connections and trust between **central office and school-based staff**.

Fostering Relationships and Belonging



Pillar 4: Fostering Relationships and Belonging

MPS is committed to creating environments that encourage open and honest dialogue, promoting connection between individuals with diverse backgrounds and perspectives, and cultivating a sense of belonging.

Goals

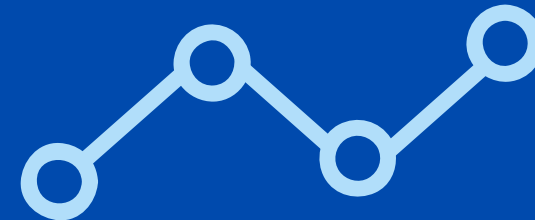
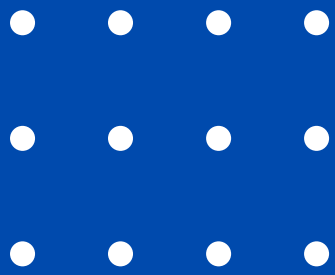
We will know we are successful when:

- Students, employees, and families have the language and skills to engage in courageous dialogue.
- Differences are recognized and celebrated.
- Staff and students demonstrate high levels of emotional intelligence.
- All students have meaningful and trusting relationships with adults at school.

Key Initiatives

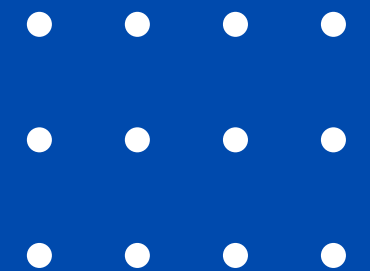
We will...

1. Create and sustain **linked-to-learning family, school, and community partnerships** that recognize and utilize all MPS community members as contributing partners in education and beyond.
2. Design a **scope and sequence** and learning experiences around fostering relationships and belonging that are aligned to the **Portrait of a Global Citizen**, starting at the early grades and including parents and family members in the process.
3. Create and support a **professional learning environment that fosters courage and vulnerability** so that all adults in the district are empowered to implement the Diversity, Equity, Inclusion and Belonging policy.



A Closer Look: **Statistics Course**

Proposal Addendum
MHS - June 2024



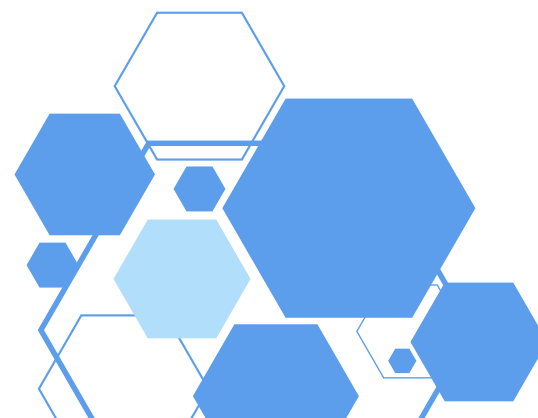
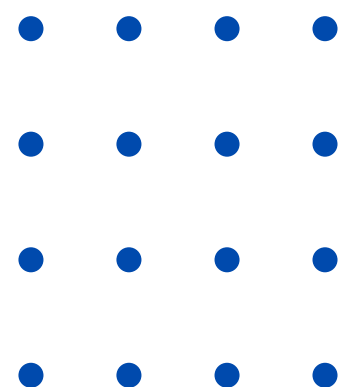


Readjustment of Course: Based on Feedback from BOE

The Introduction to Statistics course will be **rebranded**
Fundamental Statistics Course

The SAT Readiness unit will become **OPTIONAL**

Students will select one of two modules to take at the
end of the statistics semester





Semester Breakdown = 45 Blocks

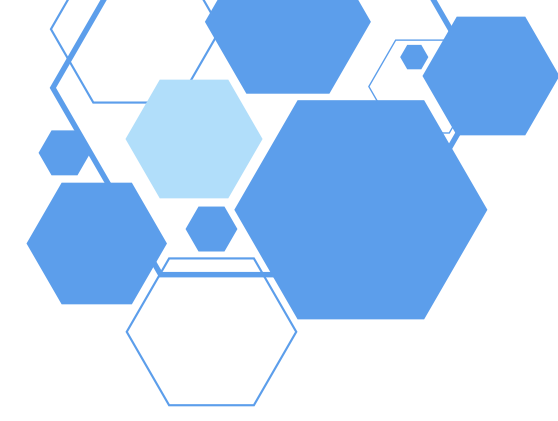
(This means 45 days of 84-minute classes)

Review- Ratio & Probability	2 blocks (about 1 week)
Algebra 1 - One-Variable Statistics	9 blocks (about 3 weeks)
Algebra 1 - Two-Variable Statistics	6 blocks (about 2 weeks)
Algebra 2 - Conditional Probability	7 blocks (about 2.5 weeks)
Geometry - Statistical Inferences	8 blocks (about 2.5 weeks)

