

Strategic Planning Committee

January 29, 30, 31 – 2009

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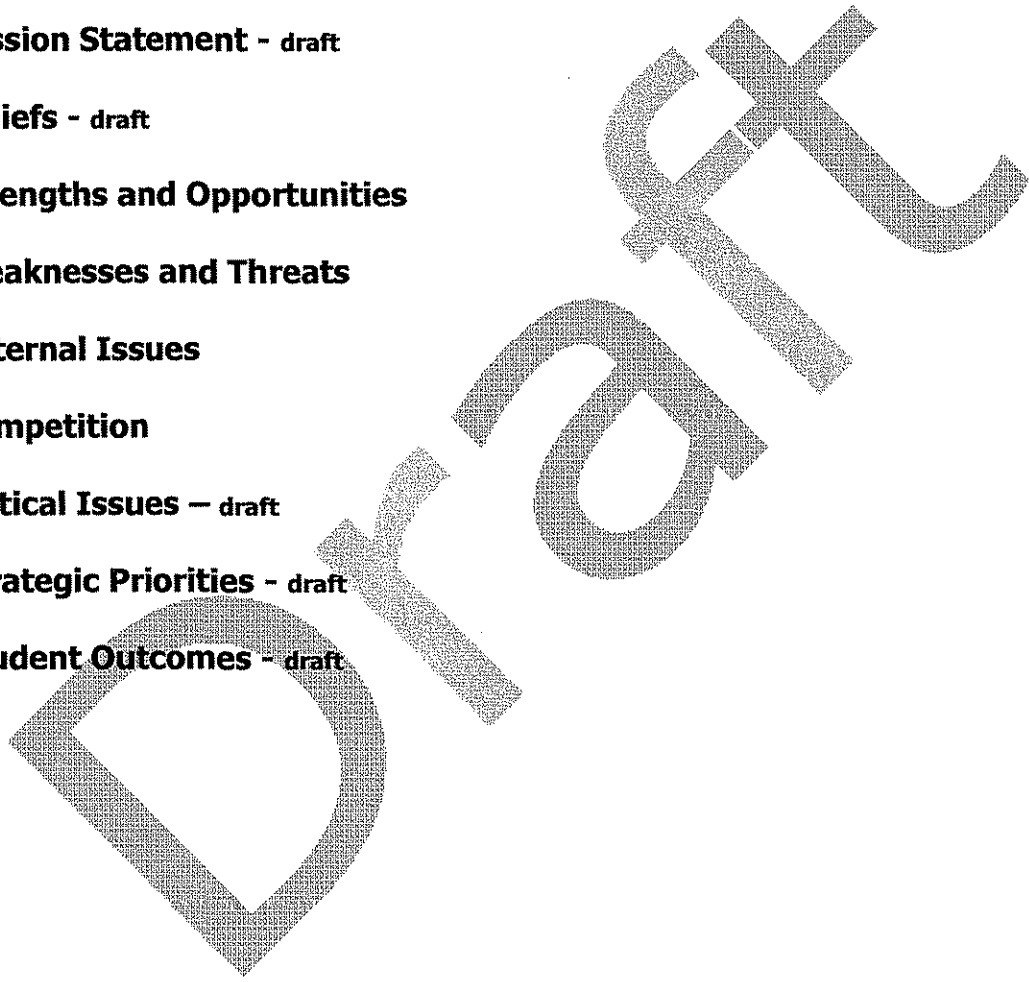
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Critical Issues – draft

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MADISON METROPOLITAN SCHOOL DISTRICT
Strategic Planning Committee Membership
January 2009

