

objectives, operational objectives, nor building objectives. They are district objectives. They are what the district must achieve if we are to accomplish our mission and be consistent with our belief statements. Each objective has several action plans that provide detailed description of the action steps required to achieve the specific results that are necessary for the implementation of the strategies.

### 1. Student

We will eliminate the achievement gap by ensuring that all students reach their highest potential. To do this, we will prepare every student for kindergarten, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates. Action Plans:

- Achievement for All Students
- Relationships
- Transitions

#### 1. Student

The text talks about all students reaching their highest potential. However the following language appears to focus on remediation for students who are behind or falling behind grade level achievement. Does this section refer to all students, in which case the proposed steps will have little impact except to perhaps close the gap by lowering the top. Or, if it is exclusively referring to students with deficits, "all" students should be replaced with more specific language.

### 2. Curriculum

We will revolutionize the educational model to provide every student with a participatory educational experience and create more opportunities where authentic assessment is paired with flexible instruction. Action Plans:

- a. Accelerated Learning
- b. Authentic Assessment
- c. Culturally Relevant
- d. Flexible Instruction
- e. Participatory Education
- f. Rigor

Please provide more elaboration on items a - f listed under curriculum. All of these items could be interpreted in very different and legitimate but contradictory ways depending on the reader. Better definition will help me to assess whether I believe the action plans align with the stated objectives.

### 3. Staff

We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body. Action Plans:

- Professional Development
- Recruiting and Retaining Staff

Please define what you mean by "staff". Are we talking about ALL staff, or teachers, or teachers plus building administrators?

### 4. Resource/Capacity

We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission. Action Plans:

- Prioritize and Allocate Resources
- Pursue Necessary Resources
- Rigorous Evaluation

### 5. Organization/Systems:

The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole. Action Plans:

- Accountability
- Climate
- Communication About MMSD
- Cooperation/Collaboration
- Decision-Making
- Partnerships

- Relationships and engagement
  - Lack of student involvement for some
  - District engagement with parents of color
  - Kids disconnected from school
  - Relationships between teachers/students/parents
  - Lack of communication and relationships between school/teacher/student/parents
  - Lack of understanding and mutual respect between staff and students
  - Community involvement
  - Family involvement
  - Lack of involvement by minority and low socio-economic families
  - Lack of welcome feeling for families
  - Collaboration/coordination between schools/downtown
  - Disengagement of parent community
  - Lack of parental involvement of families of color
  - Lack of community within larger schools; some schools too big
  - Us and them mentality (downtown vs. teachers)
  - Student hesitance to ask questions in class.
  - Disengaged students/boring classes
  
- Resources
  - Non-academic staff stretched thin
  - Student-teacher ratios
  - Lack of counseling services, specifically for students with special needs
  - Lack of equipment (whiteboards, etc.)
  - Inadequate transportation for some families
  - Salary of teachers too low
  - Outdated equipment (athletic, AV, technology).
  - Inequity of equipment across the district.
  - Caseloads for special ed teachers and all support staff
  - Reduced hours for staff
  - Larger classes (with age)
  - Program decisions based on cost rather than needs/goals/best practice
  - Lack of 4 Year Old Kindergarten
  - Budget cuts -> reduced class offerings.
  - Imbalance of need and resources
  - Not enough alternative programs; not enough alternative programs K-5
  - Impact of mandates on resources
  - Interpretation and application of mandates and funding.
  - Inadequate support for students in classroom who need extra help to achieve at grade level.
  - Lack of funding resources for professional development
  - Increasing number of mentally ill children, decreasing resources to serve them.
  - Squeaky wheel syndrome
  - More programs for African-American students
  
- Safety/Discipline
  - Dealing with difficult student behavior
  - Lack of consistent disciplinary actions
  - Zero tolerance policy doesn't solve original situation
  - High rates of suspension and expulsion for students of color
  - Discipline issues—time outside classroom—further disengagement—discipline issues (vicious cycle) tends toward disenfranchised
  - Growing community issues coming into school
  - Safety/violence/drugs/gangs

What does this list imply for issues with special education services? Can the issues identified be treated as a priority without inclusion in the strategic plan?

## Moving From Critical Issues to Strategic Objectives

Following this step, the critical issues were categorized into five objective areas: student, curriculum, staff, resources/capacity, and organization/systems. These categories were used to define the strategies which follow.

