

**Appendix LLL-12-7  
June 14, 2010**

June 3, 2010

**MEMORANDUM**

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent

Subject: **Strategic Plan Annual Meeting**

We had a very productive Strategic Plan 1st Annual Update meeting on Wednesday, May 26 at the Goodman Community Center. This was a time to provide the community with information about progress on the Year 1 Priorities by Action Plans and receive feedback. It was also a time to receive input around setting priorities for the 2010-2011 school year.

Attached are the updated Year 1 Priorities by Action Plans and the feedback by table groups from those in attendance.

Our next step is to review this information and the recommendations from the table groups on 2010-2011 Priorities with the administrative chairs of each of the Action Plans. We will then come back to the Board with recommendations for 2010-2011.



Madison Metropolitan School District  
**Strategic Planning -1<sup>st</sup> Annual Update**  
May 26, 2010, 5:00-9:00 p.m.  
Goodman Community Center

Facilitator – Dr. Keith Marty

## Agenda

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### Welcome

..... Maya Cole, President, Board of Education  
..... Daniel Nerad, Superintendent of Schools, Madison Metropolitan School District  
..... Keith Marty, Facilitator, Superintendent of Schools, Menomonee Falls School District

Introductions, Setting Expectations ..... Daniel Nerad, Keith Marty

Community Building Activity ..... Keith Marty

Review of Documents ..... Daniel Nerad

Core Performance Measures ..... Kurt Kiefer

### Year 1 Priorities by Action Plans:

Student..... Sheila Briggs, John Harper  
Curriculum A (Accelerated Learning, Assessment)..... Lisa Wachtel, Jennie Allen  
Curriculum B (Civic Engagement, Cultural Relevance, Flexible Instruction)..... Tim Peterson, Nancy Yoder  
Staff..... Robert Nadler, Pam Nash  
Resources / Capacity ..... Kurt Kiefer, Ken Syke  
Organization / Systems ..... Steve Hartley, Kathy Lyngaas

Setting Priorities for 2010-2011..... Keith Marty

Next Steps – Report to the Board of Education..... Daniel Nerad, Keith Marty

Closing ..... Daniel Nerad

### Materials Available:

- Strategic Plan (sets at tables)
- Strategic Plan Action Plans – Year 1 Priorities
- Core Performance Measures
- Strategic Plan Action Plans – All Priorities

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## Strategic Plan Action Steps – 2009-2010 School Year Student

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Define successful MMSD graduate outcomes: <ul style="list-style-type: none"> <li>▪ Content knowledge</li> <li>▪ Civic-minded skills</li> <li>▪ Life-enriching skills</li> <li>▪ Social-emotional skills</li> </ul>	1	Opportunity for Success	Assistant Superintendent to identify a team consisting of: Middle/High school staff, T & L, Ed Services, Student Services Curriculum Action Team	November 2009	1. An Action Team is developed that includes leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students. Composition of team will include leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students.	Existing resources	Completed
2. Define successful MMSD graduate.	1	Opportunity for Success	Assistant Superintendent and Action Team	November, 2009 – May 2010	Definition of successful MMSD graduate aligned to mission with desired outcomes in the following areas: <ol style="list-style-type: none"> <li>1. <b>Content knowledge</b> based on ACT college/career readiness standards.</li> <li>2. <b>Civic-minded skills</b> aligned to the standards outlined by the Partnership for 21<sup>st</sup> Century Skills.</li> <li>3. <b>Life-enriching skills</b> which may include but is not limited to: extra-curricular activities (athletics, clubs, organizations) and service learning opportunities.</li> <li>4. <b>Social-emotional skills</b> based on the MMSD social emotional learning standards</li> </ol>	1. Extended employment compensation for meetings/work time beyond contract day. Approximate cost estimate: 300 total hours x \$15.00/hr = \$4,500; 20 (1/2 day subs = \$2000; total = \$6,500. 2. Food costs when meetings take place during dinner hours. Approximate cost estimate: \$1,000 3. Possible consulting fee(s)	Completed a draft document (not yet ready for external dissemination).

**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

<b>Student Action Plan – Achievement for All Students</b>							
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					(SELS). 5. <b>Career awareness</b> which may include but is not limited to the student's knowledge of personal interests/skills/values; understanding of the 16 Career Clusters which describe the world of work; developmentally-appropriate mastery of 21st-Century Skills; a plan which incorporates the student's knowledge of personal interests/skills/values, his/her understanding of the world of work, and his/her mastery of 21st-Century Skills into a career pathway identifying appropriate post-secondary education and employment options.		
3. Develop and implement an electronic-based individual learning plan (ILP) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	All Students; Opportunity for Success	Assistant Superintendents to identify an ILP Action Team.	Done	1. The electronic-based ILP will be developed in collaboration with University of Wisconsin staff to meet the unique needs of the MMSD. The ILP will be based off of the WisCareers platform which will interface with Infinite Campus, the District's information management system.	1. Consulting/ programming development/evaluation fee to enable the ILP to interface with Infinite Campus (\$ 17,000).	Completed template for K-5 and 9 <sup>th</sup> grade. This is electronic and both are ready to begin in the fall.
	1		Assistant	Done	2. Identify a subgroup of the ILP Action Team to create an ILP	2. External evaluation cost is	

**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

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	1		Superintendents, Instructional Council, and ILP Action Team.		implementation plan that includes a mechanism for feedback and evaluation (e.g., survey instruments, external evaluation conducted by the Wisconsin Center for Educational Research).	covered in the aforementioned consulting/programming development/evaluation fee listed above.	
	1		Assistant Superintendents and ILP Action Team.	October, 2009 – March, 2009	<p>3. ILP implementation plan will clearly articulate the following:</p> <ul style="list-style-type: none"> <li>• district-wide communication plan</li> <li>• accountability measures to evaluate implementation/effectiveness</li> <li>• initial introduction and ongoing professional development for staff</li> <li>• time to communicate with student(s) and parents relative to student progress</li> </ul>	<p>3. Extended employment and or substitute release time for teachers/staff. Approximate cost estimate: 400 total hours x \$15.00/hr = \$6,000; 20 (1/2 day subs = \$2000; total = \$8,000.</p> <p>Food costs when meetings take place during dinner hours. Approximate cost estimate: \$1,000</p>	
	1		Assistant Superintendent,	2010-11 school year	4. Implement the ILP professional development plan district-wide with fidelity.	This is dependent upon the implementation plan. Should the district opt to utilize early	

**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

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			ILP Action Team, and building administrators.			release or already scheduled professional development days, the costs can be significantly reduced.  Alternative options include: 1. Extended employment and or substitute release time for teachers/staff. 2. Food costs when meetings take place during dinner hours.	
4. Establish and implement a consistent system of measurable outcomes to determine student, school, and district progress in eliminating the achievement gap.	1	Achievement Gap; All Students; Opportunity for Success	Management Team	In progress to be completed by 2010 school year	Develop a multi layer system of measurement to be established and implemented. Measurement system includes but is not limited to: <ul style="list-style-type: none"> <li>• Formal assessments (e.g., WKCE, Explore, Plan)</li> <li>• Student progress relative to ILP goals and success/ progress over time</li> <li>• High school completion rates</li> </ul> Student participation in continuing education	Members of Management Team will participate in developing system of measurement. Staff from Research and Evaluation will need to be active participants.  Additional Research Staff to support the multiple data measurements.	Completed



