

DREAM TODAY. RISE TOMORROW.

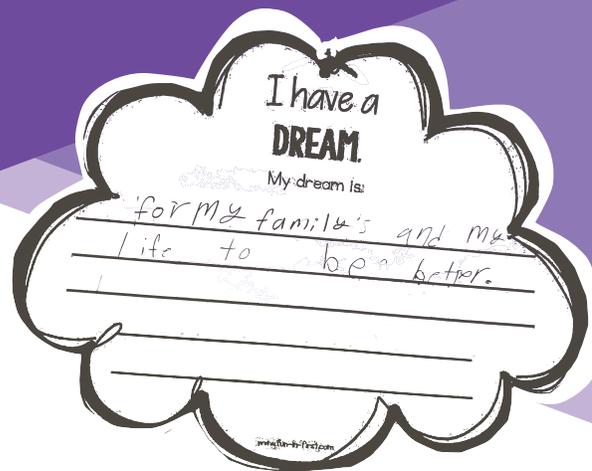
2021-2027 Strategic Vision



PASSPORT TO
TOMORROW

Dream Today. Rise Tomorrow.

To be a Middie, one will rise. But how?



This is a question that keeps me up at night.

In February 2021, I was walking down the hallway at Rosa Parks Elementary looking at some of the artwork and one piece really stood out. The students were prompted to write down their dreams and this young student wrote, "I have a dream. My dream is: for my family's and my life to be better."

As the superintendent, not only is it my job to ensure all students receive a high-quality education, but also give every student the opportunity to succeed regardless of socio-economic status, skin color, grasp of the language, and/or ability. I know I can't do this alone. Our schools have some of the most talented, caring staff in the area, but they can't do it alone either.

Knowing that some of our Middletown students have not been given enough opportunities to succeed, to dream, to rise, our Board of Education asked me to enlist help and dream up a strategic vision with equity at the core. Three groups of volunteers made up of staff, business leaders, parents, and friends of Middies, joined together to create the My Passport to Tomorrow vision and framework. We can't do it alone.

I want every Middletown resident to know the Middletown City Schools leadership team, staff, community members, and our Board of Education has worked hard these past months to create our next Strategic Vision. The new vision focuses on our students' dreams and allows for every student to rise. Through My Passport to Tomorrow, all students will map out their educational journey uniquely tailored to their dreams.

This strategic vision answers the question: What does a successful Middie graduate look like tomorrow? Through the My Passport to Tomorrow pathways we've created, every Middie will be college, career, and life ready. How each student achieves success will look different based on the pathways they choose. It will, in short, allow them to dream today so they can rise tomorrow.

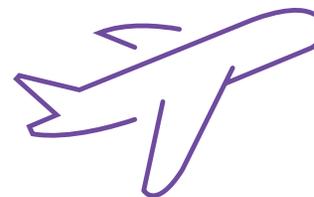
Along the path toward graduation and beyond, the district will take a personalized and student-centered approach through individual and group guidance as students map out their Passport to Tomorrow. Students will learn to identify goals, develop strengths, talents, and interests, and eventually, venture on to make healthy and confident decisions about their future. We believe it is our responsibility to serve as advocates for our students and we contribute to our student's development by fostering inclusive environments where all students feel emotionally safe in a school that encourages them to pursue opportunities for self-expression, personal discovery, and individual accomplishments.

Whatever it is we can do it; but we can't do it alone—we can only do it together. Let's Dream Today and Rise Tomorrow. #MiddieRising

Sincerely,

Marlon Styles, Jr.

Marlon Styles, Jr., *Proud Superintendent*
Middletown City School District





Positive Attitude
Works Independently
Perseverance
Goal-oriented
Organization Skills
Time Management Skills
Adaptable & Flexible
Resourceful



Curious
Questioner
Creative
Solution-oriented
Change-maker
Analytical



Confidence
Encourager
Servant Leadership
Responsible
Accountable
Interpersonal Skills
Inclusive
Resilient



PASSPORT TO TOMORROW

Dream Today. Rise Tomorrow.