### Staff

Rank Order	# of Times Identified as a Priority Issue	Item
7	28	Staff composition reflects student body
10	20	Improving teaching and engagement skills of teachers
19	3	Continuous individualized training for staff

### Student

Rank Order	# of Times Identified as a Priority Issue	Item
1	76	Achievement Gap
5	35	Opportunity for success for every student (Graduation rate)
11	17	Unless we find a way to give each and every student meaningful relationships with adults who make them feel valued.
14	11	Not addressing individual student needs
17	7	Lack of culture of learning and success for all students

### Curriculum

Rank Order	# of Times Identified as a Priority Issue	Item
		What does outdated model of education mean? What would be in an outdated model? And what would be changed to meet the needs of students for 21st century?
3	47	Outdated model of education. Not meeting needs of s students for 21st century
4	36	Culturally relevant curriculum especially African American
9	23	Curriculum rigor
12	16	Access and support to accelerated learning opportunities (e.g., putting as many kids as possible into AP classes, or bringing AP opportunities to all students)
18	4	Better authentic assessment of students, leading to increased support
19	3	Can we provide a comprehensive educational experience?

## Strategic Objectives

The statement of objectives is the district's commitment to achieve specific, measurable end-results on behalf of students. They both spring from and define the mission. These are not administrative objectives, operational objectives, nor building objectives. They are district objectives. They are what the district must achieve if we are to accomplish our mission and be consistent with our belief statements. The Strategic Objectives listed below represent the culmination of Phase I planning.

### **1. Student:**

We will eliminate potential. To

what do we mean by "ensuring that ALL students reach their highest potential"? The language seems to focus on students who do not perform, or who struggle to perform at grade level. What about "average" students? What about students who function 2 or more years above grade level in one or more areas of study? The text does not seem to reflect what it would mean for them to reach their highest levels.

we will, we will prepare every student for independent, creative thinking, student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.  
(see also student outcomes)

### **3. Curriculum:**

We will revolutionize the educational model to engage and support all students in a comprehensive participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

Please define "flexible instruction" (and in civilian terms vs. eduspeak, please)

### **5. Staff:**

We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.

### **6. Resource/Capacity**

We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission.

### **5. Organization/Systems:**

The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole.

## Action Planning

Action plans have been developed for each of the identified key strategies. These are the detailed description of the action steps required to achieve specific results necessary for the implementation of the strategies. Elements of action plans include:

- Strategic priority
- Measurable objective
- Measurable action steps to reach each objective
- Identification of priority
- Responsible personnel
- Cost impact
- Completion (visible results of implementation)

In the action plans, the strategies become operational. Action plans, though, are plans and only plans. Developing them does not constitute action implementation. Implementation will occur after the final plan is approved by the Board of Education.

Action Plans were reviewed by the whole strategic planning committee on April 21, 2009. This step concluded phase II planning.

FWIW, there are times when there appears to be a disconnect between the SWOT analysis, the prioritization of issues, the ways in which strategic objectives are presented, and the action plans laid out for specific objectives. It looks like issues that were ranked highly (1 or 2) in priorities are not reflected in the action plans. I don't get it.

I am confused. This is presented under the heading achievement for all students, yet the strategy focuses on closing the achievement gap. I am fine with closing the gap, but please let's call it what it is. If it truly is ALL students, there needs to be consideration of what achievement means for students who are at or above grade level. Has a second grader that functions at a 5th grade level achieved if they test out at advanced for 2nd grade?

## Madison Metropolitan School District Strategic Plan

### Student Action Plan—Achievement for All Students

**Strategy:** We will eliminate the achievement gap by ensuring that all students reach their highest potential. To do this, we will prepare every student for kindergarten, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

**Measurable Objective:** With support from staff, family, and community every MMSD student (pre-K – 12) will annually participate in planning his/her educational experience so that the MMSD:

- Responds flexibly to his/her needs and aspirations
- Provides support and resources needed for academic achievement

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Define what a successful MMSD graduate “looks like”. <ul style="list-style-type: none"> <li>▪ Beyond credit acquisition</li> <li>▪ Emphasis on skills for life long learning</li> <li>▪ Emphasis on performance in core content areas for all students (organization &amp; systems action team)</li> </ul>	1			Definition of graduate	Development of action team. Composition of team needs to include leaders from our schools, business community, technical schools, IHEs, parents, and students. Extended employment, food

What is meant by "skills for life long learning" and by "performance in core content areas"? What are core content areas? Who decides? What standards are applied to set the bar for our curricular offerings and for measuring student achievement? How does this relate to DPI standards? Wouldn't it be good to make sure that our students meet DPI's amazingly low standards for high school graduation as a starting point?