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Student**

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					<p>opportunities beyond high school (two draft surveys have been completed: senior survey and post graduation outcomes survey)</p> <p>The following assumptions are used across all measures:</p> <ul style="list-style-type: none"> <li>• All metrics will come from an existing source whenever possible, e.g., DPI WINSS, ISES, School Performance Report, etc.</li> <li>• All metrics related to students will be disaggregated by the following groups if the data are available: gender, DPI or MMSD race/ethnicity categories, income status (i.e., low income vs. not low income), special education status, English Language Learner (ELL) status.</li> <li>• Up to three years of data will be used for an historical analysis. Some measure will not have that much history as they are recent or being created for the first time with this project.</li> </ul>		

**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

<b>Student Action Plan – Achievement for All Students</b>							
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					See attached document for complete list of measurements.		
5. Develop and implement partnerships to prepare every student for kindergarten (EC options, Play and Learn, K-Ready Summer School, and universal 4-K)	1	Achievement Gap; Opportunity for Success	Superintendent and Assistant Superintendent for Elementary	Committee will be established once 4K is approved.	<p>Continue partnership with United Way for Play and Learn.</p> <p>Continue to work with the 4Kcommunity group (40 members) until 4K is a reality.</p> <p>Continue quarterly meetings with After School programs (which also serve early childhood children)</p> <p>Develop a permanent Early Childhood Leadership Team from the existing 4K Committee, which is well representative of the community. The purpose of the committee is to review the 4K programs in the schools and the community and enhance</p>	Staff Time	Ongoing planning

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					early childhood communication with MMDS.		

**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

<b>Student Action Plan - Relationships</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Identify and implement multiple strength-based measures of staff, student, and family relationships.	1	Safe and Welcoming	Management Team		Establish internal MMSD group of staff, administration and parents to create strength-based measures that includes the following: <ul style="list-style-type: none"> <li>• development of tools</li> <li>• communication plan,</li> <li>• accountability measures,</li> <li>• ongoing professional development for staff,</li> <li>• data review plan</li> <li>• connection to SIP and DIP</li> </ul>	Research and Evaluation and School Improvement Planning will need to commit considerable time and resources to this action step.	In process. Accountability measures are complete.
2. A school communication plan is developed and consistently followed across all schools. (Examples may include Infinite Campus Parent portal, district and school web sites, school and teacher newsletters, and community meetings.)	2	Opportunity for Success	Instructional Council	2010-2011	The most important result will be improved parental involvement of traditionally disengaged families. <ul style="list-style-type: none"> <li>• Community mid-year meeting at Marquette.</li> <li>• Open Classroom meeting in May with parents.</li> </ul>	District leadership will need to determine the best departmental assignment for this action step, encompassing the setting of the standard and developing processes for planning at the school level.	Year 2 development.
3. Identify and implement a professional development plan for teaching relationship-building skills	3	Improving Staff	Principals and Departments	2010-2011	Improved sense of community reported by students on selected Climate Survey items.	This action step will rely on collaborative work including district	

**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

<b>Student Action Plan - Relationships</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
including overcoming barriers and creating high expectations for all students. This involves both staff-student and staff-staff relationships.					<ul style="list-style-type: none"> <li>▪ Reorganization will support this with a PD Department.</li> </ul>	and school-based expertise, MSCR, and other community resources.	
4. Analyze new and existing systems of support (e.g., Positive Behavior Support, problem-solving intervention teams, accelerated learning opportunities) and identify and implement a consistent set of community building activities and programs for use across all schools. (Examples Tribes, responsive classrooms, Fix-It Plans, and Caring Classrooms among others.)	2	Safe and Welcoming; Improving Staff	Student Services, Instructional Council, and Principals	2010-2011	Consistent implementation of activities and programs across schools. <ul style="list-style-type: none"> <li>▪ PBS Models across all of the schools.</li> </ul>	Consistent evaluation plan and method of sharing results.	In process.
5. Identify and implement innovative and effective school structures that enhance staff-student relationships. (Examples include multi-age classrooms, small class sizes, smaller learner communities, and houses among others.)	2	Achievement Gap; Safe and Welcoming	Principals and Instructional Council	2011-2012	Consistent implementation of structures across schools. <ul style="list-style-type: none"> <li>▪ HS Redesign</li> <li>▪ Sennett School</li> <li>▪ Instructional Design</li> <li>▪ BOE Discussion on Magnets and Charters at end of year</li> <li>▪ Multi-Age Work Group</li> <li>▪ Ready Set Goal</li> <li>▪ Conferences and ILP</li> </ul>	Consistent evaluation plan and method of sharing results.	
6. Identify existing school-community resources and partnerships. Establish common student achievement and social	3	Opportunity for Success; Resource Allocation	Principals, Departments, and Instructional Council	2010-2011	Plan in place <ul style="list-style-type: none"> <li>▪ Madison Foundation</li> <li>▪ BOE Common School</li> </ul>	Survey of schools	Year 3.

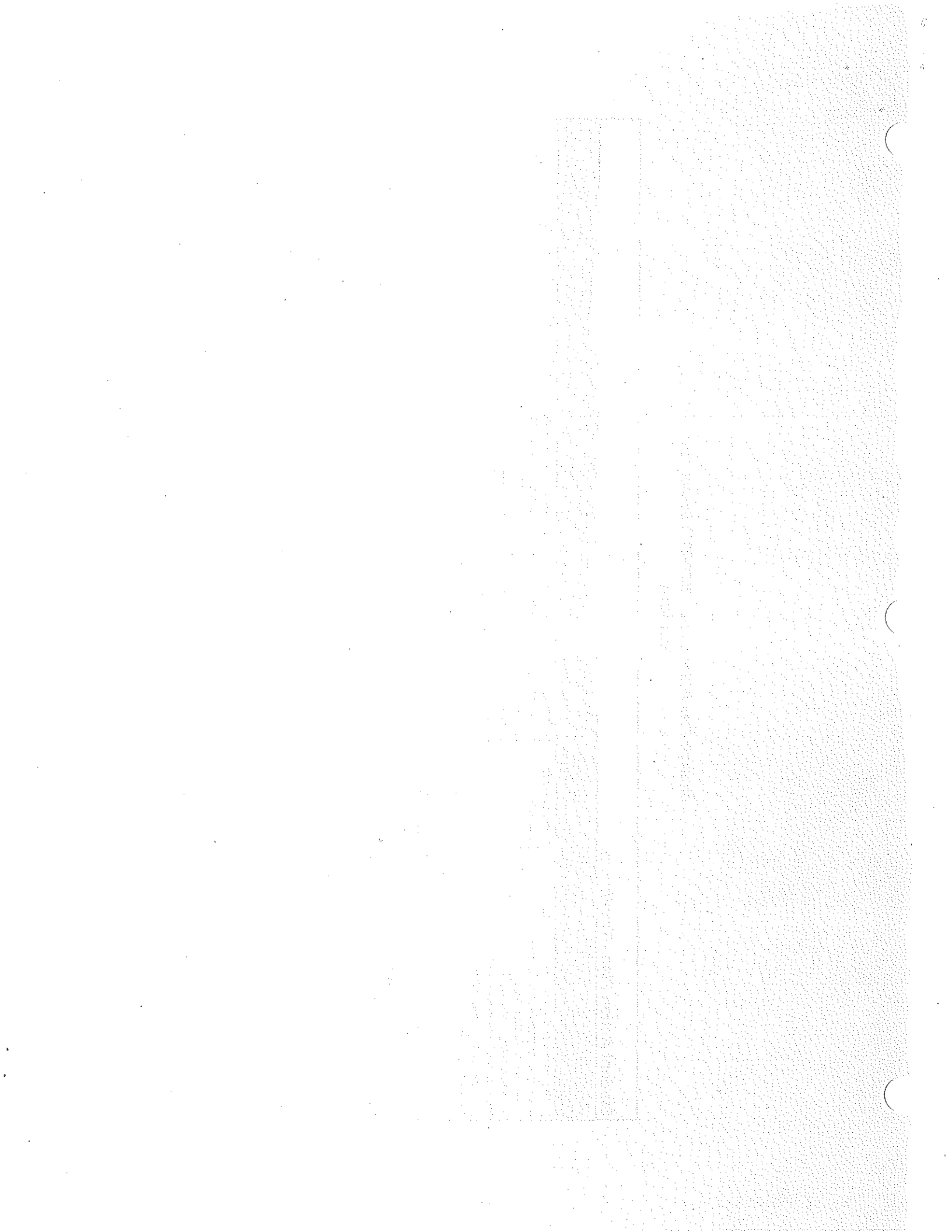
**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

