



PASSPORT



TO



TOMORROW



MIDDLETOWN CITY SCHOOL DISTRICT

# Strategic Vision

2021 - 2027

Middletown, Ohio

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# Message from the Superintendent



## Marlon Styles, Jr.

In Middletown City School District, our **Mission** is to provide the conditions and experiences that will propel each student to lifelong success.

We have made some progress in the quality and effectiveness of the educational services available to our students. However, we recognize that we haven't gone as far as we need to for every student. Not yet.

Our Strategic Vision is the expression of our recommitment to our Mission. The plan places **equity at the center**: it challenges us to provide each student with equitable access to opportunities and resources they need so that they achieve equal outcomes.

The Strategic Vision is an outgrowth of a collaborative venture among Middletown City stakeholders. The planning teams included parents and community representatives, students and teachers, school Board members and district-level leadership, business community and local government representatives. Successful implementation of the plan rests on the continuation of the partnership among these diverse stakeholders.

Each day that I spend with our students and staff reminds me of why I do this work. The success of our school system will shape our community for years to come. What we do matters and it has the potential to transform our lives, individually and collectively.

I am convinced that we - together - can make a difference. Our Strategic Vision offers a clear direction, sets audacious goals for student learning and success, and presents a roadmap for the journey.

We have big dreams for every student. And we are ready to rise.

**Go Middies!**

## A Peek at Student Achievement in MCSD

### Number of Students Proficient Out of Every 20

ALL STUDENTS	ELA	MATH
Amanda Elementary	8 (39%)	7 (37%)
Central Academy	11 (54%)	10 (50%)
Creekview Elementary	10 (50%)	9 (47%)
Highview 6th Grade Center	8 (41%)	8 (39%)
Mayfield Elementary	10 (51%)	11 (56%)
Middletown High School	9 (47%)	6 (31%)
Middletown Middle School	8 (42%)	7 (33%)
Miller Ridge Elementary	13 (67%)	14 (69%)
Rosa Parks Elementary	6 (31%)	6 (31%)
Wildwood Elementary	9 (46%)	9 (46%)

INDICATOR/MEASURE	BLACKS STUDENTS	HISPANIC STUDENTS	WHITE STUDENTS
<b>Discipline Incidents</b>			
As a % of all students	18.8%	14.6%	53.6%
As a % of all discipline incidents	34.9%	10.2%	35.8%
Disproportionality Index	1.85	0.70	0.67
<b>Met Standards on State Tests</b> (# Out of Every 20 Students)			
English Language Arts - Grade 3	7	7	9
Mathematics - Grade 3	6	6	9
Algebra	6	6	13
Biology	8	7	12
English	4	na	9
4-Year HS Graduation Rate	91.3%	86.8%	91.0%
Dropout Rate	1.5%	1.8%	4.8%
<b>Student Voice</b>			
I can learn in my class if I try hard enough	77.9%	77.9%	88.3%
My teachers treat me with respect	90.9%	90.9%	94.1%
My teachers make sure I am learning	93.4%	93.4%	94.1%
My teachers expect me to try my best	93.3%	93.3%	95.1%
The materials/ books we use in class include pictures/ examples of a diversity of people	72.8%	72.8%	69%
I feel emotionally safe at school	48.7%	60.2%	43.6%

# 1. About Our Students

MIDDLETOWN CITY SCHOOL DISTRICT is a Pre-Kindergarten-to-Grade 12 school district in Butler County, Ohio. During the 2020-2021 school year, the district enrolled approximately 5,800 students in its 10 schools: 7 elementary schools, one 6th grade center, one middle school, and one high school.

Middletown City serves a racially/ethnically diverse student population.

- About 4 out of every 20 students (18.8%) are *Black/African American*
- About 3 out of every 20 students (14.7%) are *Hispanic/Latino*
- About 3 out of every 20 students (12.8%) are *Multi-racial*
- About 11 out of every 20 students (53.2%) are *White*
- All other races/ethnicities added up to less than 1% of students

## Profile of Our Students

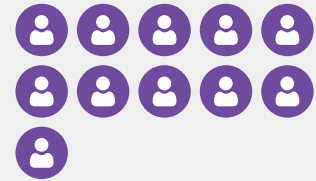
### OUT OF EVERY 20 STUDENTS...



4 Black/African American



3 Hispanic/Latino



11 White



3 Two or More Races

Furthermore, our student diversity is reflected by other indicators.

- English language learners account for 7.2% of all students
- Students with Disabilities (SWD) account for 19.0% of all the students
- Our entire district qualifies for free-/reduced-price meals, an indicator of high levels of students from low-income families

### OUT OF EVERY 20 STUDENTS, ABOUT...



4 Students with Disabilities



2 English Learners



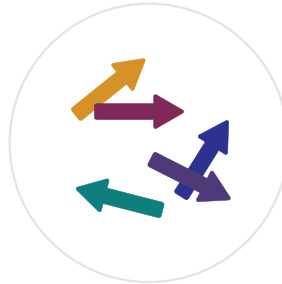
20 Low-Income/Free or Reduced-price Meal

## 2. The Strategic Planning Process

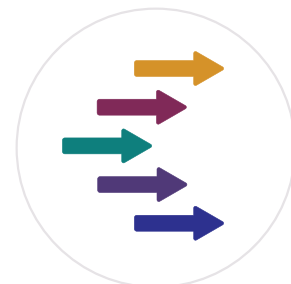
### 2.1 The Power of Alignment

A primary purpose of planning is to facilitate unity of purpose, or alignment. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school or school district, thereby enabling successful accomplishment of the goals of the organization.

#### MISALIGNMENT



#### ALIGNMENT



To be effective, the alignment process must proactively seek out and embrace the diverse voices of the organization's stakeholders. If we want all stakeholders to be committed to and be meaningfully engaged in the *implementation* of the plan, it is wise to involve each stakeholder in the *development* of the plan itself.