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Name	Title
Abplanalp, Sue	<i>Assistant Superintendent, Elementary Schools</i>
Alexander, Jennifer	<i>President, Greater Madison Chamber of Commerce</i>
Atkinson, Deedra	<i>Senior Vice-President, Community Impact, United Way of Dane County</i>
Banuelos, Maria	<i>Associate Vice President for Learner Success, Diversity, and Community Relations, MATC</i>
Bidar-Sielaff, Shiva	<i>Director of Community Partnerships, UW Health</i>
Brooke, Jessica	<i>Student</i>
Burke, Darcy	<i>PTO President, Elvehjem Elementary School</i>
Burkholder, John	<i>Principal, Leopold Elementary School</i>
Calvert, Matt	<i>Parent</i>
Campbell, Caleb	<i>Student</i>
Carranza, Sal	<i>Academic and Student Services, University of Wisconsin</i>
Chandler, Rick	<i>Chandler Consulting</i>
Chin, Cynthia	<i>Teacher, East High School</i>
Cieslewicz, Dave	<i>Mayor, City of Madison</i>
Clear, Mark	<i>Aldersperson</i>
Cooper, Wendy	<i>First Unitarian Society</i>
Crim, Dawn	<i>Special Assistant, Academic Staff, Cancellor's Office, University of Wisconsin-Madison</i>
Dahmen, Bruce	<i>Principal, Memorial High School</i>
Davis, Andreal	<i>Cultural Relevance Instructional Resource Teacher, Teaching & Learning</i>
Deloya, Jeannette	<i>Social Work Program Support Teacher, Student Services</i>
Frost, Laurie	<i>Parent</i>
Gamoran, Adam	<i>Interim Dean, UW-Madison School of Education</i>
Gewelber, Susan	<i>Teacher, La Follette High School</i>
Goldberg, Steve	<i>CUNA Mutual Foundation</i>
Harper, John	<i>Coordinator for Technical Assistance/Professional Development, Educational Services</i>
Her, Peng	<i>Business owner and community leader</i>
Hobart, Susie	<i>Teacher, Lake View Elementary</i>
Howard, James	<i>Parent</i>
Hughes, Ed	<i>Member, Board of Education</i>
Jokela, Jill	<i>Parent</i>
Jones, Richard	<i>Pastor, Mt. Zion Baptist Church</i>
Kuchems, Brian	<i>Program Director, Gay Straight Alliance for Safe Schools</i>
Katz, Anne	<i>Arts Wisconsin</i>

MADISON METROPOLITAN SCHOOL DISTRICT
Strategic Planning Committee Membership
January 2009

1

Name	Title
Katz, Barb	<i>Madison Partners for Inclusive Education</i>
Kester, Virginia	<i>Teacher, West High School</i>
Koenke, Julie	<i>Information Coordinator, MMSD</i>
Laguna, Graciela	<i>Parent</i>
Miller, Annette	<i>Community Representative, Madison Gas & Electric</i>
Morrison, Steve	<i>Madison Jewish Community Council</i>
Nadler, Bob	<i>Executive Director, Human Resources</i>
Nash, Pam	<i>Assistant Superintendent for Secondary Schools</i>
Natera, Emilio	<i>Student</i>
Nerad, Dan	<i>Superintendent of Schools</i>
Passman, Marj	<i>Member, Board of Education</i>
Schultz, Sally	<i>Principal, Shabazz City High School</i>
Seno, Karen	<i>Principal, Cherokee Middle School</i>
Sentmanat, Jose	<i>Executive Assistant to the Dane County Executive</i>
Severson, Don	<i>Active Citizens for Education (ACE)</i>
Steinhoff, Becky	<i>Executive Director, Goodman Community Center</i>
Strong, Wayne	<i>Madison Police Department</i>
Swedeen, Beth	<i>Outreach Specialist, Waisman Center</i>
Tennant, Brian	<i>Parent</i>
Terranova, Paul	<i>Lussier Community Education Center</i>
Theo, Mike	<i>Parent</i>
Tompkins, Justin	<i>Student</i>
Trevino, Andres	<i>Parent</i>
Trone, Carole	<i>President, WCATY</i>
Vang, Doua	<i>Clinical Team Mgr, Southeast Asian Program / Kajsiab House, Mental Health Ctr of Dane Co</i>
Vieth, Karen	<i>Teacher, Sennett Middle School</i>
Vukelich-Austin, Martha	<i>Executive Director, Foundation for Madison's Public Schools</i>
Wachtel, Lisa	<i>Executive Director, Teaching and Learning</i>
Zellmer, Jim	<i>Parent</i>

MMSD Mission Statement

1/30/09

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

**Strategic Planning Committee
1/30/09**

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Beliefs 1-30-2009 Goodman Center

1. We believe that excellent public education is necessary for ensuring a democratic society. HOPPER

2. We believe in the dignity, abilities, and life experiences of every individual in our community.

New: We believe every individual possesses dignity, abilities and valuable life experience.

Alt: We believe in treating individuals with dignity and respect for their abilities and life stories.

3. We believe in an inclusive community in which all have the right to contribute. HOPPER

4. We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive. HOPPER

5. We believe that every individual can learn and will grow as a learner. HOPPER

- *Expectations are high and clear*
- *Our approach is individual by individual*
- *Strong partnerships exist between families, schools, and communities*
- *Effective educational practices are utilized*

6. We believe in continuous improvement informed by critical evaluation and reflection. HOPPER

7. We believe that resources are critical to education and we are responsible for their equitable and effective use. HOPPER

8. NEW: We believe that academic achievement is not predicted by race, class, disability, sexual orientation, gender or home language.