<b>Student Action Plan - Relationships</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
emotional outcomes. Determine gaps that may exist across schools. Coordinate programs equitably across schools.					Measures <ul style="list-style-type: none"> <li>▪ Social Emotional Leadership Standards</li> <li>▪ Equity Report</li> </ul>		

<b>Student Action Plan - Transitions</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. The definitions of each transition category will be communicated across the district.	1	Opportunity for Success	Assistant Superintendents	October 31 of each year	All stakeholders are knowledgeable of the definitions of each category.	<ul style="list-style-type: none"> <li>• Que Pasa</li> <li>• Web page</li> </ul>	In process. Will communicate at K-12 principal meetings.
2. District departments and each school will assess gaps and needs based upon the transition categories, leading to planned improvements and new strategies. A planning document will be developed to ensure that all relevant transition categories are addressed.	2	Achievement Gap; Opportunity for Success	Collaborative process with staff, parents, and community stakeholders	October 31 of each year	All stakeholders will be knowledgeable of the transition plans for each level to communicate needs of children to close the achievement gap.	<ul style="list-style-type: none"> <li>• Sub release/ extended employment</li> <li>• Food/snacks</li> <li>• Supplies</li> <li>• Transportation</li> <li>• Adequate child care</li> <li>• Professional development for staff</li> <li>▪ Marketing Plan (see #1)</li> </ul>	In process. Will process at K-12 principal meetings.

**Strategic Plan Action Steps – 2009-2010 School Year  
Student**

<b>Student Action Plan - Transitions</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
3. The district and school will develop instruments to determine levels of satisfaction for each transition category to reach the goal. School grade level staff, principal, and parents will be surveyed annually.	3	Opportunity for Success	Information Services Department: Research and Evaluation	Develop instrument that has benchmarks for satisfaction 6/30/10 and implemented in October of each year.	Survey is in place annually and the results of survey indicate satisfaction of the transition process across the district.	▪ R&E staff to develop instrument	Year 3.
4. Departments and schools will use the data from the instruments to determine transition plans for improvement for future years.	3	Opportunity for Success	Assistant Superintendents, and SIP Committees	October 31 of each year	SIP reflects improvement goals.	See #2	Year 3.





## Strategic Plan Action Steps – 2009-2010 School year Staff

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The district will develop site-based and district-wide [ professional learning communities/teams to foster continuous improvement in leadership and in quality instructional practices for all students in all curricular areas, including cultural relevance.	1	Improving Staff	Superintendent, assistant superintendents.	January 2010	1. Effective learning communities/teams are in all schools  2. District-wide team created consisting of central office administrators, teachers, principals, and school-based instructional leaders	Extended employment and/or sub release  Professional development	1. Embedded professional development is being discussed.  2. Reorganization plan calls for this.
2. All staff members will regularly collaborate within one or more established professional learning community (ies)/team(s) to engage in a continuous cycle of improvement focused on student learning and engagement and work –place culture.	1		Superintendent, Assistant Superintendents, District-wide team	September 2009 on-going thereafter	Students will: 1. attain or exceed grade level proficiency in core subject areas 2. acquire and apply critical thinking, problem solving and communication skills 3. engage in civic activity 4. be active participants in shaping their learning experiences 5. acquire and apply skills needed to live and contribute in a diverse local and global community 6. acquire and apply skills needed for personal growth and well-being and creative expression	Staff time  Professional development	SIP plans are collaborative and done by feeder pattern so middle and high schools are “on the same page”.
3. The district will collaborate with the community to develop inclusive culturally responsive schools	1	Culturally Relevant, Improving Staff	Superintendent, Assistant Superintendents, and/or management team members will create a team	2009-2010	1. District-wide leadership team established  2. See visible results for step	Staff time  Extended employment and/or sub release	Hired secondary level culturally responsive expert to work with schools. This mirrors the elementary position already in place.

**Strategic Plan Action Steps – 2009-2010 School year  
Staff**

<b>Staff Action Plan—Professional Development</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
			consisting of: district-wide leadership committee which includes community stakeholders, Special Assistant to the Superintendent for Race and Equity, and Culturally Relevant Resource Teachers				
4. The district will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers. This will facilitate high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21 <sup>st</sup> Century technologies, content, and skills so as to ensure high levels of learning by all students. (Consistent with TAG Plan and Equity Force Recommendations)	1	Improving Staff	Superintendent, Assistant Superintendents, Director of Human Resources	2009-2010	See visible results action step 2.	Existing Resources	<b>Adoption of the Act Career &amp; College Readiness Standards and the ACT EPAS assessments.</b>
7. The district will develop systems and approaches to coordinate and link professional development initiatives.	1	Improving Staff	Superintendent, Assistant Superintendents, Instructional Council	2009-2012	Professional development plan aligned with strategic priorities.	Existing Resources	<b>Reorganization plan creates PD department.</b>