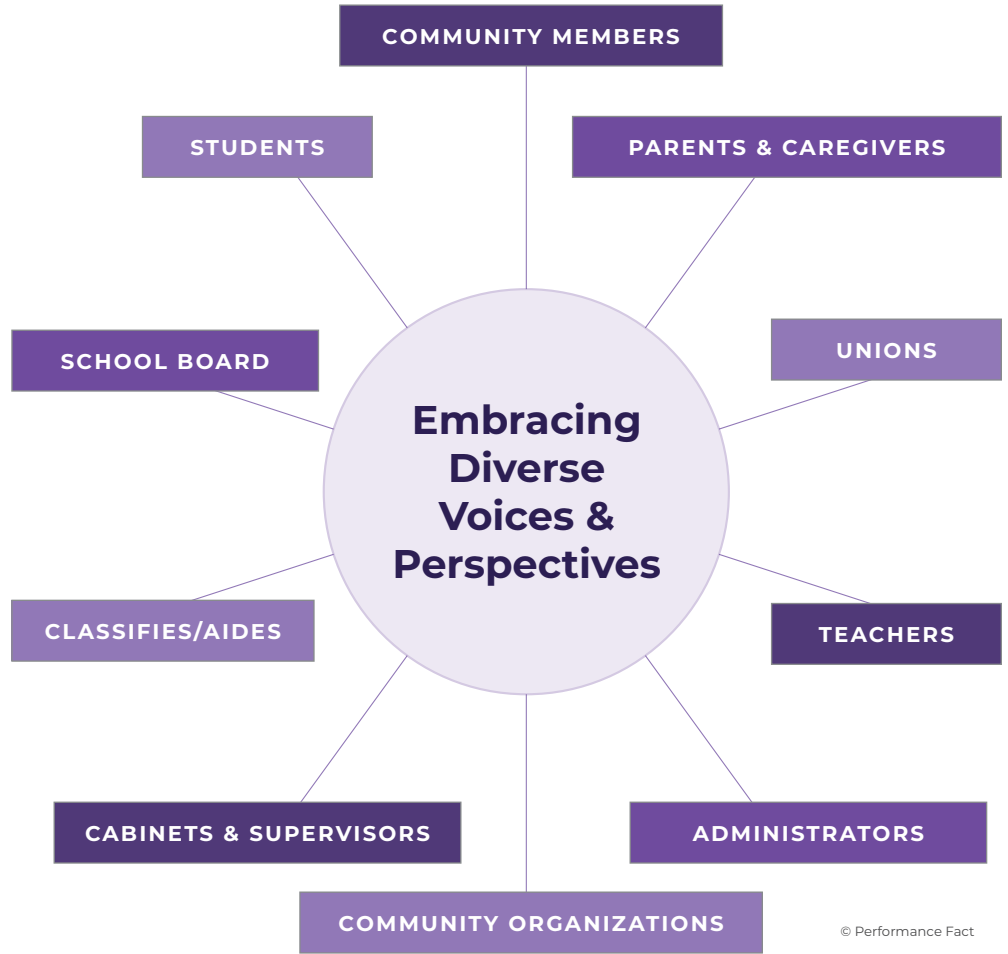
### 2.2 Embracing Diverse Voices & Perspectives

Superintendent of Schools, Mr. Marlon Styles, Jr., and the Board set *alignment* as one of the guiding principles for the District's months-long strategic planning process. The process was designed and facilitated by Performance Fact, Inc., led by the organization's President/CEO, Mr. Mutiu Fagbayi. Performance Fact's strategic planning process utilized a series of stakeholder-teams to guide the development of a strategic alignment plan that embraced the community's diverse voices.

- A **Core Planning Team** (CPT) of approximately 25 people served as the focal point for the deliberation. The members of the CPT included parents, teachers, students, school and district leaders, Board members, business and local government representatives, and community members. The Core Planning Team met six times between March - April, 2021. The CPT served as the "integrators" of all the input from the diverse stakeholders whose ideas and feedback were solicited throughout the planning process.
- Two **Student Voice** sessions gathered input from students in Grades 3-12 during January 2021. One session focused on elementary school pupils; the second session lifted up the voices of secondary school students. Furthermore, over 1500 students in Grades 3-12 completed online surveys, whose findings complemented the feedback from the two focus group conversations.
- The **Board of Education** participated in four review sessions between January - May 2021. The Board's commitment to the process was evidenced by participation of individual Board members on the planning team and the consistent support and encouragement of the Board as a collective. Along with the Superintendent, the Board consistently reinforced the importance of equity as an overarching principle.
- The **Superintendent and Leadership Team** met with Performance Fact facilitators nine times between October 2020 and May 2021. Those

2.2 Embracing Diverse Voices & Perspectives (Continued.)

meetings provided umbrella coordination of the entire project and an ongoing “reality check.” Furthermore, the meetings served as a forum to align related district efforts, including the system-wide Culture Audit conducted by Make It Plain Consulting LLC, based in Cincinnati, Ohio, as well as internally-led efforts to develop the *Ready Now Certificate* and the portrait of a Middletown City graduate, titled *Passport to Tomorrow*.



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## 2. THE STRATEGIC PLANNING PROCESS

### Planning Team Members

#### Core Planning

<b>Mary Begovic Johnson</b>	<i>Parent</i>
<b>Randy Bertram</b>	<i>Treasurer</i>
<b>Chloe Edling</b>	<i>Teacher</i>
<b>Nicole Fisher</b>	<i>Teacher</i>
<b>Beth Hendricks</b>	<i>Principal</i>
<b>Belon Hill</b>	<i>Parent</i>
<b>Deborah Houser</b>	<i>Senior Director of HR</i>
<b>Meagan Hurley</b>	<i>Parent</i>
<b>Michelle Hurr</b>	<i>Teacher</i>
<b>Tommie Lewis</b>	<i>Consultant</i>
<b>Joseph Manning</b>	<i>Teacher</i>
<b>Adam Mowrey</b>	<i>Coordinator</i>
<b>Cathie Mulligan</b>	<i>Board Member</i>
<b>Michelle Novak</b>	<i>Board Member</i>
<b>Michelle Puckett</b>	<i>Teacher</i>
<b>Samantha Spivey</b>	<i>Parent</i>
<b>Sarah Stanforth</b>	<i>Teacher</i>
<b>Marlon Styles</b>	<i>Superintendent</i>
<b>Patricia Thigpen</b>	<i>Parent</i>
<b>Margaret Wilson-Grubbs</b>	<i>Parent</i>
<b>Charles Yager</b>	<i>Parent</i>

#### Passport to Tomorrow

<b>John Carrol</b>	<i>Student</i>
<b>Cathy Dunn</b>	<i>Business</i>
<b>Terri Elms</b>	<i>Parent</i>
<b>Heather Flack</b>	<i>Parent</i>
<b>Jennifer Gleason</b>	<i>Teacher</i>
<b>Christina Kirby</b>	<i>Teacher</i>
<b>Maria Langendorf</b>	<i>Parent</i>
<b>Juley Lawson</b>	<i>Teacher</i>
<b>Dana Miller</b>	<i>Admin</i>
<b>Jessica Morris</b>	<i>Business</i>

<b>Fran Morrison</b>	<i>Admin</i>
<b>Tracy Neeley</b>	<i>Principal</i>
<b>Amber Rowland</b>	<i>Parent</i>
<b>Jeanna Severt</b>	<i>Business</i>
<b>Joni Sexton</b>	<i>Teacher</i>
<b>Dawn Smith</b>	<i>Parent</i>
<b>Cora Thompson</b>	<i>Teacher</i>
<b>Laura Tiller</b>	<i>Business</i>
<b>Alonda Torres Colon</b>	<i>Student</i>
<b>Chris Urso</b>	<i>Board Member</i>
<b>Mike Valenti</b>	<i>Principal</i>
<b>Gina Wallace</b>	<i>Business</i>
<b>Aisha Winfrey</b>	<i>Teacher</i>