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. Research and develop a professional development strand aimed at the explicit behaviors in relationship-building, conveying high expectations to students, and collaboration with colleagues.	2			Outcomes include the more immediate evidence of a professional development offering and the long-term outcome of improved relationships.	There is a strong recommendation that this professional development strand be “housed” in Teaching and Learning to avoid a perception that relationships are not central to academic achievement.
4. Based upon a thorough analysis, maintain and/or expand the activities and programs that build and enhance a sense of community for students, ensuring that equitable opportunities exist across all schools.	3			This most visible outcome of this action step will be the innovative and expansive offering of activities and programs, leading to students’ sense of community.	This action step will rely on collaborative work including district and school-based expertise, MSCR, and other community resources.
5. Continue to investigate, pilot, and disseminate information on innovative school structures (e.g. looping, houses) that enhance staff-student relationships. These potential models need to be critically analyzed on their merits in improving learning.	2			As a result of this action step, schools would share innovative structures across the district, study their effects, and consider implementation.	The analysis of the effects of innovative structures will rely on Research and Evaluation’s resources. Sharing across schools will occur as principals have opportunities to present and discuss innovations.
6. Reorganize the necessary centralized roles and departmental functions to better coordinate community resource support in schools, improve communication to agencies, institutions, and businesses, and provide greater equity of “outside” resources across MMSD schools.	3			Besides the obvious benefits of the described partnership, district staff would benefit from consulting partnerships with community resources that have greater expertise in working with different student groups.	The resources anticipated to accomplish this action step will most likely be the result of re-organizing positions and departments.

I'm not sure that I understand what this means

# Madison Metropolitan School District Strategic Plan

## Curriculum Action Plan –Accelerated Learning

**Strategy:** We will revolutionize the educational model to engage and support all students in a comprehensive, participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

What is the relationship between culturally relevant learning and rigorous and/or accelerated learning opportunities.

**Measurable Objective:** Structure MMSD’s K-12 instruction, course offerings, and pathways in alignment with MMSD’s Strategic Plan and the Wisconsin Model Academic Standards to expand and create effective accelerated learning opportunities for all students.

**Definition of Accelerated Learning:** A pathway of learning options that allows each student to proceed at the learning rate appropriate to their need and readily access their next level of achievement regardless of grade level or age (e.g. post-secondary credit, TAG programming, online options); educational options that allow students to close the gap among peers as quickly as possible; a pathway of learning that does not permit remediation to intentionally add time/course sequences to maintain gaps.

What does the highlighted text mean? Especially the last clause. In English?

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Analyze current instruction, course offerings, and pathways that offer accelerated learning opportunities* with attention to demographics and outcomes	1			Document available in print	Information and data from district
2. Using analysis of current instruction (#1), structure instructional programs (including current remediation offerings) and create accelerated learning systems in light of the accepted definition of accelerated learning and best practices	3			Newly restructured programs and accelerated learning systems. Document available with detailed explanation of how accelerated learning systems relate to one another and can be sustained	Time for collaboration between teachers and district-level administrators; possibly outside expertise



# Madison Metropolitan School District Strategic Plan

## Curriculum Action Plan – Authentic Assessment

**Strategy:** We will revolutionize the educational model to engage and support all students in a comprehensive participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

**Measurable Objective:** Teachers at all levels will work collaboratively to develop and implement common authentic assessments of student learning that provide snapshots and measures individual student progress over time, to share with families and the community.

**Definition of Authentic Assessment:** Assessment strategies that are aligned with the primary goals of instruction; authentic assessments may include: portfolios, lab practical exams, performances; long-term projects; public exhibitions.

I'm not sure that I fully understand this one. The definition seems to focus on the student activity rather than assessment of whether the learning goal has been met. All of the items enumerated are wonderful teaching techniques, but I am concerned that there be a relationship between the activity and quality content. For example, O'Keefe has a long tradition of a colonial dinner at which students showcase projects reflecting some aspect of colonial life. Sounds good....until you get to the part with Conostoga wagons and Teepees that would have been very relevant to Western migration but were unknown and not present in colonial life. I've had similar experiences with some History Day projects that were distinctly counter-factual. Great projects in all of these examples, but what did the student learn that was authentic if the basic information was wrong?