**Strategic Plan Action Steps – 2009-2010 School year  
Staff**

<b>Staff Action Plan—Recruiting and Retaining Staff</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Establish a plan similar to Future Teachers of America to attract high school students of color into the field of education and teaching in MMSD—Teach for Madison.	1	Staff Reflects Students	Assistant Superintendent-Secondary	2010-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Staff time	La Follette will start a program with Edgewood College in fall.
2. Establish strong relationships with university and college pre-service teacher preparation programs similar to the Professional Development School model used by UW Madison.	1	Staff Reflects Students	Assistant Superintendents and Director of Select Govt Programs	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	Ongoing conversations with U.W. School of Ed and Outreach.
3. Enhance a hiring preference system for positively evaluated student teachers and administrative interns, and teacher/interns who are employed during summer school.	1	Staff Reflects Students	Director of Human Resources and Lead Elementary Principal	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	HR has developed a system to capture this information and to add to the ranking of positively evaluated summer school staff, student teachers and interns.
5. Create an early hire pool of teachers as a means to attract highly qualified candidates, including staff of color, and increased applicants in shortage areas.	1	Staff Reflects Students	Director of Human Resources	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Travel Expenses	This year the ability to offer early contracts was greatly limited by the budget process and the uncertainty of the number of external hires we would have. We did interview and offer early contracts to 7 bilingual teachers.
7. Expedite the advertisement of open positions and offer/acceptance procedure.	1	Staff Reflects Students	Director of Human Resources	2009-2011	Streamlined recruitment and hiring procedures	Existing Resources	
8. Annually review and evaluate the recruitment and hiring process.	1	Staff Reflects Students	Director of Human Resources	2009 and on-going thereafter	Streamlined recruitment and hiring procedures	Existing Resources	A report was submitted to the BOE on May 10 detailing the recruitment and hiring results of the District. This will be updated annually.

**Strategic Plan Action Steps – 2009-2010 School year  
Staff**

<b>Staff Action Plan—Recruiting and Retaining Staff</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
10. Develop a formal mentoring system for principals to mentor new principals – peer assistance system.	1	Staff Reflects Students	Assistant Superintendents	2009-2010	Formal mentoring/per assistance program for administrators.	Existing Resources Plus a Small Stipend for Mentors	In discussion phase.
12. Develop a culture that embodies the belief that retention of staff of color is every staff person's responsibility; include communities of color in retention efforts.	1	Staff Reflects Students	Special Assistant to the Superintendent for Race and Equity	2009-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Additional Clerical Resources	New emphasis on community partnerships and engagement.
13. Provide professional development for administrators to learn how to interview in a culturally competent manner.	1	Staff Reflects Students	Director of Human Resources, Director of Select Govt Programs and Special Asst to the Superintendent for Race and Equity	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources  Consulting Fees	HR staff are working in collaboration with staff from the UW to develop an interview tool to assist with measuring cultural competence. This is expected to be completed in June of 2010.

## Strategic Plan Action Steps – 2009-2010 School Year Curriculum

Curriculum Action Plan - Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Map current course sequences in all content areas K-12, identifying prerequisites and obstacles in order to improve achievement for all students and close the achievement gap, reduce barriers for all students and identify opportunity gaps. (See also TAG Plan, Goal 2)	1	Achievement Gap; All Students	Teaching & Learning, Research & Evaluation,  School-based leadership	Fall 2009	K-12 course sequence map by content area and school	Dedicated time from Teaching & Learning, Research and Evaluation	<p><b>Completed</b></p> <p>High school course maps, pre-requisites and common course names.</p> <p><b>In process</b></p> <p>Next steps to reduce barriers and obstacles due to pre-requisites and opportunity gaps.</p>
2. Analyze course sequences and allocate resources to address inconsistencies and inequities across the district.	1	Curriculum Rigor	Assistant Superintendents, Central Office, Principals	Winter 2009	Data available to inform restructuring of programs and accelerated learning systems prior to 2010-2011 budget cycle and staffing decisions	Staff time  Re-allocation of available resources as needed	<p><b>Completed</b></p> <p>High school course maps, pre-requisites and common course names and 3 year plan to provide equitable advanced placement (AP) courses.</p> <p><b>In process</b></p> <p>Next steps to address inconsistencies and inequities across the district.</p> <p>Work to provide equitable access to reading instruction and interventions in 6<sup>th</sup> grade.</p>

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan - Accelerated Learning</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
3. Analyze course enrollment and successful completion for all student groups to determine baseline data for comparison and growth. (See also Cultural Relevance Step 1)	1	All Students; Culturally Relevant	Research & Evaluation, Teaching & Learning	2009-2010	Completed analysis	Staff time	<b>Completed</b>
4. Define rigor, accelerated learning and 21st Century skills to build common language and understanding.	1	21st Century; Curriculum Rigor	Teaching & Learning, Educational Services, School-based leadership	2009-2010	Document, to be updated periodically, detailing specific outcomes and the data showing results	Staff time;	<b>Completed</b>
5. Use curriculum mapping (e.g., Eclipse) to determine standards-based outcomes and improve learning pathways and course sequence by identifying gaps and repetition. Focus initially at secondary level.	1-2	Curriculum Rigor	Teaching & Learning, Educational Services, School-based leadership	2009-2011	Revised elementary, middle and high school curricula	Extended employment through June 2010  (\$15/hr x 120 staff x 10 hours) \$18,000	<b>Completed</b>  Selected high schools have analyzed course expectations based on College & Career Readiness Standards.  12 instructional leaders attended the Common Core Conference to gain District direction for implementation.  Middle School World Languages  K-6 Common Core Literacy standards  9-12 Common Core, College & Career Readiness Standards and ACT Quality Core

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan - Accelerated Learning</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
							Social studies course sequences for 9-10 <sup>th</sup> grade mapped at 3 high schools.  <b>In process</b> District-wide use of curricular mapping aligned with College and Career Readiness Standards and/or Common Core Standards
6. Implement cross-level teacher teams to increase and improve advanced course options ensuring intentional transition plans for students as they move from elementary to middle to high school to post secondary.	1-2	21st Century; Curriculum Rigor	Teaching & Learning, Educational Services, School-based leadership	2009-2011	1. Cross-level teacher teams established.  2. Improved advanced course options, with diverse student enrollment	Professional development;  Staff time	<b>On-going</b>  42 staff from 8 secondary schools participated in the 3-year DPI Advanced Placement Initiative Grant to build vertical alignment across grades.
11. Improve academic outcomes and engagement for all students by implementing 2009 Board of Education approved TAG plan.	1	Achievement Gap; All Students	Teaching & Learning, TAG Division	2009-2012	Results as defined in the 2009 Board of Education approved TAG Plan	Resources as defined in the 2009 Board of Education approved TAG Plan.	<b>Completed</b>  TAG Plan Updates to the Board of Education January and June, 2010.

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan - Accelerated Learning</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
12. Improve academic outcomes and engage all students by implementing the 2009 Board of Education approved Fine Arts Task Force recommendations.	1	Opportunity for Success	Teaching & Learning, Fine Arts Division	Spring 2010	Professional development and instructional practice includes implementation strategies for inclusive practices to engage all students Research and analysis of financial and programming implications for a required arts and humanities credit submitted to the BOE.	Existing Resources Fine Arts Task Force Recommendations Charge 2, Rec. 4, Action Step 3 Fine Arts Task Force Recommendations Charge 2, Rec. 5, Action Steps 1-4	Completed  Fine Arts Task Force Updates to the Board of Education on January and June, 2010.
13. Improve academic outcomes and engage all students by implementing the Math Task Force Recommendations when approved by the Board of Education.	1	Opportunity for Success	Teaching & Learning, Mathematics Division	2009-2012	Results as defined upon Board of Education approval of the Math Task Force Administrative Recommendations.	Resources as defined upon Board of Education approval of the Math Task Force Administrative Recommendations.	Completed  Math Task Force Updates to the Board of Education on November, 2009 and May, 2010.