#### Ready Now Certificate

<b>Kandi Barnes</b>	<i>Parent</i>
<b>Mike Bizzarro</b>	<i>Business</i>
<b>Carmela Cotter</b>	<i>Principal</i>
<b>Ally Doliboa</b>	<i>Business</i>
<b>Kayra Fuster</b>	<i>Teacher</i>
<b>Shannon Goff</b>	<i>Parent</i>
<b>Aubrey Hanson</b>	<i>Teacher</i>
<b>Ellen Hart</b>	<i>Teacher</i>
<b>Jennifer Hayes</b>	<i>Teacher</i>
<b>Jamie Jordan</b>	<i>Business</i>
<b>Brandie Kehl</b>	<i>Teacher</i>
<b>Tal Moon</b>	<i>City Official</i>
<b>Todd Moore</b>	<i>Board Member</i>
<b>Jessica Morris</b>	<i>Business</i>
<b>Jim Palenick</b>	<i>City Manager</i>
<b>Rick Pearce</b>	<i>Chamber</i>
<b>Michelle Peterson</b>	<i>Principal</i>
<b>Courtney Puckett</b>	<i>Teacher</i>
<b>Elizabeth Richardson</b>	<i>Parent</i>

<b>Julie Sayre</b>	<i>Teacher</i>
<b>Anita Scheibert</b>	<i>Board Member</i>
<b>Jeanna Severt</b>	<i>Business</i>
<b>Laura Tiller</b>	<i>Business</i>
<b>Tom Weiser</b>	<i>Admin</i>
<b>Gwendolyn Wells</b>	<i>Parent</i>



## 2. THE STRATEGIC PLANNING PROCESS

### Phases of the Planning Process

In keeping with the emphasis on making every voice count, the seven phases of the planning process engendered authentic engagement of diverse stakeholders, including providing multiple opportunities for stakeholders to stay abreast of and share their perspectives about how the planning process was unfolding. The Superintendent, in particular, made a conscious effort to keep the district's staff and student leaders as well as external stakeholders informed of the development of the strategic vision.

1 ↓	"Is everyone <b>ready</b> to go?"	[Mobilize the community]
2 ↓	"Where are we <b>now</b> ?"	[Assess current state]
3 ↓	"Where are we going <b>next</b> ?"	[Clarify purpose, outcomes and benchmarks]
4 ↓	"Is everyone <b>still</b> with us?"	[Conduct "reality check"]
5 ↓	"How are we going to get <b>there</b> ?"	[Establish building blocks, practices, and strategies]
6 ↓	"Have we aligned <b>resources</b> to the Plan?"	[Allocate resources]
7 ↓	"Do we have a clear pathway for <b>follow-through</b> ?"	[Create implementation roadmap]

As stated earlier, the Core Planning Team, with representation by stakeholder-groups, worked closely with the Performance Fact team to ensure that the process and outcomes of the strategic planning process were responsive to local needs and realities. The Core Planning Team provided a "reality check" throughout all phases of the planning exercise.



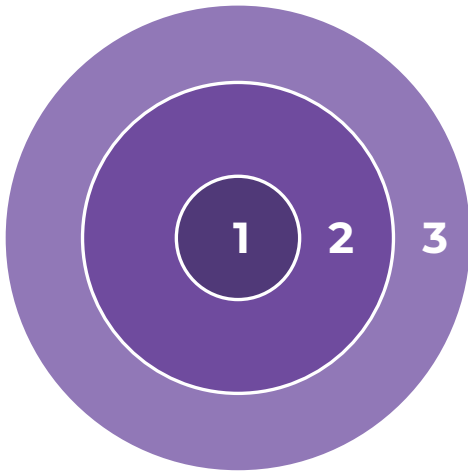


# 3. Moving Forward as One: Key Recommendations

## 3.1 Framework of the Strategic Vision

Keeping ends and means in proper sequence is a central idea in equity-centered, results-focused strategic planning. A coherent design is one that positions **outcomes for students** as the single “end” of the school system. All other factors are correctly recognized as “means” to that singular aim.

The Strategic Vision for Middletown City School District consists of three components that ensure alignment of ends and means, and facilitate disciplined implementation of the Strategic Plan.



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### 1. Student Learning

- A Commitment to Equity
- Vision and Mission
- Passport to Tomorrow
- Goals, Measures, and Equity Priorities

### 2. Instructional Effectiveness

- Four Pillars
- Professional Practices
- Educational Strategies

### 3. Empowering Infrastructure

- Mission-focused Supports and Services

**Student Learning** – the central purpose of the school system – is the focal point of the strategic vision. This strategic vision begins with the ends we seek: a reaffirmation of the district’s commitment to equity; an articulation of the qualities and attributes of a high school graduate; a set of four aspirational goals and measures for student success; and our equity priorities for each goal.

All students will learn at high levels when instruction meets their needs. That is why **Instructional Effectiveness** comes next; it is the strongest predictor of student learning, the most effective of all the means available to us. Our strategic vision addresses this component by defining clear professional practices framed around Four Pillars, or building blocks.

**Empowering Infrastructure** addresses the day-to-day supports and services critical to smooth functioning of the schools. Those structures include educational services, professional and leadership development, parent and community engagement, and results-focused planning and accountability to taxpayers and the community.

## 3.2 Student Learning

**Student Learning** is the core purpose of the school system. This component of Middletown City's Strategic Vision includes the following elements:



- A declaration of the district's **Commitment to Equity,**
- A reaffirmation of the district's **Vision and Mission,**
- The ***Passport to Tomorrow***, or community-defined portrait of the qualities and attributes possessed by a Middletown City high school graduate, and
- Four **Goals** and corresponding **Measures of Progress** that articulate the community's aspirations for all students, as well as specific **Equity Priorities** that would ensure success for each student, regardless of their background or circumstance.

On the pages that follow, we highlight the specific recommendations related to the **Student Learning** component of our Strategic Vision.

MIDDLETOWN CITY SCHOOL DISTRICT

# A Commitment to Equity



Middletown City School District is committed to learning, growth, and success for every student, by name.

We will provide every student with **equitable access** to the resources and opportunities they need so that each student learns and achieves, and acquires and models the qualities and attributes outlined in our *Passport to Tomorrow*.

We will create and sustain the conditions for positive, affirming experiences for each student, to ensure **equal outcomes** for all students.