Module A -or- Module B 8 blocks (about 2.5 weeks)

- • •
- • •
- • •
- • •





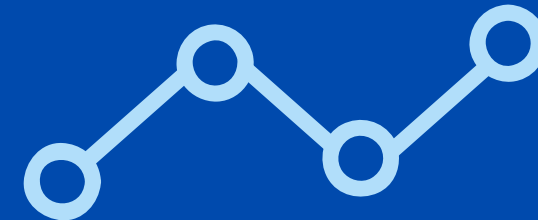
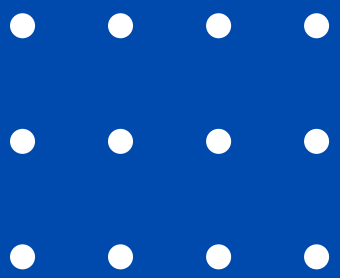
In addition to the four statistics units, what else will be taught in this new course?

MODULE A
SAT
Readiness Unit

MODULE B
Career
Readiness Unit

Students Will Choose One (1) Module

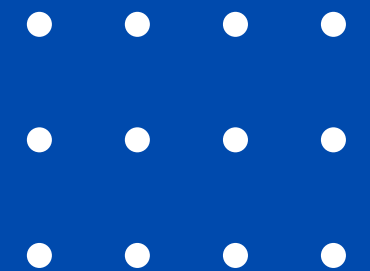




Refresh

Integrated Courses

Proposal Addendum
MHS - June 2024



Propose Changes to Math Course Options 2025-26

General Education Track Student Required

9th grade Core Algebra 1 Integrated
10th grade Core Algebra 2 Integrated
Fundamental Statistics (1/2 year)

11th Grade Options:

- Pre-Calc
- Statistics (AP)
- Comp Science (AP)
 - (10th grade option)
- Data Science

12th Grade Options (ALL Above and)

- Calculus (AP)

Advanced Track Student Required

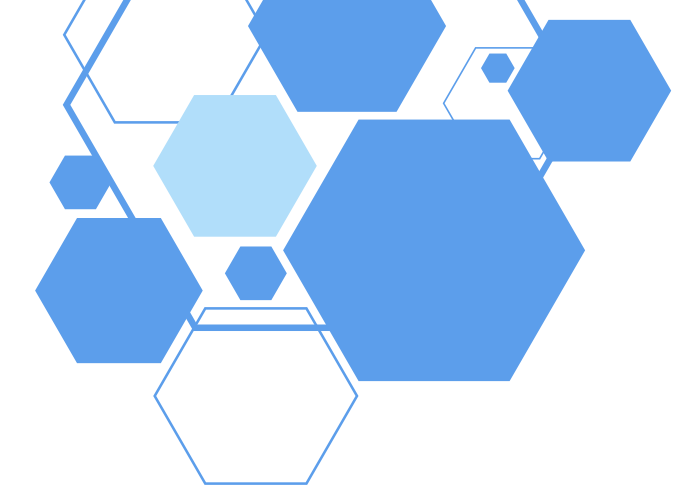
8th grade Core Algebra 1 Integrated
9th grade Core Algebra 2 Integrated
Fundamental Statistics (1/2 year)

10th Grade Options:

- Pre-Calc
- Statistics (AP)
- Comp Science(AP)

11th and 12th Grade Options (All above And)

- Calculus (AP)
- to be created



How we took our current curriculum to 2.5 years without removing content?

Illustrative Mathematics 399 days

Algebra 1

143 days

Geometry

130 days

Algebra 2

126 days

Total; $143 + 130 + 126 = 399$ days

General Education School Days

Total 180 days

399 days divided by 180 days

total 2.2 years

We extended this to 2.5 years to account for special events and half days.

Core Algebra 1 Integrated: 82 blocks

Unit	# of Blocks		
1	15	A1.2	Linear Equations, Inequalities, Systems
2	11	A1.4	Functions
3	12	G.1	Constructions and Rigid Transformation
4	8	G.2	Congruence
5	6	G.3	Similarity
6	5	G.4	Right Triangle Trigonometry
7	12	A1.5	Introduction to Exponential Functions
8	7	A2.1	Sequences and Functions
9	6	G.5	Solids

Core Algebra 2 Integrated: 81 Blocks

Unit	# of Blocks		
1	11	A1.6	Intro to Quadratic Functions
2	15	A1.7	Quadratic Functions/ Introduction to Polyno
3	10	G.6	Coordinate Geometry
4	8	A2.3	Complex Numbers & Rational Exponents
5	9	A2.4	Exponential Functions and Equations
6	7	A2.5	Transformations of Functions
7	10	A2.6	Trigonometric Functions
8	7	G.7	Circles