**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan - Assessment</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Review current MMSD assessment practices to determine assessment gaps.	1	21st Century Skills	Research & Evaluation, Teaching & Learning, Educational Services	2009-2010	Assessment review documenting connections to student learning outcomes	Professional resources e.g. Common Formative Assessment (Corwin Press, 2006)  (300 books x \$26) \$7800 Extended employment through June 2010 (\$15/hr x 25 staff x 15 hours) \$5,625	<b>Completed</b>  District-wide assessment team established in October, 2009.  All Departments have identified assessment gaps and tools to address those gaps.  150 staff members have engaged in book discussions around formative assessment and design
2. Examine external assessments to analyze and inform MMSD curriculum, instruction and assessment.	1	21st Century Skills	Assistant Superintendents, Teaching & Learning, Educational Services	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning outcomes		<b>Completed</b>  Assessment pilots for: Benchmark Assessments TAG Assessments Reading Interventions

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan – Civic Engagement</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Research effective, culturally relevant standards-based practices in Civic Engagement (e.g. service learning, participatory education and democratic classrooms)	1	21st Century Skills; Culturally Relevant	Teaching & Learning, Educational Services, Student Services	2009-2010	Recommend a definition of service learning for MMSD	Existing resources	<p><b>Completed</b></p> <p>Teaching American History grant submitted based on current research in service learning and civic engagement.</p>
2. Map social studies curriculum to insure that Wisconsin High School Graduation Requirements and instruction in state and local governments (PI 18.03(1) (a)2) are fully met within the required MMSD 3 credit social studies course sequence requirements.	1-2	Curriculum Rigor	Teaching & Learning	2009-2011	Clear course guides and syllabi descriptions of required secondary level social studies courses indicating PI 18 is fully met	Existing resources	<p><b>Completed</b></p> <p>High school course sequence, Learning gaps are identified.</p> <p>Resources provided to all high schools to embed instruction in state, local, tribal and government into required courses.</p> <p><b>In process</b></p> <p>Steps to resolve inconsistencies across high schools.</p>

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan – Cultural Relevance</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Analyze course enrollment and successful completion by student groups to determine baseline data for comparison and growth. (See also Accelerated Learning Step 3).	1	All Students; Cultural Relevance	Research & Evaluation, Teaching & Learning	2009-2010	Completed analysis	Staff time	<b>Completed</b>
2. Standards-based curriculum to incorporate and reflect the cultural backgrounds of district students (e.g. contemporary concerns and historic struggles of a variety of cultural groups). MMSD classrooms will evidence positive images and cultural references (arts, curricular materials, teaching resources) for all learners.	1	Cultural Relevance	Principals, Teaching & Learning, Educational Services	2009-2010	Cultural relevance walk through(s) will document the presence of standards-based curricula and classroom evidence that the cultural backgrounds of the students present are reflected.	Materials, sub release, professional development and 1.0 FTE teacher allocation has been requested and approved by the BOE under Title ARRA	<b>Completed</b>  Intensive work at pilot schools (K-5).  A series of walk throughs based on culturally relevant practices and data have been conducted (K-5)

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan – Cultural Relevance</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
3. Provide professional development for a small group of interested classroom teachers and support them with materials and intensive mentoring about culturally relevant curriculum, instruction and assessment. Initial pilot will be conducted at Mendota and Falk. Data from the pilot will be used to modify professional development and determine if expansion is appropriate.	1	Cultural Relevance; Improving Staff	Teaching & Learning, Cultural Relevance Division, Educational Services	2009-2010	Teaching practices of participating teachers will be more culturally relevant as measured by pilot evaluation plan and walk throughs (see Step 2).	Materials, sub release, professional development and 1.0 FTE teacher allocation has been requested and approved by the BOE under Title ARRA Professional development for cohort teachers, other staff, principals and parents Partnership with higher education.	<p><b>Completed</b></p> <p>A year-long series of six strands of professional development have been provided at Falk and Mendota (K-5).</p> <p><b>In process</b></p> <p>Analysis of pre and post data from pilot schools (K-5)</p> <p>Launched multi-year professional development with secondary staff representing 7 middle and 4 high schools (6-12)</p>

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan – Cultural Relevance</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
4. Create and implement a data management system to monitor student behavior (e.g. disaggregated Climate Survey) and differences in the experiences and perceptions of students and families.	1	Cultural Relevance; Safe and Welcoming	Student Services, Research & Evaluation	2009-2010	Baseline data collected district-wide as well as in pilot school(s) Explore community partnerships in evaluation plan, data analysis and monitoring	Support of Student Services and Research and Evaluation Department to design plan, collect data, and analyze results.	<b>Completed</b>  New behavior management web based reporting system this school year. Training provided by PBIS team to school teams. Climate survey data analyzed and reported. Data workshop provided May 2010 to all schools.
5. Establish district infrastructure to support and sustain cultural relevance (administrative re-organization).	1	Cultural Relevance	Superintendent, Senior Management	2009-2010	District infrastructure for cultural relevance.	Allocation of resources for cultural relevance infrastructure.	<b>Completed</b>  The Re-organization Plan has created a Division of Equity and Family Involvement within the Department of Curriculum & Assessment. The Division brings together an Assistant Director, Minority Services Coordinators, Cultural Relevance IRT's, Title VII and Hmong PST.

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan – Cultural Relevance</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
7. Create a set of sample lesson plans that infuse the principles of cultural relevance into standards-based, cross-disciplinary curricula.	1	Cultural Relevance	Teaching & Learning, Cultural Relevance Division, Educational Services	2009-2010	Examples of standards-based, culturally relevant curricula are available for use in professional development	Materials, sub release, professional development and 1.0 FTE teacher allocation has been requested and approved by the BOE under Title ARRA	<p><b>Completed</b></p> <p>Culturally relevant lesson plans for elementary literacy (K-5).</p> <p><b>In process</b></p> <p>High school history and English exemplars ((6-12).</p>
9. Develop goals to support cultural relevance within the School Improvement Plan (SIP) that specifically target the underserved population(s) of the school. (See also Fine Arts Task Force Recommendations Charge 2, Rec. 1, Action Steps 1-3)	1	Achievement Gap; All Students; Cultural Relevance	Assistant Superintendents, Principals	2009-2010	School Improvement Plans will include measurable objectives addressing the needs of underserved populations in the school	Existing SIP resources	<b>In process</b>