## OUR VISION

Education that Inspires, Unites, and Transforms

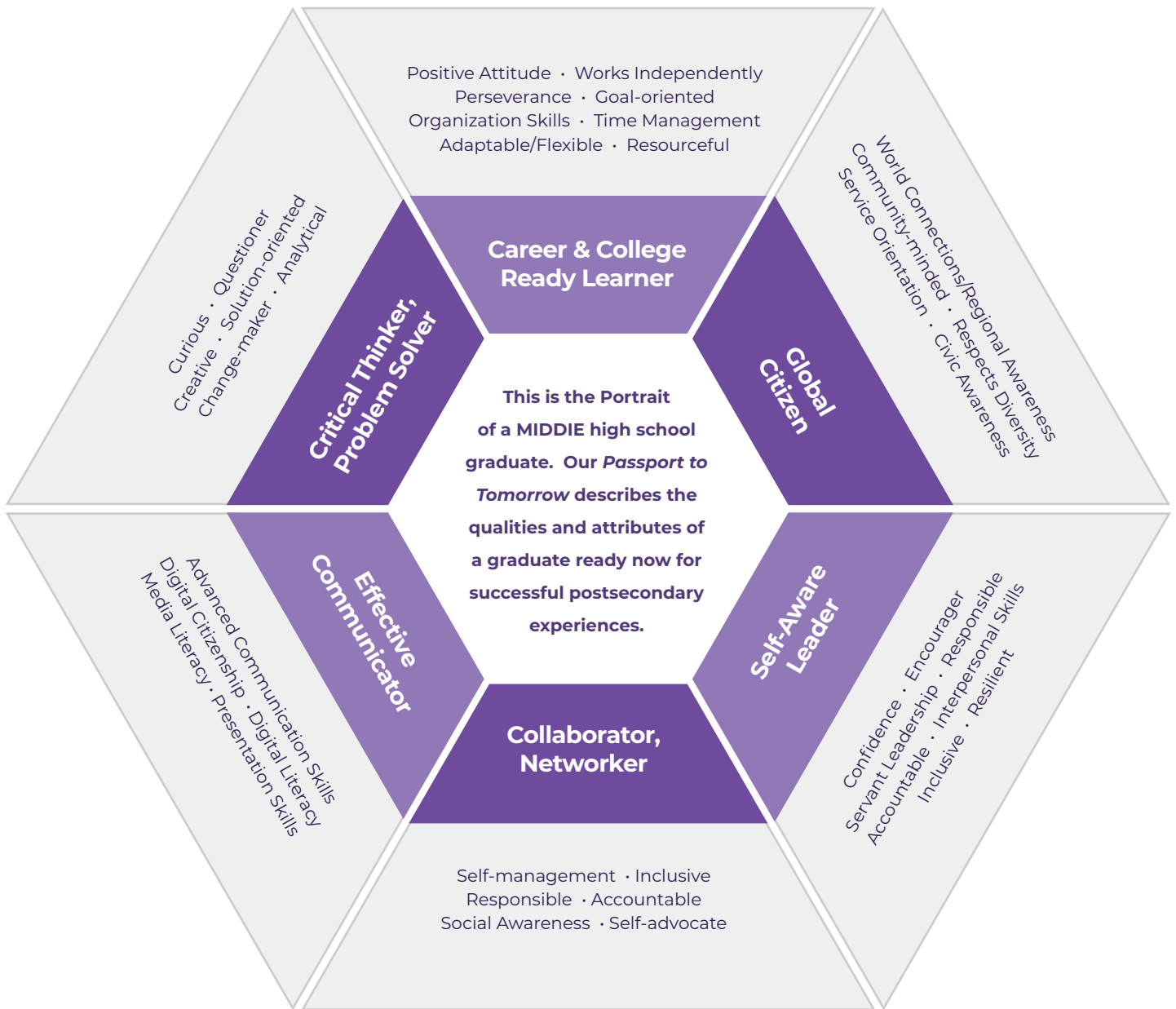
## OUR MISSION

Engage each student with challenging and innovative experiences in a supportive environment, propelling them to lifelong success.



# PASSPORT TO TOMORROW

*Dream Today. Rise Tomorrow.*



## Goals, Measures, Equity Priorities

Our four aspirational Goals, Measures, and Equity Priorities express our collective commitment to learning, growth, and success for all students, regardless of each student's background or circumstance.

### GOAL 1: Success in the Early Years

Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in Pre-Kindergarten through the early grades.

#### EQUITY PRIORITY

- ▶ *ENGLISH LEARNERS (ELL), STUDENTS WITH DISABILITIES (SWD): Growth on standardized tests*
- ▶ *AFRICAN AMERICAN, ELL, LATINX, SWD: Proficiency in Math by Grade 3*

#### MEASURES OF STUDENT PROGRESS

- A Increased percentage of students in Pre-Kindergarten-to-Grade 3 meeting criteria for social, emotional, physical, and cognitive development
- B Increased percentage of students who demonstrate persistence in problem solving and the ability to take risks in learning
- C Increased percentage of students in each student-subgroup meeting or exceeding standards in English Language Arts (ELA) and Mathematics by the end of Grade 3

### GOAL 2: Student Resilience, Engagement, and Voice

Every student will have a *Passport to Tomorrow* plan and an advocate/mentor to keep each student on track to high school graduation and successful post-secondary transition.

#### EQUITY PRIORITY

- ▶ *AFRICAN AMERICAN, ELL: Eliminate disparity in self-confidence and belief in own ability to learn (self-efficacy)*

#### MEASURES OF STUDENT PROGRESS

- A Increased percentage of students who have continuous and timely access to an advocate, mentor, or counselor
- B Increased percentage of students participating in at least one schoolwide project, civic action or extra-curricular activity
- C Increased percentage of students publicly presenting their academic progress, capstone projects, goals, and learning to teachers, families or community members

### GOAL 3: Closing Learning Gaps and Eliminating Disproportionalities

Every underperforming student or student-group will progress at a pace that closes the opportunity, learning, and achievement gaps at an accelerated rate, and will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.

#### EQUITY PRIORITY

- ▶ *AFRICAN AMERICAN: Reduction in discipline rates*
- ▶ *AFRICAN AMERICAN, LATINX: Higher achievement rates in Reading/ELA and Math*
- ▶ *AFRICAN AMERICAN, ELL: Success rates in Algebra*
- ▶ *AFRICAN AMERICAN, LATINX, SWD: Access and success to rigorous coursework*

#### MEASURES OF STUDENT PROGRESS

- A Reduction of the disproportionalities in student discipline including, but not limited to, suspension and expulsion rates
- B Increased student achievement rates in Reading/ELA and Mathematics
- C Increased access to and success in rigorous courses and college-going coursework for traditionally under-represented student groups

### GOAL 4: Readiness for College, Career, & Life

Every student will successfully navigate the critical transitions in their *Passport to Tomorrow* plan, and will graduate from high school ready for enrollment, enlistment, or employment.

#### EQUITY PRIORITY

- ▶ *AFRICAN AMERICAN, ELL, LATINX, SWD: Completion of college-ready course progression*
- ▶ *AFRICAN AMERICAN, LATINX, SWD: First-time Algebra passing rate*
- ▶ *ELL, SWD: High school graduation rates*

#### MEASURES OF STUDENT PROGRESS

- A Increased percentage of 10th grade students on-track to graduation
- B Increased percentage of students who complete courses and activities based on college and career interests
- C Increased graduation rates
- D Increased percentage of seniors with a *Ready Now* certificate indicating readiness for enrollment, enlistment, or employment

## 3.3 Instructional Effectiveness

The **Instructional Effectiveness** component recognizes that effective instruction is the strongest predictor of student learning. Instruction is most effective when it is supported by responsive leadership and organizational practices and strategies.