9. We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st century. HOPPER

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Strengths and Opportunities (no particular order)

1/29/2009

Opportunities:

- Professional Development
- Increase best practices
- Cultural competence not utilized, recognized
- More community partnerships
- Engage students in decision making
- Better collaboration
- Sharing ways of being successful between schools
- Better engage disconnected youth
- New superintendent
- Online programming
- Technology – more opportunities
- More innovative ways of teaching
- Engage students
- Expand number of credits to graduate – don't limit opportunities
- Better utilize resources UW, MATC
- Expand apprenticeship opportunities, trades programs
- Better websites – improve communication, connection
- City/County government/School collaboration, support
- Better collaboration with business community

Strengths

- Academic achievement, high scores
- Extracurricular activities
- Diversity
- Cultural competence
- High quality teachers
- Breadth of courses
- A lot of high level students
- Community support – referendum
- Community support – partnerships
- Strong alternative programming where relationships are valued
- Highly involved parents
- Sense of community in schools
- Services provided to special needs, ESL, etc.
- School Board reorganization
- MSCR and community centers
- Variety and number of sports programs
- Mayor's in the house but not running schools

Strengths and Opportunities (no particular order)

1/29/2009

Internal Strengths:

- Staff – great
- Critical mass of smart kids
- Big budget, especially per pupil
- Highest # merit scholarships in State, highest average of ACT scores
- Diverse population
- # and variety off schools, programs
- Access to technology
- Strong community support, lots of volunteers
- University supports our programs, e.g. 91 student teachers
- Strong professional development and research to support practice (coaches in schools, mentor program)
- Candid, transparent about problems
- Alternative High Schools and other programs e.g. bilingual, special education, ESL, Charter
- PTO driven programs
- Neighborhood schools
- After school programs
- Variety of sports
- Strong reading programs, Reading Recovery, Read 180, SOH
- Attendance
- 3rd Grade Reading
- Student buddy program
- White and high socio-economic children do well
- Extra curricular at High School
- MTI

Other Opportunities:

- Utilizing children to teach/mentor other children
- Graduation rate – 84%
- A teacher contract
- Utilize virtual school
- Parent portal underutilized – Infinite Campus
- Low socio-economic children not doing as well
- White flight to suburbs
- Strengthen building leadership
- Strengthen teaching practices
- Website!!! (Help!)
- Strengthen staff development - curricular and behavior management
- How staff engage with children and their families
- Increase diversity of staff
- Increase ways families engage with schools – it's not just PTO/A anymore
- Development off curriculum by teachers

Strengths and Opportunities (no particular order)

1/29/2009

- Raise expectations of success
- Middle school sports
- Celebrating and learning from our diversity
- Foreign language introduced at elementary schools
- Hands on experience for non-classroom staff
- Technology
 - Fast network
 - Older software
 - Old platforms
- Importance academic success of black males and low socio economic especially
- Suspension and expulsion policy and process

Strengths and Opportunities (no particular order)

1/29/2009

Strengths and Opportunities

Diversity – all of the above
Student willingness to learn
Great job with high flying students
Some very excellent teachers
Overall very high test scores
Public support for school district opp.
After school activities
Comprehensive High School's
Some excellent building principals/administrators/leaders
Emerging strength in teaching and learning
Ed Services
Strong research and development department
Some good facilities (buildings)
Emerging strength in alternative programs
Teacher independence for creativity
Good co-curricular programs
Relatively good support services (psych/social work)
Education focused community
Sports programs
Safe schools
Leadership in Superintendent
Arts education
Economic benefits for teachers (healthcare benefits)
Strive to be/do better
Teacher collaboration between and among disciplines
Commitment to holding down classroom size in elementary
Increasing commitment to transitions elementary to middle to high
Placement of high number of pre-service teachers
High number of credentialed teachers
(opp.)Apprenticeship, internship, mentoring, advance placement, tutoring resources in community
(opp.)Student options-mobility unhappy
Size of district – big enough, not too big
Student leadership
Infinite campus
Good quest speakers
Use of IC/moodle to enhance classroom productivity
Standardization in curriculum supports mobile student population (middle and elementary)
David Long!