Community-minded
World Connections
Regional Awareness
Respects Diversity
Service Orientation
Civic Awareness



Advanced Communication Skills
Digital Citizenship
Digital & Media Literacy
Presentation Skills



Self-management
Inclusive
Responsible
Accountable
Social Awareness
Self-advocate



Goal one

Success in the Early Years

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



<p>PILLAR A <i>Teaching and Learning</i></p> <p>Equitable Access to Rigorous, Culturally Responsive Teaching and Learning</p>	<p>PILLAR B <i>Schools Can't Do it Alone</i></p> <p>Safe Culture for Learning and Strong Relationships with Families, Community, and Staff</p>	<p>PILLAR C <i>Investing in People</i></p> <p>Effective Teacher For Every Student; Effective Leader For Every School</p>	<p>PILLAR D <i>Managing the Whole</i></p> <p>Results Focused Culture of Continuous Improvement</p>
<p>Utilize an appropriate formative and summative assessment system that aligns with early grades' standards for literacy, numeracy, social-emotional skills, and physical skills. Assessments should screen and diagnose for students staying on track for success in these standards.</p> <p>Implement research-based practices that support early literacy and math.</p> <p>Implement with fidelity a culturally competent, standards-aligned, viable curriculum framed in UDL in ALL core subjects in every school and every classroom.</p>	<p>In partnership with families, community organizations, and local government, establish and support Early-Literacy and Numeracy Centers for students in PK through Grade 3.</p> <p>Develop parent leadership through an advisory leadership team to provide ongoing training to parents and caregivers to accelerate Kindergarten readiness skills.</p> <p>Extended learning camps and programming for students to minimize learning loss/accelerate learning gains.</p>	<p>Provide ongoing professional development regarding developmentally appropriate and research-based instructional practices to support early learner achievement in literacy, numeracy, social-emotional skills and physical skills.</p> <p>Establish integrated culturally relevant, job-embedded professional learning to ensure high-quality and responsive scholar learning PK-3rd grade.</p> <p>Develop early learning summits to provide opportunities for grade-level and department teacher-teams to develop lessons that incorporate deeper learning competencies in all their students.</p>	<p>Implement assessment tools to provide feedback on scholar's progress towards individual Passport to Tomorrow plans, social-emotional skills, physical skills, literacy, and numeracy performance.</p> <p>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 Passport to Tomorrow plans.</p>



Goal Two

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 a successful post-secondary transition.



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<p>Co-design a student-friendly Passport to Tomorrow planning process to enhance student responsibility for their own learning.</p> <p>Stretch student's interests to find value in new topics and connect learning to students' cultural backgrounds and personal aspirations.</p> <p>Create and utilize pathways for all students based on interests and strengths to gain agency and self-direction through culturally relevant projects, assignments, and instructional work K-12.</p> <p>Create equitable opportunities for all students to experience and develop Passport to Tomorrow qualities.</p>	<p>Develop an advocate/mentor program that engages individual K-12 students and mentors in supporting goals.</p> <p>Collaborate with staff and students to organize a bi-annual Youth Summit that provides leadership opportunities for students to lead groups of peers, staff, and community for school and district improvement.</p> <p>Passport to Tomorrow Team (student, advocate/mentor, teacher, family, supports) meet bi-annually to create and review every K-12 student's Passport to Tomorrow plan.</p>	<p>Staff knowledge/training of unintentional bias and how it affects progress/success among students.</p> <p>Provide opportunities for grade-level and department teacher-teams to develop lessons that incorporate deeper learning competencies in all their students.</p> <p>Amplify student-scholars' perspectives regarding ways to motivate student learning and develop academic tenacity. All staff will identify every scholar's unique knowledge and strengths to deepen their understanding of diversity, cultural competency, and personal biases, so that they can become the most effective equity practitioners.</p>	<p>Implement structures such as effective Success Criteria for each Passport to Tomorrow quality in every classroom to support consistent use of data by our students to assess their own learning, determine learning goals, and monitor progress.</p> <p>Using a data tool at the classroom, school, and district levels to monitor each scholar's progress towards individual Passport to Tomorrow plans, social-emotional skills, literacy and numeracy performance.</p> <p>Build and implement a district wide digital badging system to track the progress of each K-12 student development across six Passport to Tomorrow qualities.</p> <p>Collect regularly student feedback on continuous improvement measures and make relevant adjustments to practices.</p>