The **Four Pillars** represent the building blocks that frame action and decision making at every level.

The **Professional Practices** are the foundational teaching, leadership, and organizational standards of professional mastery for every practitioner.



The **Educational Strategies** define specific programs and initiatives that we will implement in order to accomplish each student learning Goal we have set.

On the pages that follow, we highlight the specific recommendations related to the **Instructional Effectiveness** component of our Strategic Vision.



## Four Pillars

Our Four Pillars describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision making, and provide a durable frame for organizing and focusing our work.



PILLAR A

*“TEACHING & LEARNING”*

**Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning**

Our first Pillar focuses on “teaching & learning.”

We will provide all students equitable access to a rigorous, standards-based, and relevant curriculum. We will ensure that our instructional and assessment practices are fair and culturally affirming. And we will offer timely accelerated services to keep each student on-track relative to the meeting academic and behavioral standards.



PILLAR B

*“SCHOOLS CAN'T DO IT ALONE”*

**Safe Culture for Learning and Strong Relationships with Families, Community and Staff**

Our second Pillar recognizes that “schools can’t do it alone.”

We will embrace parents and caregivers as vital partners in a shared mission to educate every student at high levels. We will cultivate a respectful and welcoming, inclusive environment. Furthermore, we will partner with families and community to foster a safe, just, and affirming culture for learning and work.



PILLAR C

*“INVESTING IN PEOPLE”*

**Effective Teacher for Every Student, Effective Leader for Every School**

“Investing in people” is the emphasis of our third Pillar.

We will attract, develop, and retain talented and diverse teachers, leaders, and staff. We will maintain clear standards of professional practice and accountability, and will provide continuous learning opportunities for every practitioner, so that – in time – they achieve mastery of their professional standards.



PILLAR D

*“MANAGING THE WHOLE”*

**Results-Focused Culture of Continuous Improvement**

Our fourth Pillar is about “managing the whole.”

We will promote continuous learning as an ethic at all levels of our school system. We will make decisions based on data, not opinion. And we will ensure that decisions about teaching, learning, leadership, and operations are aligned to the priorities outlined in our Strategic Vision.

## Professional Practices for Effective Instruction

All students will learn at high levels when instruction meets their needs. Therefore, as practitioners, we are committed to continuous improvement of our teaching practices, leadership practices, and organizational practices, because they are the preconditions for continuous improvement of student learning.

	PILLAR A: <b>Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning</b>	PILLAR B: <b>Safe Culture for Learning and Strong Relationships with Families, Community and Staff</b>	PILLAR C: <b>Effective Staff for Every Student, Effective Leaders for Every School</b>	PILLAR D: <b>Results-focused Culture of Continuous Improvement</b>
Teaching Practices	<p><b>T1.</b> Teachers and staff raise expectations, level of rigor, and programming options to ensure success for all students, regardless of cultural background and level of achievement.</p> <p><b>T2.</b> Teachers and staff use multiple forms of assessment, including interest-driven performance, portfolios, and projects, to determine mastery of the standards.</p>	<p><b>T3.</b> Teachers, staff, and the <i>Passport to Tomorrow</i> team communicate to students the Success Criteria and a clear process for acquiring the <i>Passport to Tomorrow</i>.</p>	<p><b>T4.</b> Teachers and staff participate in a continuum of Equity, Diversity, and Inclusion professional learning aligned to the school's improvement plan and the district's strategic priorities.</p>	<p><b>T5.</b> Teachers and staff regularly use data to improve teaching practices and accelerate student learning, especially for priority student groups.</p>
Leadership Practices	<p><b>L1.</b> Principal and Leadership Team facilitate school-wide consensus on work that meets standards within and across grade levels and subjects, and use exemplars to guide supports for students.</p> <p><b>L2.</b> Principal and Leadership Team use school-wide continuous assessments and data tools to develop and implement individualized support plans for each student.</p>	<p><b>L3.</b> Principal and Leadership Team builds K-12 linkages with community stakeholders to ensure each student has a success plan based on their interests.</p>	<p><b>L4.</b> Principal and Leadership Team conduct instructional walkthroughs and provide timely feedback and support that facilitates effective instruction.</p>	<p><b>L5.</b> Principal and Leadership Team provide teacher-friendly summaries of student progress to facilitate continuous adjustment of instructional practices.</p>
Organizational Practices	<p><b>O1.</b> District Team uses assessment data to monitor the delivery of scaffolded culturally-relevant instruction and the utilization of assessment practices in all subjects.</p>	<p><b>O2.</b> District and Community promote academic learning and authentic exploration of career, college, and life-ready qualities, aligned to the criteria in the <i>Passport to Tomorrow</i>.</p>	<p><b>O3.</b> The School/District develops and implements a professional development plan focused on guiding every educator towards professional practices that enable every student to realize their pathway to success.</p>	<p><b>O4.</b> District Leadership implements assessment protocols that engage the school community in data-informed instructional practices and interest-driven experiences for all students.</p>



**GOAL 1**

**Success in the Early Years**

**Educational Strategies**

Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in Pre-Kindergarten through the early grades.

**EQUITY PRIORITY**

- ▶ **ENGLISH LEARNERS (ELL), STUDENTS WITH DISABILITIES (SWD):** Growth on standardized tests
- ▶ **AFRICAN AMERICAN, ELL, LATINX, SWD:** Proficiency in Math by Grade 3