Strengths and Opportunities (no particular order)

1/29/2009

Strengths & Opportunities

- Overall schools are safe
- Schools in “most” neighborhoods
- Media productions
- Opportunity to close achievement gap
- MSAN
- Infinite Campus -> school/parent communication
- Tax payer support
- Leadership in superintendent
- Environmentally sound schools
- Increasing student diversity in our schools
- Professional development resources for staff (IRTs)
- In general, well educated and professional staff/teachers
- SLC Grant/ High School redesign
- Individualized instruction
- Services for ELL
- Inclusive practices for special ed.
- Community resources in schools (after school, groups)
- Large number of national merit scholars
- MSCR
- Parental involvement (PTOs)
- UW connections/resources in schools (professional development, student teachers)
- SAGE
- Alternative programs
- Multicultural curriculums
- Student involvement (extracurricular activities, sports, etc.)
- Some specialty programs
- Students of economically disadvantaged families do well

Strengths

- High attendance rates
- Good teachers, # of years experience
- Low turnover
- High achievement of students’ test scores (SATs, etc)
- Highly involved parents (PTO)
- Diversity of courses/programs
- Diverse student population
- Strong property value, funding base/support
- Madison school district spends more/higher than average (WI schools)
- Good facilities/infrastructure
- Significant extracurricular activities

Strengths and Opportunities (no particular order)

1/29/2009

- Strong community support
- Support services
- Graduation rates
- Alternative school options
- MSCR (Hybrid)
- High graduation requirements
- Strong resource teachers
- Leadership/principals and others
- Research/data collection
- Service learning initiatives
- Schools are safe
- Articulated programs
MATC Dual credit
UW advance standing
Higher Ed youth options
- Increasing number of students participating in Schools of Hope
- Responsive to community

Opportunities

- Partnerships
UW – MATC – Community Org/Centers – CBOs
- Changing demographics
- Multicultural/Bilingual lens
- Technology/online education/communication
- District open to best practices
- Global education/across state

Strengths and Opportunities (no particular order)

1/29/2009

Strengths

Diversity

Relationship/Partnership with University Programs

Focused efforts on closing the achievement gaps

Superintendent

Variety in curriculum—high school

Investment in smaller class sizes

Opportunities for professional development

Commitment to community service

Activism among students

Talented/committed teachers

MSCR

Willingness to plan long range—strategic planning process

Extra curricular options

Willingness to accept ideas ‘outside the box’

Many established PTO/A orgs. Within the district

Special Education-reputation-strong instruction

Neighborhood schools closely linked to neighborhoods

Safe schools-crossing guards to comfort within the buildings

Progress in math curriculum and equalization

More students competing “higher” math

Opportunity to learn from other schools/staff within district

Opportunity for staff creativity and innovation

Opportunity to use schools and community centers-outside resources brought in

MMSD TV stories

Produce high level of academic achievement opportunities

Ties to UW—resources, recruit(Olson)

ing, research (Waisman Center)

Increasing diversity

High attendance

High quality teachers-more education, continuing education, certification

Improving academic performance

Small communities grant

SAGE

Strong community support

Commitment to ongoing assessment

Growing ESL program

Strong special education program

Community Learning Centers

MSCR

Large Schools = more program opportunities

New Superintendent = “renewal” opportunities

Outstanding strategic planning team

Strengths and Opportunities (no particular order)

1/29/2009

Student governance-increasing voice for students

New school (Olson)

Technology presents opportunities (IC)

Community support for public education

Financial base-stable employment base

Strong union

Foundation

Support from city government

School Forrest

Planetarium/pools/other physical facilities

Local tech sector

Tech schools (MATC)

Strong parental involvement

Athletic programs

Grant success

High academic achievers (NMS)