1. Review assessment practices currently implemented in the district for purposes of alignment with the strategic plan.	1		09-10	Assessment review documenting connections to student learning objectives.	Professional Development, Release Time
2. Examine external required assessments to unpack enduring understandings/essential questions and correlate with research, district objectives and standards.	2			Documented list of external expectations in Core content areas that connect to district objectives and standards.	Professional Development, Release Time
3. Develop common authentic assessments that measure individual student progress toward district learning objectives across contents and spanning learning pre-K-12.	3		10-11	Assessments piloted for teacher and student feedback.	Professional Development, Release Time
4. Implement systemic authentic assessment tools to measure student progress toward district learning objectives.	3			Data from assessments gathered, analyzed and shared with MMSD staff, parents, and students.	Technology infrastructure

# Madison Metropolitan School District Strategic Plan

## Curriculum Action Plan – Culturally Relevant

**Strategy:** We will revolutionize the educational model to engage and support all students in a comprehensive participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

**Measurable Objectives:**  
African American students,

What do we mean by "culturally relevant"? Are there principles and standards that could provide guidelines? Who decides what is "culturally relevant"? WHO is included in cultural relevance? (I see references to African American students, but there are no references to Latino or Latina, Hmong or other Southeast Asian, Asian American, American Indian, or other groups in any of this. Are we comfortable saying that cultural relevance applies to one group but not others who may be at least as much in need of affirmation in our schools? WHAT is included in culturally relevant? (e.g., do you have any idea how confusing it is for African-American students to be presented with Africa as if it is relevant to their lives? Unless they are second-generation immigrants, the African studies are informative but rarely culturally relevant.)

Addressing

Measurable Action					Resources Needed
<p>1. Classrooms will evidence positive images and cultural references (arts, curricular materials, teaching resources) for all learners.</p> <ul style="list-style-type: none"> <li>Standards-based curriculum will be grounded in authentic texts and resources reflecting the cultural backgrounds of all students.</li> <li>The contemporary concerns and historic struggles of a variety of cultural groups will be included.</li> </ul>	1			<p>Building walk through(s) will document the presence of:</p> <ul style="list-style-type: none"> <li>authentic cultural transmitters</li> <li>a diverse population of faculty and staff</li> <li>stories, art, and ceremonies</li> </ul> <p>that represent the cultural backgrounds of the students present.</p>	Budget for instructional resources
<p>2. Provide a cohort of motivated teachers with the training, classroom support, materials, and intensive mentoring around culturally relevant curriculum, instruction, pedagogy, and knowledge of cultural context learning styles necessary to incorporate culturally relevant education in their classrooms.</p> <ul style="list-style-type: none"> <li>Professional development to be provided by district Instructional Resource Coach(es) for Cultural Relevance, and via collaborative efforts with schools of higher education in the Madison area.</li> </ul>	1			<p>The cohort of teachers will become more culturally responsive in their teaching practices as measured by evaluation plan to be designed (see step 2).</p>	<p>Salary for Instructional Resource Teacher(s) for Cultural Relevance</p> <p>Professional development for cohort teachers, other staff, principals and parents.</p>

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. Create an evaluation program that will document quantitative changes in student performance and discipline referrals as well as qualitative differences in the experiences and perceptions of students and families.	1			Baseline data collected district wide as well as in cohort school(s). Annual updates provided. Explore using SHRAC to partner in evaluation plan, data analysis and monitoring.	Support of Research and Evaluation Department to design plan, collect data, and analyze results.
4. Establish district support s culturally relevant education	Could you explain what this Division refers to? Which groups would it serve? Where would it be located? What is meant by "equitable to the supports provided to other student groups in MMSD"? If it means the unfortunate assumption that culturally relevant education is met by ELL for native Spanish speakers or Hmong students, do we really want to approve this as part of a plan? (Could we consider that Latino/a students who are native English speakers still need culturally relevant educational			District division for Culturally Relevant Education that is equitable to the supports provided to other student groups in MMSD is created.	Funding for Division of Culturally Relevant Education.
5. Create and implement a language acquisition model (4k-12) that embeds the linguistic and cultural needs of all students, including students that are English Language Learners or Standard English Language Learners, students who have had reduced exposure to language because of poverty, etc. as a key to mastering standards in all content areas.	3			Specific strategies to build oral and written language comprehension and production across cultures are identified and implemented.	Professional development  Salary for language acquisition specialist
6. Create a set of exemplars that infuse the principles of culturally relevant practice into cross-disciplinary, standards-based curricula.	3			Sample cross-disciplinary, culturally relevant, standards-based curricula are available for use in professional development.	Professional development