**MEASURES OF STUDENT PROGRESS**

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**EDUCATIONAL STRATEGIES**

<p><b>PILLAR A:</b></p> <p><b>Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning</b></p>	<p><b>PILLAR B:</b></p> <p><b>Safe Culture for Learning and Strong Relationships with Families, Community and Staff</b></p>	<p><b>PILLAR C:</b></p> <p><b>Effective Staff for Every Student, Effective Leaders for Every School</b></p>	<p><b>PILLAR D:</b></p> <p><b>Results-focused Culture of Continuous Improvement</b></p>
<p>G1.A.1 Utilize an appropriate formative and summative assessment system that aligns with the early-grades standards for literacy, numeracy, social-emotional skills, and physical skills, with timely diagnosis to ensure students stay on track for success.</p> <p>G1.A.2 Implement research-based practices that support early literacy and math, and target intervention and supports for under-performing students and struggling schools.</p> <p>G1.A.3 Implement with fidelity a culturally-responsive, standards-aligned, viable curriculum using the Universal Design for Learning (UDL) framework for all core subjects, in every school, and every classroom, and supported by coaching.</p>	<p>G1.B.1 In partnership with families, community organizations, and local government, establish and support Early-Literacy and Numeracy Centers for students in Pre-Kindergarten through Grade 3.</p> <p>G1.B.2 Develop parent leadership through an advisory leadership team to provide ongoing training to parents and caregivers to accelerate Kindergarten readiness skills.</p> <p>G1.B.3 Establish extended learning camps and programming for students to minimize learning loss and accelerate learning gains.</p>	<p>G1.C.1 Provide ongoing professional development regarding developmentally appropriate and research-based instructional practices to support early learners' achievement in literacy, numeracy, social-emotional skills and physical skills.</p> <p>G1.C.2 Institute integrated, culturally-relevant, job-embedded professional learning opportunities to ensure high-quality and responsive student learning from Pre-Kindergarten to Grade 3.</p> <p>G1.C.3 Develop early learning summits to provide opportunities for grade-level and department teacher-teams to collaboratively develop lessons that promote deeper learning competencies in all their students.</p>	<p>G1.D.1 Implement assessment tools to provide feedback on scholar's progress towards individual <i>Passport to Tomorrow</i> plans, social-emotional skills, physical skills, literacy and numeracy performance.</p> <p>G1.D.2 Use data tools at the classroom, school, and district levels to monitor each scholar's literacy and numeracy performance, social-emotional skills, physical skills, and their progress towards individual <i>Passport to Tomorrow</i> plans.</p>

## Student Resilience, Engagement, and Voice

Every student will have a *Passport to Tomorrow* plan and an advocate/mentor to keep each student on track to high school graduation and successful post-secondary transition.

### EQUITY PRIORITY

- ▶ **AFRICAN AMERICAN, ELL:** Eliminate disparity in self-confidence and belief in own ability to learn (self-efficacy)

### MEASURES OF STUDENT PROGRESS

- A Increased percentage of students who have continuous and timely access to an advocate, mentor, or counselor
- B Increased percentage of students participating in at least one schoolwide project, civic action or extra-curricular activity
- C Increased percentage of students publicly presenting their academic progress, capstone projects, goals, and learning to teachers, families or community members

## EDUCATIONAL STRATEGIES

<b>PILLAR A:</b> <b>Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning</b>	<b>PILLAR B:</b> <b>Safe Culture for Learning and Strong Relationships with Families, Community and Staff</b>	<b>PILLAR C:</b> <b>Effective Staff for Every Student, Effective Leaders for Every School</b>	<b>PILLAR D:</b> <b>Results-focused Culture of Continuous Improvement</b>
<p>G2.A.1 Design a student-friendly <i>Passport to Tomorrow</i> planning process to enhance student responsibility for and monitoring of their own learning.</p> <p>G2.A.2 Stretch students' interests to find value in new topics and connect learning tasks to students' cultural backgrounds and personal aspirations.</p> <p>G2.A.3 Implement learning pathways based on each student's interests and strengths, and boost student agency and self-direction through culturally-relevant projects, assignments, and instructional work from K-12.</p>	<p>G2.B.1 Develop a mentoring program that engages individual students and mentors in projects that include the demonstration of academic achievement.</p> <p>G2.B.2 Collaborate with staff and students to organize bi-annual Youth Summit that provides leadership opportunities for students to lead peers, staff, and community in conversations about school and district continuous improvement.</p> <p>G2.B.3 Convene bi-annual gathering of the <i>Passport to Tomorrow</i> Team (i.e., student, family, teacher, advocate/mentor, supports) to review the <i>Passport to Tomorrow</i> plan for every student, K-12.</p>	<p>G2.C.1 Provide professional development to strengthen staff knowledge of unintentional bias, its effects on student progress, and provide strategies for dealing with the effects of personal and institutional bias.</p> <p>G2.C.2 Provide opportunities for grade-level and department teacher-teams to collaboratively develop lessons that promote deeper learning competencies in all their students.</p> <p>G2.C.3 Deepen each student's knowledge and skills regarding diversity, equity, and inclusion, and develop their skills and effectiveness as equity-centered learners.</p>	<p>G2.D.1 Implement student-friendly, evidence-based tools to motivate student goal-setting and self-monitoring of own learning, aligned with the Success Criteria for each <i>Passport to Tomorrow</i> competency.</p> <p>G2.D.2 Build and implement a district wide digital Badging system to track the progress of each K-12 student's development across the <i>Passport to Tomorrow</i> competencies.</p>

## Closing Learning Gaps and Eliminating Disproportionalities

Every underperforming student or student-group will progress at a pace that closes the opportunity, learning, and achievement gaps at an accelerated rate, and will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.

### EQUITY PRIORITY

- ▶ *AFRICAN AMERICAN: Reduction in discipline rates*
- ▶ *AFRICAN AMERICAN, LATINX: Higher achievement rates in Reading/ELA and Math*
- ▶ *AFRICAN AMERICAN, ELL: Success rates in Algebra*
- ▶ *AFRICAN AMERICAN, LATINX, SWD: Access and success to rigorous coursework*

### MEASURES OF STUDENT PROGRESS

- A Reduction of the disproportionalities in student discipline including, but not limited to, suspension and expulsion rates
- B Increased student achievement rates in Reading/ELA and Mathematics
- C Increased access to and success in rigorous courses and college-going coursework for traditionally under-represented student groups

## EDUCATIONAL STRATEGIES

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<p>G3.A.1 Build and continuously reinforce an intentional culture of high expectations for all students, regardless of their ethnicity, social-economic background, special education or English learner status.</p> <p>G3.A.2 Complete vertical alignment of the K-12 instructional system for Math, to provide coherence among standards, assessments, curriculum, instruction and materials, and intervention.</p> <p>G3.A.3 Utilize students' background and culturally-responsive instructional practices to bridge their mastery of rigorous coursework and college-/career-readiness standards.</p> <p>G3.A.4 Nurture students of color in their sense of belonging and appropriate conduct by validating their social and cultural identities, and by implementing fair discipline models (e.g., Restorative Practices).</p> <p>G3.A.5 Plan and implement culturally-competent lessons utilizing the UDL framework for a viable curriculum in all subjects in every school and every classroom.</p>	<p>G3.B.1 Personalize the journey towards high school completion by providing an advocate/mentor for every student, and empowering each student's personal leadership, academic growth, and social action (e.g., Men of Color, My Brother's Keeper initiatives).</p> <p>G3.B.2 Create opportunities for students of color and students with learning differences to participate in internships, science/math programs, and career experiences that build their creativity and leadership skills.</p>	<p>G3.C.1 Strengthen cultural competence of teachers, leaders and staff through professional development systems focused on effective practices, deeper content knowledge, professional learning communities, and collaborative inquiry.</p> <p>G3.C.2 Build sustainable, district-wide cadre of diverse, highly skilled equity facilitators to train and support their colleagues, catalog and disseminate promising practices, give feedback, and ensure district-wide coherence regarding culturally competent practices.</p> <p>G3.C.3 Provide staff with culturally-competent professional development to ensure high expectations of all students' intellectual capabilities and create a culture of inclusivity, equity, and accountability.</p>	<p>G3.D.1 Plan and implement formative and summative evaluation of Cultural Competence initiatives on a regular basis.</p> <p>G3.D.2 Implement structures, such as effective Success Criteria for each <i>Passport to Tomorrow</i> competency in every classroom, to support consistent use of data by having students assess their own learning, determine learning goals, and monitor progress over time.</p> <p>G3.D.3 Develop and implement an inclusive Multi-Tiered System of Supports (MTSS) to accelerate academic and behavioral development for all students.</p> <p>G3.D.4 Focus on and continuously improve outcomes for African American students and other students of color by setting explicit "stretch" improvement targets in annual action plans, and holding at least one "Data Summit" with stakeholders every year.</p>

GOAL 4

**Readiness for College, Career, & Life**

Every student will successfully navigate the critical transitions in their *Passport to Tomorrow* plan, and will graduate from high school ready for enrollment, enlistment, or employment.