Resilient art/music programs

Neighborhood schools

Weaknesses and Threats

1/29/2009

- Technology – infrastructure, old wiring, not enough computers, network capacity, access
- Achievement gap - kids disconnected from school
- Lack of student involvement for some
- Budgets – challenging just holding own
- State revenue caps – external
- Minority parent involvement
- District engagement with parents of color
- Growing poverty
- Not meeting needs of a lot of kids
- Lack of community within larger schools
 - Some schools too big
- Facilities – aging buildings
- Student-teacher ratios
- Athletic funding model
- Lack of communication and relationships between school/teacher/student/parents
- Lack of equipment (whiteboards, etc.)
- Relationships – between teachers/students/parents
- Open enrollment perception – transfers out, families opting out
- Perception of safety – lack of
- Literacy skills – range in proficiency
- Collaboration/coordination between schools/downtown
- Graduation rates
- ACT not being taken by all students
- Access to AP classes – limited at alternatives
- No good measures of how we're doing. Need better measures – data analysis
- District not successful with all kids
- Inadequate budget
- Salary of teachers too low
- Staff not uniformly strong, particularly in dealing with ranges/diversity, academic and behavioral
- Teacher training to help teachers be more successful – not fully prepared for today's challenges
- Technology
 - Network
 - Software
 - Hardware
 - Use of Infinite Campus
 - Ability to access data
 - Don't tap into UW fiber system
- Buildings/maintenance
- Curriculum
 - Foreign Language
 - AP offerings
 - Consistency

Weaknesses and Threats

1/29/2009

- Math and Writing
- Communication between school and homes, teacher to family
- Family involvement
- Achievement gap
 - Graduation rate
 - Grades
 - Attendance
 - Suspension/expulsion
 - Inconsistent expectations
- Frank discussion on impact of race in schools
- Greater analysis of our district data (deeper); Annual report; principal and teacher ability to manipulate data
- Teacher contract
 - Lack of responsiveness
 - Complexity
 - Change with times
- Lack of culturally relevant curriculum
- Brand management – improved understanding by community
- Lack of outreach to external transfers
 - Home schoolers
 - School choice
- Recruiting and retaining diverse staff
- We hide our weaknesses
- 4 Year Old Kindergarten

Weaknesses and Threats

1/29/2009

Weaknesses

- Low attendance in some groups
- High dropout rate in some groups
- Low achievement in some groups
- Achievement gap
- Community involvement
- Perceived safety issues
- Lack of diversity in faculty/staff administration (ethnic and linguistic)
- Enrollment in advanced classes doesn't match district demographics (ethnic diversity)
- Slow trend upward in % of students in private school
- Declining population of non-low income students
- Increase in special education students without commensurate funding increase
- Difficulty of staff collaboration due to time constraints
- Lack of inclusive decision making at all levels
- Perception among some that school isn't welcoming environment
- School structure too inflexible
- Non-academic staff stretched thin
- More open enrollment transfers out than in
- Lack of willingness to try flexible options
- Perception that district doesn't have good talented and gifted programs
- Lack of cultural sensitivity and competence of staff

Weaknesses and Threats

1/29/2009

Weaknesses and Threats—Internal

- Lack of counseling services, specifically high school/post-secondary advice
- Achievement gap
 - Minority
 - Special education
 - Socio-economic
- Inconsistent effectiveness in principals across district
- Lack of “grow your own” leadership
- Lack of transparency and access and support to higher level achievement
- Tracking by another name
- Lack of team and planning time
- Lack of relationships between staff and students/staff and family
- Lack of understanding and mutual respect between staff and students
 - Cultural competence
- Special education incidence rates disproportionate to state
- Lack of consistent disciplinary actions
- Zero tolerance policy doesn't solve original situation
- Lack of minority staff
- Lack of involvement by minority and low socio-economic families
- Lack of welcome feeling for families
- Lack of parent education regarding reporting
- Reporting of progress is ineffective
- Inadequate transportation for some families
- Lack of school district finance transparency
- Conflicting messages to public regarding finances
- Imbalance of need and resources
- Lack of real world teaching application
- Discipline issues—time outside classroom—further disengagement—discipline issues (vicious cycle) tends toward disenfranchised
- Division of SW part of the city
- Inequitable internal transfer
- Even out services offered
 - ELL
- Squeaky wheel syndrome

Weaknesses and Threats

1/29/2009

Weaknesses/Threats

- Financial situation (revenue caps)
- Caseloads for special ed teachers and all support staff
- Reduced hours for staff
- Marginalization of arts
- Attracting high quality staff in shortage areas
- Erosion of advanced learning opportunities for advanced learners
- Low graduation rates for students of color
- High rates of suspension and expulsion for students of color
- Facilities
- More programs for African-American students
- Lack of alternative programs K-5
- Pool brand management
- Dealing with difficult student behavior
- Improve monetary reciprocity with UW
- Lawsuits filed against MMSD
- Recruitment of teachers of color
- Perception top heavy in administration
- Lack of input of teachers on curriculum decisions
- Disengagement of parent community
- Lack of parental involvement of families of color
- Madison Metro
- Growing community issues coming into school
- Industrial assembly line model of school
- Lack of common planning and collaboration time
- Us vs. Them
- PR with families and communities about school successes
- Increased numbers of families leaving MMSD
- Increased number of low-income students and challenge of meeting their needs
- Achievement gap
- Inconsistent curriculum across High Schools
- Bright Flight
- Capacity to teach African American students