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan – Cultural Relevance</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
10. Establish school-based student equity teams at the middle and high school levels to discuss, monitor, and problem-solve issues related to race and other equity concerns.	1-2	Cultural Relevance	Principals, School-based leadership	2009-2011	Site-based student equity teams and minutes from meetings that record ideas and efforts	Staff leadership at each site	<p><b>Completed</b></p> <p>Interviews have been conducted with student groups and equity teams.</p> <p><b>In process</b></p> <p>Analysis of interview data and development of plan for next steps.</p>
11. Explore expanding the role of community members in supporting and sustaining culturally relevant practices.	1	Cultural Relevance	Special Assistant to the Superintendent for Race and Equity	2009-2010	Established advisory group with diverse membership	Existing Resources	<p><b>Completed</b></p> <p>Read Your Heart of Literacy Day (K-5)</p> <p>Established relationship with MMSD, Umoja Magazine, and MTI to publish family empowerment articles (K-12).</p>

**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan - Flexible Instruction</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Research best practices in flexible instruction (e.g. differentiation, universal design) in order to agree upon a working definition for MMSD. Identify and highlight existing examples in MMSD.	1	Opportunity for Success	Teaching & Learning, Educational Services, School-based leadership	2009-2010	Research-based working definition of flexible instruction	Existing resources	In process



**Strategic Plan Action Steps – 2009-2010 School Year  
Curriculum**

<b>Curriculum Action Plan - Flexible Instruction</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
2. Curriculum, instruction and assessment design and decisions require teacher teams to collaborate in order to meet the needs of all students in a classroom environment. Teams will include representation from regular education, special education, ESL and gifted programming based on the student's needs.	1-2	All Students; Improving Staff	Assistant Superintendents, Principals, School-based leadership	2009-2011	1. Instruction will include multiple options for student learning (e.g. open ended tasks), range of instructional methods (e.g. simulations, project-based), and assessment strategies (e.g. demonstration, portfolio) in all classrooms <ul style="list-style-type: none"> <li>· Evidence of co-planning and co-teaching during classroom walk-throughs</li> <li>· Increased academic success of all students as measured by district and state assessments</li> <li>· Positive results on assessments that measure individual student progress over time (value added)</li> </ul>	Professional development Extended employment and/or sub release Extended Employment (\$15/hr x 120 staff x 10 hours) \$18,000	<b>Completed</b>  75 staff attended differentiation lesson planning professional development  <b>In process</b>  Elementary math pilot to extend assessment practices for ELL and students with disabilities

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews, while secondary data was obtained from existing reports and databases.

The third section details the statistical analysis performed on the collected data. This involves the use of descriptive statistics to summarize the data and inferential statistics to test hypotheses. The results of these analyses are presented in a clear and concise manner, highlighting the key findings of the study.

Finally, the document concludes with a summary of the findings and their implications. It suggests that the data indicates a significant trend in the market, which may have important implications for future research and policy-making. The author also provides recommendations for further study and offers suggestions for how the findings can be applied in practice.

**Strategic Plan Action Steps – 2009-2010 School Year  
Resource/Capacity**

<b>Resource/Capacity Action Plan – Prioritize and Allocate Resources</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Tie budgetary decisions to a system-wide measurement tool (i.e., make funding decisions based on data, e.g., Madison Measures – City of Madison). Begin with business and non-instructional operations as a pilot. Use data from pilot to revise and make decisions about expansion.	1	Budget	Superintendent, Assistant Superintendents, Other Administrators	On-going	Measurement tool developed and implemented.	Staff time  External Partners  \$125,000 for Action Step 1 plus Action Steps 1,2,3 under Rigorous evaluation.	Completed Facility Assessment. Studying and reviewing Madison Measures for long term planning tool.
2. Evaluate current use of technology resources to identify where resources are underutilized and determine methods for how technology resources can be used to improve effectiveness.	1	Resource Allocation	Chief Information Officer	2009-10 school year	1. Effective use of current technology in classrooms and offices 2. Technology Plan is deployed.	Resources for Technology (See Technology Plan)	Implementing several tech plan goals including electronic documents, automating tasks, utilizing cloud-based systems and software

**Strategic Plan Action Steps – 2009-2010 School Year  
Resource/Capacity**

<b>Resource/Capacity Action Plan – Rigorous Evaluation</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Identify appropriate quantitative and qualitative evaluation methods to answer questions related to the key district goals.	1	Resource Allocation	Director of Research & Evaluation	Fall 2009	Matrix of programs and methods with capacity to conduct defined analyses	Staff, external partners  \$125,000 for Action Step 1 under Prioritize and Allocate Resources plus Actions Steps 1,2,3 under Rigorous Evaluation	Presenting an evaluation protocol model to the Board at the June 2010 meeting
2. Inventory the existing data sources in curricular areas, program areas, and business functions	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data map	Staff  Technology  External partners	Review of existing data occurring as we deploy a new data warehouse system (by September 2010)
3. Identify data gaps from existing sources in relation to key district priorities (reading, math, and science), and devise systems to collect data to fill any gaps	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data needs are identified and systems created to gather information needed	Staff  Technology  External partners	Deploying key performance measure in a dashboard format (Fall 2010)
4. Allocate time for school staff and departments to analyze data and strategize appropriate responses to that data.	1	Resource Allocation	Superintendent, Assistant Superintendents	On-going	Building-specific plans would be created in response to the data.	Release time for school staff; Data discussion facilitators	Quarterly data workshops, school data profiles, progress monitoring walls, Wallace Foundation teacher leadership development workshops

**Strategic Plan Action Steps – 2009-2010 School Year  
Resource/Capacity**

<b>Resource/Capacity Action Plan – Rigorous Evaluation</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
5. Conduct value added analysis in appropriate content areas (reading, math) by grade level and student subgroups. Correlate these results with best instructional practices and professional development strategies.	1	Resource Allocation	Director of Research & Evaluation, consultants	On-going	Report produced that includes interpretation	Staff External partners	Conducted school valued added for year 3, developing classroom value added now, exploring what instructional practices data to collect
6. Conduct analysis of non-academic functions, (e.g., energy use, transportation, Fund 80, and calendar) to identify cost efficiency options.	1	Resource Allocation	Assistant Superintendent Business Services	2009-10 school year	Report produced including comparison of district with other Wisconsin districts	Staff External partners	Hired Energy Management Company to help control energy usage, streamlined transportation for regular and special education, working to create long term strategy for Fd 80
7. Identify appropriate rigorous standards (i.e., commonly accepted national standards, NAEP) and benchmark comparisons (e.g., the district against itself over time, State of Wisconsin, large Wisconsin districts, etc.) for all key student outcomes.	1	Resource Allocation	Superintendent, Assistant Superintendents, Director of Research & Evaluation	2009-10 school year	Standards and benchmarks approved	Staff External partners	Future discussions about benchmarks pending changes in state assessments

**Strategic Plan Action Steps – 2009-2010 School Year  
Resource/Capacity**

<b>Resource Capacity Action Plan – Pursue Necessary Resources</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. Develop ongoing strategies to identify resources needed to achieve desired outcomes	1	Resource Allocation	Superintendent, Assistant Superintendents, Other Administrators	On-going	Increased resources that are aligned to priority outcomes.	Re-orient existing structures if possible.  External partners	ARRA funds, new grants (e.g., Sherman CLC)
2. Analyze possible partnerships and collaborations (private, public, state) which might aid in more efficient delivery of service and funding strategies.  (Consistent with Fine Arts Task Force recommendations.)	1	Budget	Administrators	On-going	The number of partnerships will increase.	Existing resources  External partners	Re-organization moves partnerships to superintendent's office, food program partnership, Madison CATS (technology)
3. Use data to develop marketing and/or branding mechanisms and strategies (e.g., in order to retain current students and recruit students to MMSD)  (Consistent with Organization/Systems Action Plan, Communication, Action Step 3.)	1	Budget	Superintendent, Coordinator for Public Information, consultants	2009-10 school year	Retention of MMSD students will increase.  A plan with defined strategies for marketing MMSD brand is developed.	External partners	See Organization/Systems Action Plan, Communication, Action Step 3