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
7. All teachers and other school staff will work collaboratively as a community to take responsibility for all students' learning and achievement.	3			Teams implement strategies for culturally relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices: Early Intervention Through Assessment.	Time for team collaboration Professional development
8. Develop a culturally relevant school improvement plan that specifically targets the underserved population(s) of the school.	1			School improvement plans will include measurable objectives addressing the needs of underserved populations in the school.	Existing School Improvement resources
9. Establish school-based student "equity teams" to discuss, monitor, and problem-solve issues related to race and other equity concerns.	1			Site-based student equity teams and minutes from meetings that track their ideas and efforts	Staff leadership at each site
10. Explore expanding the role of SHRAC as an advisory group to the new Division of Cultural Relevance.	1			Advisory group established that has diverse membership.	Existing Resources

What is this? Does the board know about it? I'm not tracking here. If it does exist, who are its members?

## Madison Metropolitan School District Strategic Plan

### Curriculum Action Plan – Participatory Education

**Strategy:** We will revolutionize the educational model to engage and support all students in a comprehensive participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

**Measurable Objective:** Schools will implement an educational approach where students participate actively and have voice in instruction and governance.

**Definition:** Participatory education is an educational approach that honors and recognizes the value of student options, choices and input into the curricula and teaching practices. A learner participates actively in decision-making as opposed to a class in which everything about and for learners is decided by instructors or administrators.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Research current practices in standards-based service learning.	1	Please explain the relationship between service learning and participatory education? Are we talking about service learning as part but not all of a course? all of a course? Would this be service learning for credit? Who will determine whether the service learning aligns with curricular standards and required content? What are the liability implications of off campus service learning? (I know we do it, but have we talked about liability?)		Recommend a definition of service learning for MMSD	Existing resources
2. Increase age appropriate service learning opportunities for all students.	2			Increase the number of service learning projects throughout the district.	Professional development
3. Develop an electronic sharing system to promote, share and record service learning projects within the school district	2			Electronic system is developed to support sharing service learning project approaches and other information.	Curricular resources and professional development
4. Students and teachers co-design learning activities and assessments based upon and aimed at achieving MMSD standards.	3			Students can demonstrate clear understanding of classroom expectations and demonstrate ownership of the process of learning. Classroom environment design reflects expectation and honoring of student voice.	Professional development and support for implementation of student centered classrooms. Physical resources such as tables and document camera to replace rows of desks.

## Madison Metropolitan School District Strategic Plan

### Curriculum Action Plan – Rigor

**Strategy:** We will revolutionize the educational model to engage and support all students in a comprehensive participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

**Measurable Objective:** Rigorous, research and standards based curriculum is articulated K-12; it is focused on essential and enduring understandings K-12 to prepare students with knowledge and skills for their next level of challenge.

**Definition:** Rigor refers to appropriate and worthwhile challenges with respect to the intellectual processes students based on the essential and enduring knowledge of the coursework or task.

Is there any relationship between "rigor" and DPI or national standards? Is there any relationship between "rigor" and content?

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Essential and enduring understandings are determined, mapped and sequenced K-12 in all content areas.	1	T&L, Department Chairs, Instructional Leaders	2009-10	K-12 content-specific curricular maps. Classroom performance increases.	Curriculum mapping tool, professional development.
2. Annual classroom growth measures are monitored in all content areas K-12, including Arts, Career and Technical Education, Physical Education. Homework grades are not incorporated.	2			Grade level reading, math, science and social studies measured at 4 <sup>th</sup> , 8 <sup>th</sup> and 10 <sup>th</sup> grade. Assessment will measure individual student progress annually (value added).	Professional development about interpreting and using assessment information that measures individual student progress over time (value added).
3. Rigorous, standards- and research-based curriculum is implemented in all content areas, for all students. (Advanced content/courses and increased access)	1			District-wide teacher leadership teams evaluate and select learning materials (ELM)	Teacher Leadership Teams, professional development

## Madison Metropolitan School District Strategic Plan

### Curriculum Action Plan – Flexible Instruction

**Strategy:** We will revolutionize the educational model to engage and support all students in a comprehensive participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

**Measurable Objective:** MMSD staff will develop assessment and flexible instruction that is responsive to student needs by creating relevant and engaging learning experiences that demand critical thinking and collaborative processing for all students.