**EQUITY PRIORITY**

- ▶ *AFRICAN AMERICAN, ELL, LATINX, SWD:*  
Completion of college-ready course progression
- ▶ *AFRICAN AMERICAN, LATINX, SWD:* First-time Algebra passing rate
- ▶ *ELL, SWD:* High school graduation rates

**MEASURES OF STUDENT PROGRESS**

- A Increased percentage of 10th grade students on-track to graduation
- B Increased percentage of students who complete courses and activities based on college and career interests
- C Increased graduation rates
- D Increased percentage of seniors with a *Passport to Tomorrow* certificate indicating readiness for enrollment, enlistment, or employment

**EDUCATIONAL STRATEGIES**

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<p>G4.A.1 Build a K-12 system to support a personalized <i>Passport to Tomorrow</i> portfolio for each student.</p> <p>G4.A.2 Ensure vertical alignment in math classes in Grades K-12 by aligning standards, assessments, and materials to improve professional practices and accelerate success for students of color in Algebra I.</p> <p>G4.A.3 Plan and implement culturally-relevant lessons utilizing the Universal Design for Learning (UDL) framework for a viable curriculum in all subjects in every school and every classroom.</p> <p>G4.A.4 Develop a network of staff to support every scholar in the creation, monitoring, and revision of <i>Passport to Tomorrow</i> plans, capitalizing on multiple pathways, including advanced programs.</p> <p>G4.A.5 Develop a scope and sequence of interest-driven K-12 pathway experiences accessible to all students in every school and every classroom, aligned to the <i>Passport to Tomorrow</i>.</p>	<p>G4.B.1 Provide every student with community experiences and/or work-based internships prior to graduating from high school.</p> <p>G4.B.2 Establish the “Ready Now 100” initiative seeking 100 regional academic institutions, businesses, and organizations to endorse the Ready Now certificate.</p> <p>G4.B.3 Form regional partnerships with academic institutions, businesses, organizations, and students to design and implement K-12 interest-driven career pathways to advance students’ development of the <i>Passport to Tomorrow</i> competencies.</p>	<p>G4.C.1 Connect teachers, leaders, and staff to effective strategies, professional development, and data-driven instruction for maximum success for students in Algebra I, particularly for students of color.</p> <p>G4.C.2 Provide staff with culturally-competent professional development that promote high expectations of all student-scholars’ and to create a culture of inclusivity, equity, and accountability.</p> <p>G4.C.3 Connect teachers, leaders, and staff to effective strategies, professional development, and resources for facilitating interest-driven experiences that amplify the curriculum in ALL subjects.</p>	<p>G4.D.1 Ensure that master schedules provide clear pathways for students to complete rigorous courses based on their passions and interests.</p> <p>G4.D.2 Conduct family and student surveys/forums to measure student-scholar engagement and empowerment (e.g. student focus groups, summits, advisories, fishbowls).</p> <p>G4.D.3 Activate a system to gather student feedback on their K-12 pathway experiences, and evaluate post-secondary graduate data to inform improvement opportunities.</p>

## 3.4 Empowering Infrastructure

**Empowering Infrastructure** focuses on what is essential in order to facilitate effective instruction. It is aimed at the system-level capabilities that must be established and maintained to foster a culture of continuous improvement and organizational learning.

These system-wide, **mission-focused supports and services** include those that target:

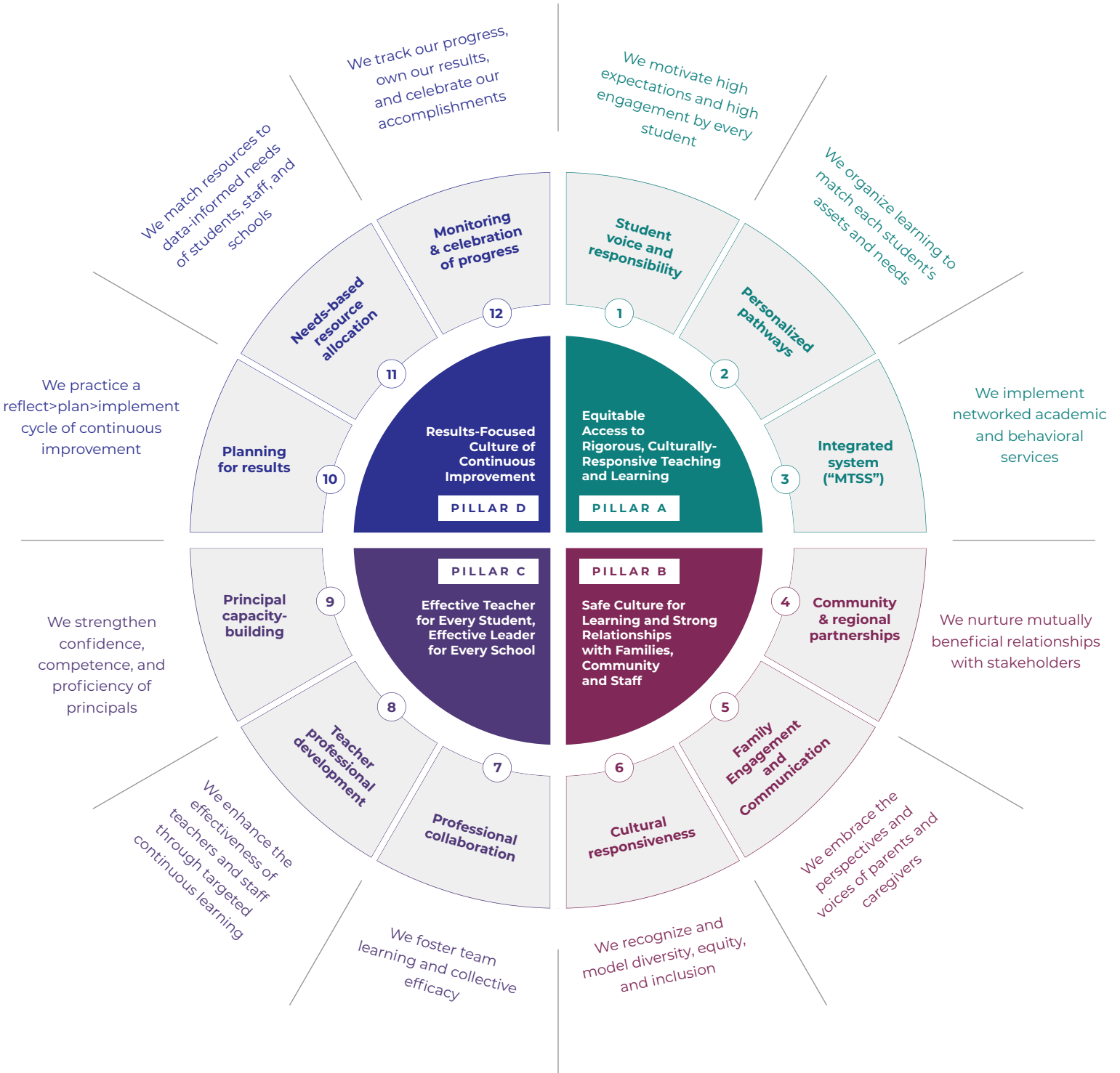
- educational services for teachers, staff, and administrators,
- support services for students and families,
- partnerships with stakeholders,
- capacity-building for teachers, leaders, and staff,
- needs-based allocation of resources, and,
- planning, accountability, and performance incentive practice.