**Strategic Plan Action Steps – 2009-2010 School Year  
Organization/Systems**

<b>Organization/Systems Action Plan--Climate</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. The district will actively support all schools in successfully meeting climate goals as stated in school improvement plans. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; School Principals	2009-2010 and ongoing	1. All schools use data to continuously improve the climate within their buildings 2. Schools meet annual climate goals included in their school improvement plan 3. Student and Parent Climate Surveys report increased satisfaction with feeling safe, welcome and included	Increased time for schools to collaboratively develop and implement school improvement plans.	<b>Ongoing:</b> Increase sub time middle & high for collaboration. Yearly SIP review with schools
4. All schools in the district will develop and implement behavior and discipline practices that are consistent, systematic, positive, restorative and data driven. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; Director of Alternatives and Student Services; School Principals	2009-2011	1. Reduction in disciplinary referrals, suspensions, and expulsions. 2. Reduction in staff needed to manage behavior issues.	Existing resources  Continued professional development for school staff and support for Behavior Coaches.	<b>Ongoing:</b> 5 H.S, All Middle & 19 Elem. trained at the Universal Level (80-85% of students) 13 Elem. Summer/fall 2010. Each school PBS leadership Team  Code of Conduct revisions and expulsion abeyance options being developed
6. All schools will develop systems that promote student engagement.	1	Safe and Welcoming	Assistant Superintendents; Director of Student Services and Alternative Programs	2009-2010 and ongoing	Improved attendance rates  Increased participation in school-sponsored activities	Existing resources	<b>Ongoing:</b> Responsive Classroom Training 179 teachers summer 2010 (classroom management, tone for the day) 4 high school engagement coordinators. Extremely positive response.

Strategic Plan Action Steps – 2009-2010 School Year  
**Organization/Systems**

Organization/Systems Action Plan—Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Study trends in out-of-school district transfers; continue initiatives toward surveying families leaving; gather information about MMSD and its programs and students from residents who do not have children attending school.	1	All Students	R&E	2009-2010 and ongoing	1. The number of families leaving MMSD will decrease. 2. A report is published annually that summarizes information from families leaving the district beginning in 2009-2010.	Resources for data collection and analysis.  Possible purchase of services from outside research consultant.  \$10,000	<b>Ongoing:</b> Yearly fall review of inter-transfer pattern. 2008/09 Open Enrollment Report.
2. Survey recent graduates about their experiences; use the information to identify needed improvements.	1	All Students	R&E	2010 and semi-annually beyond that date	Graduate surveys show increased satisfaction with MMSD experiences.	Resources for data collection and analysis.  Possible purchase of services from outside research consultant.  \$10,000	<b>Ongoing:</b> Senior surveys completed across all schools. 2010/11 Grant to follow up on Status the following year. Review National Student Clearing House data Through DPI.
3. Develop an annual communications plan based on the data collected in steps 1 and 2: <ul style="list-style-type: none"> <li>• Focus on positive branding of the MMSD school experience and publicize the benefits of graduating from MMSD</li> <li>• Include specific strategies that target specific media</li> <li>• Include outreach to specific groups, such as realtors, opinion leaders, neighborhood</li> </ul>	1	All Students	BOE, Management Team	2009-2010 and annually thereafter	Communication Plan	Consultant to assist in developing the communication plan.  Re-align public information office staff to support implementation of the plan (administrative reorganization)	<b>Hold:</b> <b>Re-visiting alternatives.</b>



Strategic Plan Action Steps – 2009-2010 School Year  
**Organization/Systems**

Organization/Systems Action Plan—Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
associations and business leaders in developing and implementing the plan. <ul style="list-style-type: none"> <li>• Include strategies for celebrating, promoting, and disseminating information about student and staff achievements.</li> </ul>							
5. Develop a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback.	1-2	All Students	BOE; Superintendent; Central Office Administrators; School Administrators	2009-2010 and ongoing thereafter	1. The strategic plan will be available in a variety of languages and reported annually 2. The budget will be presented in an understandable way 3. Principals will regularly provide information about MMSD's strategic plan, SIP, school and student achievement to all stakeholders, and ask for feedback 4. MMSD will share results of systematic, rigorous, evaluation of programs and policies with stakeholders 5. MMSD will be in compliance with legal standards and share results with stakeholders 6. MMSD will identify and annually report on top measures of its performance 7. Regular public engagement sessions will be held by the BOE and the Superintendent	Existing resources \$2,000 Space rental for annual meeting or engagement sessions	<b>Ongoing:</b> Strategic Plan meeting, State of the District report and presentation  Re-Organization plan that redefines Public Information into Public Information and Community Engagement., department Plan being developed.  One Community Engagement Session held at Marquette.

Strategic Plan Action Steps – 2009-2010 School Year  
**Organization/Systems**

Organization/Systems Action Plan—Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify best practices in curriculum and instruction, behavior, safety, inclusion, and cultural relevance; routinely provide opportunities for staff to share implementation of these practices across schools.	1	Culturally Relevant; Improving Staff	Director Teaching and Learning; Director Educational Services; Content Area Leadership Teams; Professional Development Leaders	Fall 2009 and ongoing thereafter	1. Electronic tools to support sharing of practices are created and available to staff. 2. All staff Leadership Conference regularly held and devoted to sharing best practices. 3. PD incorporates sharing best practices.	Resources for staff to develop and maintain electronic tools.  Funds for annual Leadership Conference  Staff time  \$40,000	<b>Ongoing:</b> PBS Web Page(Fix It Plans, Cool Tools, School Wide Rules and Expectations)  High school cultural relevance teacher hired, Classroom Action Research MSAN students, share out late May  Additional elementary school added to the pilot school program.  Asd part of re-organization, new process for curriculum identification and implementation being developed.