**Definition:** Flexible instruction is responsive to individual student strengths and needs through learning experiences that are relevant and engaging and that require critical thinking from all students. Flexible instruction provides students with different avenues to acquire content and construct and make sense of ideas, and uses teaching tools/products ensuring that all students learn effectively regardless of ability level.

Does this include TAG?

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Core practice includes collaboration between general education, special education and ESL to plan and deliver flexible instruction to all students, pre-K-12.	1			<ul style="list-style-type: none"> <li>• Evidence of co-planning and co-teaching during building walk-thru</li> <li>• Increased academic success of special needs students as measured by district and state assessments</li> </ul>	Time for team collaboration; Extended employment and/or sub release
2. Design instruction and assessment that includes multiple entry points and flexible instructional strategies that meet the needs of all students in the general education setting. Instruction will provide students different avenues to acquire content, and construct and make sense of ideas. and uses teaching tools/products, ensuring that all students learn effectively regardless of ability level.	2			<ul style="list-style-type: none"> <li>• Decreased number of expulsions and suspensions</li> <li>• Increased attendance rates</li> <li>• Increase credit attainment</li> <li>• Increases across demographic groups on WKCE</li> <li>• Positive results on assessments that measure individual student progress over time (value added).</li> </ul>	Time to design assessments and flexible instructional strategies; Extended employment and/or sub release

## Madison Metropolitan School District Strategic Plan Staff Action Plan—Professional Development

**Strategy:** We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.

Is the intent to increase teaching and leadership skills? OR is it to develop those skills specifically in relation to developing a multiculturally competent staff? If it is the latter, it should be worded as such to be more precise. Also, does staff apply to everyone, or teachers and administrators? If it is the latter, I would suggest revising the language for accuracy.

ability to engage MMUSD's diverse student body.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The district will develop site-based and district-wide horizontal and vertical professional learning communities/teams to foster and continuously improve leadership in culturally relevant instructional practices.	1	Superintendent, assistant superintendents, and/or management team members will create a team consisting of: central office administrators, teachers, principals, school-based instructional leaders (IRT, LC, Dept. Chairs,), minority services coordinators, special assistant to the superintendent for race and equity, culturally relevant resource teacher, and Educational Services, Teaching and Learning, Student Services.	Establish district-wide and school based teams by January 2010	1. Attain or exceed grade level proficiency in core subject areas	1. Extended employment 2. Sub release 3. Professional development opportunities during the day



Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>4. The district will collaborate with the community to develop inclusive culturally responsive schools</p> <div data-bbox="186 367 558 440" style="border: 1px solid black; background-color: yellow; padding: 2px;"> <p>Does this refer to all students of color, or one subset?</p> </div>	1	<p>Superintendent, assistant superintendents, and or management team members will create a team consisting of: district-wide leadership committee which includes community stakeholders (includes special assistant to the superintendent for race and equity, culturally relevant resource teacher)</p>	<p>Establish district-wide and school-based teams by Fall 2009</p> <p>*Ideally, this group would be identified by June, 2009 and work would begin during the summer.</p>	<ol style="list-style-type: none"> <li>1. Attain or exceed grade level proficiency in core subject areas</li> <li>2. Acquire and apply critical thinking, problem solving and communication skills</li> <li>3. Engage in civic activity</li> <li>4. Be active participants in shaping their learning experiences</li> <li>5. Acquire and apply skills needed to live and contribute in a diverse local and global community</li> <li>6. Acquire and apply skills needed for personal growth and well-being</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaboration time (during the school day)</li> <li>2. Extended employment</li> <li>3. Sub release</li> </ol>

## Madison Metropolitan School District Strategic Plan

### Staff Action Plan—Recruiting and Retaining Staff

**Strategy:** We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.

**Measurable Objective:** The district will enhance the recruitment and retention rate of high quality teachers and administrators by focusing on the pre-service stages of an educator’s career.

Do we have specific institutions in mind? Before we get too excited about local programs, it might be good to look at the enrollments and successful degree completion of students of color enrolled at UW-Madison, other system schools, and Edgewood. And then maybe do some research about alternative recruiting pools (and I don't mean historically black colleges) in neighboring states where there may be more people of color training to become teachers.