Goal Three

Closing Learning Gaps and Eliminating Disproportionalities

Every 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.



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<p>Implement proven systems that ensure a culture of high expectations for all students no matter their ethnicity, social-economic background, special education or EL status.</p> <p>Ensure vertical alignment in math classes by aligning standards, assessments, and materials.</p> <p>Develop an ecosystem that commits to excellence and ensures students are college and career-ready by building upon their cultural backgrounds. Utilize research-based strategies relevant to students of color and those with learning differences.</p> <p>Nurture students of color in their sense of belonging and appropriate conduct by validating their social and cultural identities and implementing fair discipline models.</p> <p>Implement culturally competent lessons utilizing UDL framework in every school and classroom.</p>	<p>Personalize each student's journey towards high school completion by providing an advocate/mentor for every student, and empowering each student to construct narratives that foster personal leadership, academic growth and social action (e.g., Men of Color and My Brothers Keeper initiatives).</p> <p>Internships, science/math career experiences, etc. for students of color and students with learning differences to build leaders of tomorrow.</p>	<p>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>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>Provide staff with culturally competent professional development to ensure high expectations of all student's intellectual capabilities and create a culture of inclusivity, equity, and accountability.</p>	<p>Plan and implement formative and summative evaluation of Cultural Competence initiatives on a regular basis.</p> <p>Implement structures such as effective Success Criteria for each Passport to Tomorrow quality in every classroom, to support consistent use of data by our students to assess their own learning, determine learning goals, and monitor progress over time.</p> <p>Develop and implement an inclusive Multi-Tiered System of Supports (MTSS) to accelerate academic and behavioral development for all student-scholars.</p> <p>Ensure focus on and continuous improvement of 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 Four

Readiness for College, Career, and 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.



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<p>Build a K-12 system of individual student portfolios that include college and career goals and milestones.</p> <p>Ensure vertical alignment in math classes in Grades K-12 by aligning standards, assessments, and materials resulting in accelerated success for students of color in Algebra I.</p> <p>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>Develop a network of staff to support the creation, monitoring, and revision of My Passport to Tomorrow plans.</p> <p>Develop college and career pathway experiences accessible to all students in every school and classroom.</p>	<p>Provide every student with community experiences and/or work-based internships prior to graduating from high school.</p> <p>Establish the "Ready Now 100" initiative seeking 100 regional academic institutions, businesses, and organizations to endorse the Ready Now-Passport to Tomorrow.</p> <p>Form regional partnerships with academic institutions, businesses, organizations, and students to design and implement K-12 career interest-driven pathways to advance students' development of the My Passport to Tomorrow qualities.</p>	<p>Connect teachers, leaders, and staff to effective strategies, professional development, and data driven instruction for maximum success for students in Algebra I, and particularly for students of color.</p> <p>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>Connect teachers, leaders, and staff to effective strategies, professional development, and resources for facilitating career interest-driven experiences that amplify the curriculum in ALL subjects.</p>	<p>Ensure that master schedules provide clear pathways for students to complete rigorous courses based on their passions and interests.</p> <p>Conduct family and student-scholar surveys/forums to measure student-scholar engagement and empowerment (student focus groups, summits, advisories, fishbowls).</p> <p>Activate a system to gather student feedback on their K-12 pathway experiences, and evaluate post-secondary graduate data to inform improvement opportunities.</p>



Let's Dream
Today and Rise
Tomorrow.



We are all part of

#MIDDIE #RISING