On the pages that follow, we highlight the specific recommendations related to the **Empowering Infrastructure** component of our Strategic Vision.



# Mission-focused Supports & Services

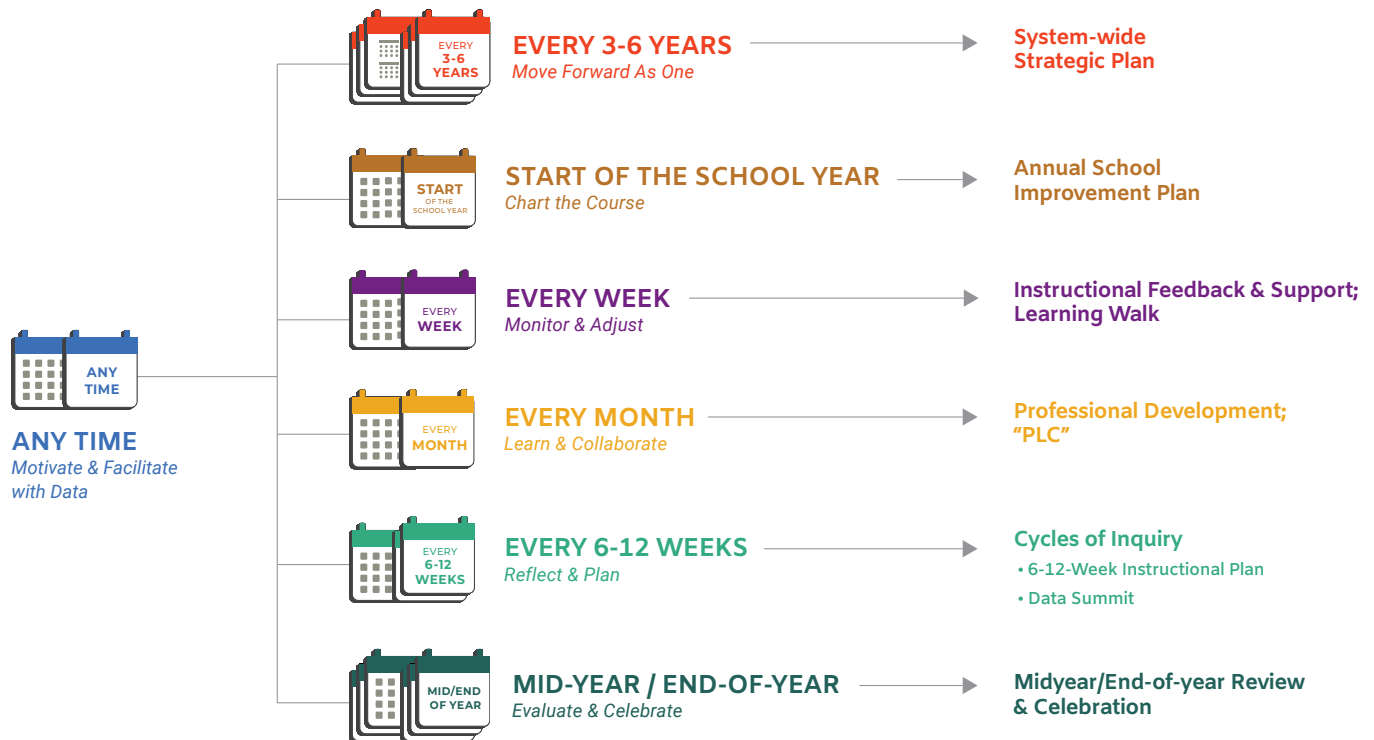
Student learning and effective instruction, the strongest driver of student success, depend on a responsive and efficient system of supports and services. These supports and services serve as enablers and catalysts for continuous improvement of professional practices and outcomes for students.



## 4. Ensuring Disciplined Implementation

First, you “plan the work.” Then, you “work the plan.”

**Getting things done well demands discipline!** And dreams don’t work unless you do. Accomplishing the vision and goals of a strategic plan often requires a shift in the organization’s culture. Those shifts start with a change in mindset regarding the purpose, processes, and practices of the organization.



© Performance Fact

Performance Fact’s *Roadmap* framework provides one approach for thinking about the implementation of the district’s Strategic Plan. The framework permits each district to align its internally developed tools and process as well as those procured from external providers.

Turning good intentions into stronger results for our students demands disciplined implementation at every level: every classroom, every school, every department, and in every part of our community.



# MIDDLETOWN CITY SCHOOL DISTRICT

5,927 STUDENTS ENROLLED

American Indian/Alaskan Native	0.19%
Asian	0.22%
Black	18.83%
Hispanic	14.63%
Multiracial Students	12.49%
Pacific Islander	0.02%
White	53.64%

Economically Disadvantaged	99.99%
Students With Disability	18.98%
Students With Limited English Proficiency	7.32%

## Board Members

**Dr. Chris Urso**, President

**Mrs. Cathie Mulligan**, Vice President

**Mr. Todd Moore**

**Ms. Michelle Novak**

**Mrs. Anita Scheibert**

**Marlon Styles, Jr.**, Superintendent

**Randy Bertram**, Treasurer

## 10 SCHOOLS

**Amanda Elementary**

**Central Academy**

**Creekview Elementary**

**Mayfield Elementary**

**Miller Ridge Elementary**

**Rosa Parks Elementary**

**Wildwood Elementary**

**Highview 6th Grade Center**

**Middletown Middle School**

**Middletown High School**

### Middletown City School District

One Donham Plaza, 4th Floor

Middletown, OH 45042

513-423-0781

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