Measurable Action Step	Priority	Responsible Person	Timeline	Impact	Resources
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	Assistant Superintendent-Secondary	18 Months	impacts student achievement. All Action Steps address quality of staff.	2 FTE
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	Assistant Superintendents and Select Govt Programs	6 Months	“	Existing Resources
3. Enhance a hiring preference system for positively evaluated student teachers and teachers who work summer school.	1	Human Resources and Lead Elementary Principal	6 Months	“	Existing Resources
4. Establish a new deadline for posting external openings, thus creating a wider no-post window.	2	Human Resources	6 Months	“	Existing Resources
5. Create an early hire pool of teachers as a means to attract highly qualified teacher candidates, including teachers of color and shortage areas.	1	Human Resources	12 to 18 Months	“	Existing Resources and Additional Travel Expenses
6. Expedite referrals of outside candidates to principals.	3	Human Resources	18 Months	“	Existing Resources

**Madison Metropolitan School District Strategic Plan**  
**Resource/Capacity Action Plan—Prioritize and Allocate Resources**

**Strategy:** We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission.

**Measurable Objective:** Prioritize and allocate resources effectively and equitably

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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.	1			Measurement tool developed and implemented.	Staff, External Partners
2. Evaluate current use of technology resources to identify where they are underutilized and determine methods for how they can improve effectiveness.	1			Effective use of current technology in classrooms and offices; Technology Plan is deployed.	Resources for Technology (See Technology Plan)
3. Conduct secondary research to determine what is effective, focusing on rigorous research models; draw upon UW resources for learning about what other districts have done.	2			Every plan for program implementation will be accompanied by a bibliography of high quality current research.	Existing resources External partners
4. Develop a five year district budget and roadmap to determine how we would get there				Five Year Budget Plan exists and is transparently communicated.	

Do we miss out by focusing on UW resources? Wouldn't we want to do some benchmarking via WASB, the Lighthouse project, etc.? Do we not want to consul, as appropriate, studies by the National Research Council or other like organizations?

Who decides what is high quality current research? Who will prepare such bibliographies? Does this preclude innovative programs for which there won't be research because the program is being imagined for the first time?

## Madison Metropolitan School District Strategic Plan

### Organization/Systems Action Plan--Accountability

**Strategy:** The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole.

**Measurable Objective:** MMSD will build trust among all stakeholders by being responsive and accountable and implementing strategic priorities.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. MMSD will have a consistent, ongoing process for telling stakeholders what the district is doing.	1			<ul style="list-style-type: none"> <li>The strategic plan will be available in a variety of language formats.</li> <li>The budget will be presented in an understandable way (e.g., the Citizen's Budget).</li> <li>Principals will regularly attend PTO meetings and provide information about MMSD's strategic plan, the school improvement plan, school and student measurement results, and actively ask for stakeholder feedback.</li> </ul>	Existing Resources

Who are our stakeholders? How are they identified and by whom? Do we include people who are not parents?

Does this assume that our PTO/As are functional with high levels of participation? Does this assume that our PTOs are representative of the parents and students in our school communities?

Have we considered the possibility that people who speak another language as their first language, may not READ the language? Have we ever checked to see if the multilingual written translations are effective or used?

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
2. MMSD will have a consistent, structured and ongoing process for telling stakeholders how well the district is doing.	2			<ul style="list-style-type: none"> <li>• MMSD will share results of systematic, rigorous, and ongoing evaluation of programs and policies with stakeholders.</li> <li>• MMSD will be in compliance with legal standards and share results with stakeholders.</li> <li>• MMSD will identify the “top 10” measures of performance and will communicate about them annually to stakeholders.</li> </ul>	Salary for additional program data collection and analysis
3. MMSD will have a consistent, structured and ongoing process for listening to stakeholders and engaging the community.	1			<ul style="list-style-type: none"> <li>• Regular engagement sessions will be held by the BOE and the Superintendent. Parent engagement is a priority.</li> <li>• Employers, technical colleges and four year colleges are regularly surveyed to determine how well-prepared MMSD graduates are and identify areas needing improvement.</li> </ul>	Existing resources
<p>What would we view as reasonable good attendance at an engagement session? (without counting BOE members or district staff?)</p>					<p>How are we doing on requesting the placement data for MMSD graduates from the people who do the testing for all UW System campuses? Has the request been made? And did it include variables such as type of math curriculum?</p>