Strategic Plan Action Steps – 2009-2010 School Year  
**Organization/Systems**

<b>Organization/Systems Action Plan—Decision-Making</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
1. The Board of Education, Superintendent, and other MMSD administrators will directly link decisions and priorities to the strategic plan.	1	All Students; Budget	MMSD Administrative staff	2009-2010 and ongoing thereafter	All major decisions and policies will clearly state how they are linked to the strategic plan.	Existing resources  Develop a system to track funding sources	Ongoing: Board of Education Presentation format included implications for Strategic Plan and Equity Plan
4. Systematically meet with parents at every school to make sure all schools and groups have input into decisions.	1	All Students	Superintendent; Assistant Superintendents for Elementary and Secondary Schools; School Principals, BOE	2009-2010 and ongoing thereafter	Increase in BOE member and MMSD Administrator opportunities to engage with parent/family groups	Existing resources	Not Started

**Strategic Plan Action Steps – 2009-2010 School Year  
Organization/Systems**

<b>Organization/Systems Action Plan—Partnerships</b>							
<b>Action Step</b>	<b>Priority</b>	<b>Critical Issue</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>	<b>Status</b>
5. MMSD will seek to develop and support additional partnerships that are mutually beneficial to both the district and the partnering individual or group, that add value to and meet one of the district's goals and priorities.	1	21 <sup>st</sup> Century Skills	Superintendent's office	2009-2010 school year and ongoing	1. Current partnerships are identified and mapped 2. Template for creating new partnerships is developed	Coordinate and monitor partnership activities  Existing Resources	<b>Ongoing:</b> Children's Mental Health Collaborative (Grief Groups, Trauma Groups)  4-K Council, Schools of Hope, Truancy Court in 2 High Schools

## Strategic Plan Annual Meeting

May 26, 2010 5:00 – 9:00 PM

Goodman Community Center

### Student

#### What Gives Us Hope

- Paying attention to “civic minded” and not just academics—social emotional and career
- ILP is a great way to focus students on goals
- Encouraged we are addressing staff-student relationships
- PBS work
- Great data on students “on track” in high school—engagement coordinators?

#### Need to Hear More

- How are we measuring non-academic measures? If we don’t measure it, will it get enough attention? Are indirect measures linked (e.g., cultural relevance and attendance?)
- Will the ILP allow students to choose to be sub-par?
- Seems like some of the work being done around relationships isn’t captured in the document
- What are we doing with family involvement/relationships?

### Curriculum A

#### What Gives Us Hope

- Good to hear what is happening in all areas
- A comprehensive assessment plan K-12
- Collaborative use of assessments
- Formative assessments in place supported by on-going professional development
- Implementation of formative assessment in K-5 math
- Curriculum mapping K-12: the tool, structure, assessment, and accountability

#### Need to Hear More

- Links between curricular alignment and school practice
- More accountability in curriculum found in assessments
- Accountability K-12 and by the BOE
- Definition of rigor K-12 (cognitively demanding, entry points for students)
- 95% graduation rate—urban league—by when?

## Curriculum B

### What Gives Us Hope

- Pilot program at Mendota and Falk
- PD in support of culturally relevant practice
- New practices around discipline are directly connected to civic engagement
- Knowledge that pilot program is of high interest district-wide
- Additional support of Culturally Relevant IRT
- New division under reorganization that recognizes expanding needs
- Expansion of dual emersion program
  - Flexible instruction
  - Universal design

### Need to Hear More

- Expand cultural relevance to include Latino and Hmong
- PD that recognizes different needs of each community
- Isolated initiatives that are not systemic-pockets of excellence-need to share program information at both the district and school level
- Hiring of minority principals and teachers that serve as role models
- Speed of hiring process results in less chance of hiring principals and teachers of color
- Identify methods to reach minority candidates more successfully
- Increase diversity on search, screening, and hiring committees
- Involve community members in hiring
- Similar process as tonight at the school level to better inform and involve staff
- Possible “state of the district” address for staff
- Look locally for minority hires
  - Grown Your Own program for teachers/leaders
  - Needs to start early
  - Support to pass Praxis exam
- Would like to hear more about flexible instruction
- Summer school is not mentioned
  - Current model is deficit based
  - Needs to be more attractive to all students
  - Needs to be open to more students
  - Needs to meet the needs of special education students in summer school
- District should look at more dual credit options
- Encourage more students to take AP courses
- Access to talented and gifted program

## **Staff** (check list categorization with Bob and Pam)

### What Gives Us Hope

- Love the Edgewood idea
- Early hires helped—critical for dual language programs

### Need to Hear More

- How will we get all this information out to the community as a whole? Road show?
- Some results aren't clearly measurable
- Focus on PD is critical
- Welcome for new staff
- Embedded PD—elementary, middle, and high as a way to focus on improvement over a sustained period of time; teacher driven
- More visibility of plan to staff, but focus on a few priorities, not 119
- Would like to see belief statements as part of interview process

## **Resource/Capacity**

### What Gives Us Hope

- Orientation towards partnerships with community and using community resources
- Enhanced tools for educators to obtain and analyze data; also non-instructional data
- Professional facility assessment
- Evaluation of programs in a systematic method—how?, resources?, time?
- 5 Year District Budget Plan

### Need to Hear More

- System evaluations haven't been done at very outset
- Are resources sufficient to do evaluations?
- Hiring personnel who can fill many roles: multi-dimensional, multi-skilled (to Staff priority)
- Achieve (not just analyze) partnerships—finding resources and building support—benefit from community resources (intellect)

## **Organization/Systems**

### What Gives Us Hope

- Glad to hear about expulsion abeyance and flexible options to suspensions (sticky note feedback)
- Positive behavior supports (sticky note feedback)
- Alternatives to expulsion and suspension (sticky note feedback)
- Examples of school-community cooperation (partnerships)
- The cross school, cross system PBS and the scope of the process from teaching positive behaviors to restorative practice to the code of conduct and systems changes

- Process of moving to a more enlightened alternative to expulsion and a way of handling serious behaviors
- Like data used to get to problems and root causes; rigor of data keeping
- Impressed with what has been set up for partnerships (e.g., LARC @ Leopold). Would like to see other school neighborhoods do the same—find out what is out there and how to contact them for support

#### Need to Hear More

- Reviewed progress notes for Priority 1 action steps in Communication focus area
  - Get PTOs involved in follow-up with open enrollment transfers out
  - Is any part of the communication plan internal (e.g., cascading the mission/beliefs to staff) and do staff understand it?
- How are we leveraging best practices and what are we learning to make partnerships increasingly effective?
  - Next year we will have templates/protocols to leverage partnerships—include a method for sharing successful practices
- Best practices need to be shared at multiple levels
- Does PBS have good buy-in from staff?
- We're not using the strategic plan or other initiatives to create alignment (mentioned multiple times)
- School staff don't know or understand anything about the strategic plan
  - Specific actions and progress will help make the plan more concrete and help with this
- How are we packaging status updates so that all staff understand and the plan is used to guide decisions and activities at the school and classroom level?
- Cooperation and Collaboration priority 1 action steps and progress discussed. Concern that teachers don't have the opportunity to talk to each other, and thus don't transfer best practices from one teacher to another
  - IRT initiative used as an example of institutionalized strategy for sharing best practices
  - Also used IRT example of information given to the BOE in budget process—the community will support effective strategies when they know about them
- How do we shine a light on good practices—honor teachers' work? This is what the communication plan should be about
- Need both data and enthusiasm shared
- Need to fine tune our story with in our district and then take that message to the BOE and community
- Consistency in parent organizations and communication across parent organizations is lacking
- No systematic way to get student input and voice. We need to tap into students and listen to what they have to tell us (mentioned multiple times)
- More information is needed regarding how the superintendent and BOE are using the strategic plan to make decisions



- Need to involve PTO's in understanding and sharing the strategic plan
- Internal coordination is lacking; with better coordination, we wouldn't be so fragmented in our departments and schools would not perceive improvement efforts as multiple initiatives