## Madison Metropolitan School District Strategic Plan

### Organization/Systems Action Plan—Communication About MMSD

**Strategy:** The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole.

**Measurable Objective:** We will actively promote the benefits that all students derive from the challenging, respectful, inclusive education that our schools provide.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Develop an annual communications plan: <ul style="list-style-type: none"> <li>• Focus on positive branding of our school experiences</li> <li>• Include specific media target strategies</li> <li>• Include outreach to specific groups, such as realtors, opinion leaders, neighborhood associations and business leaders.</li> </ul>	1			Communication Plan	Additional staff salary; re-align public information office staff on this task
How were these groups selected and why?					
2. Develop best practices for school - family communications that are sensitive to language and literacy differences.	2			Best practice guidelines established and used	Existing resources
3. Develop strategies for promoting and celebrating student and staff achievements and broadly disseminate.	2			Establish as a regular agenda item for BOE meetings  Use MMSD Web site and MMSD Today to publicize	Existing resources

**Madison Metropolitan School District Strategic Plan**  
**Organization/Systems Action Plan—Cooperation/Collaboration**

**Strategy:** The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole.

**Measurable Objective:** MMSD will create, implement, and support cooperation, coordination, and collaboration to adopt best practices throughout all levels of the district.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Identify best practices through a multitude of data sources (graduate surveys, business projected needs, post-secondary institutions, student performance indicators, observations, etc.) and institutionalize opportunities for staff to share these across schools.	1			Electronic tools to support sharing of practices are created and available to staff. Leadership Conference devoted to sharing practices held annually. PD incorporates sharing best practices that work.	Salary for staff to develop and maintain electronic tools. \$60,000 for annual Leadership Conference How was this number arrived at?
2. Make resources available to school, staff, and administrators to support and facilitate development of school identified goals.	2-3			School Improvement Process is defined and implemented. Plans are successfully implemented.	Increase in school resources for school improvement
3. Build systems that allow students to access course selections from other schools.	2-3			Course catalogues are published electronically; electronic registration process is developed; increased student participation	Resources to expand technology access and use

## Madison Metropolitan School District Strategic Plan

### Organization/Systems Action Plan—Decision-Making

**Strategy:** The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole.

**Measurable Objective:** The district will develop clear decision making processes that are transparent, collaborative, and lead to well reasoned decisions that are aligned with district priorities.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The Board of Education, Superintendent, and other MMSD administrators will make a direct link to the strategic plan when making decisions and determining priorities.	1			All major decisions and policies will clearly state how they are linked to the strategic plan.	Existing resources
2. Create and support a variety of advisory groups that provide input to district decisions (e.g., district-wide parent advisory council, business advisory council, student advisory council, etc.)	2			Increase the number of advisory councils or group. Stakeholders will acknowledge that they have a strong voice in decision making.	Staff time
3. Major changes in policies or procedures will be broadly communicated to all stakeholders and input will be solicited prior to making final decisions.	2			Increase the number of community engagement sessions and other avenues for community input.	Staff time
4. MMSD school board members and administrators will systematically meet with PTO leaders and other parents at every school to make sure all schools and groups have input.	1			Increase Board Member and MMSD Administrator participation in PTO meetings.	Staff time

Do we assume that our PTOs are the definitive sources of input? Are there other groups we should met with? How would this activity intersect with other board responsibilities, including the school liaison roles?



## Madison Metropolitan School District Strategic Plan

### Organization/Systems Action Plan—Partnerships

**Strategy:** The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole.

**Measurable Objective:** Increase high quality collaboration and partnerships with civic, business, higher education, parents, families and community organizations aligned with strategic priorities.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Students will have the opportunity to connect with the extended school community through volunteer programs, mentorships, job shadowing, internships, and business partnerships with schools.	2-3			Increase in the number of opportunities offered. Increase in the number of students participating	Salary for staff member to coordinate and monitor
Is the intent for-credit or enrichment programming? If credit is to be received, how will the academic content, rigor, and alignment with DPI requirements be assessed and verified? How will student work be graded?					
2. Students will benefit from “real world” learning experiences created through community collaborations and alliances with business and industry.	2-3			Increase in availability Increase in the number of students participating	School-based resources
3. Teachers and staff will seek opportunities for connecting classroom instruction with community resources.	2-3			Increase in availability Increase in the number of students participating	School-based resources
4. Teachers and staff will take advantage of grant funding and foundation donations or gifts to advance teaching and learning.	2-3			Increase in the number of grants submitted	Existing resources