Weaknesses and Threats

1/29/2009

Weaknesses & Threats

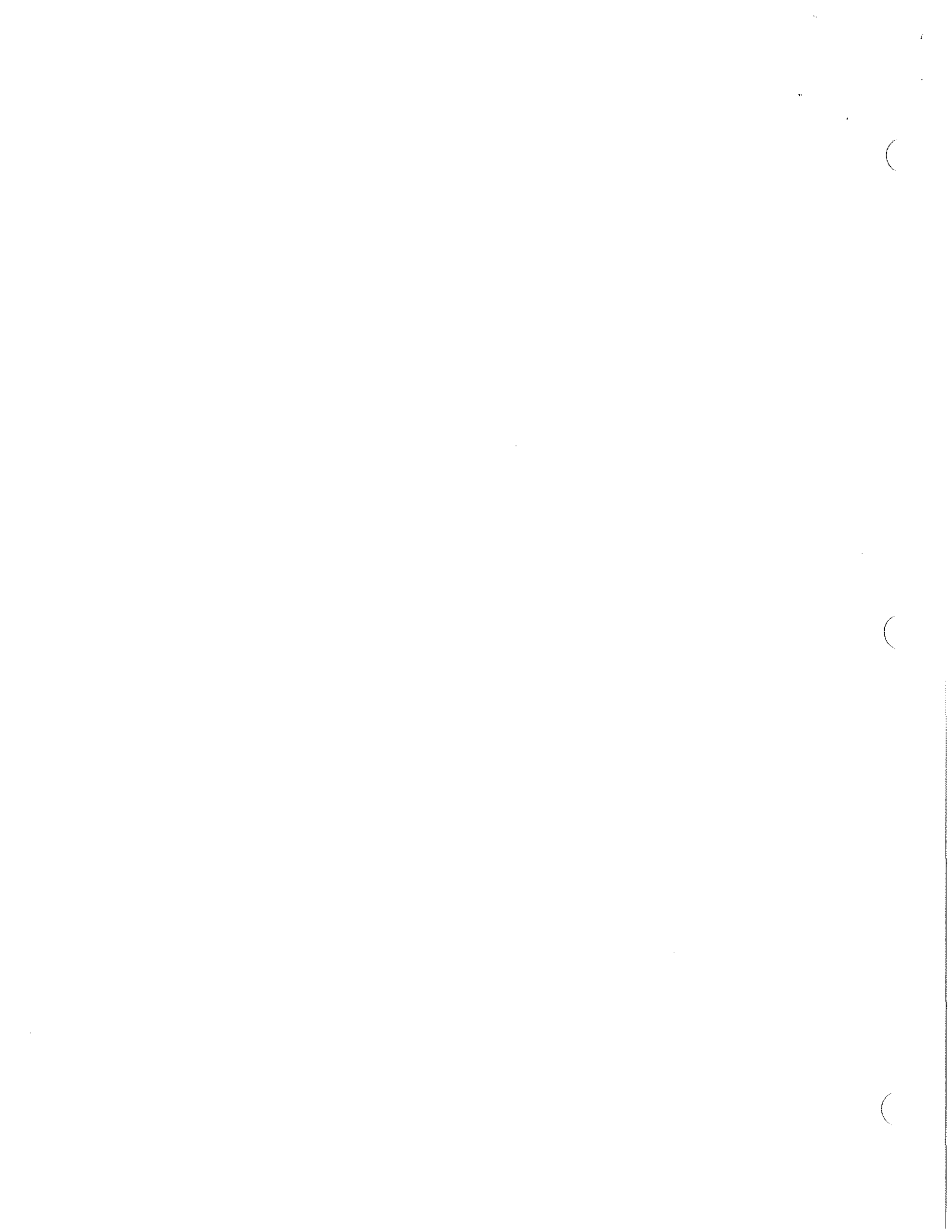
- Lack of foreign languages and classes start too late!
- Top heavy on building admins
- Not serving children of color well-
 - “achievement gap”
 - lower expectations of ability
 - families not welcome
- Lack of effectiveness, cost, benefit, analysis of programs.
- Perception of East/West divide.
- Us and them mentality (downtown vs. teachers)
- Systems of hiring and recruiting teachers.
- Budget cuts -> reduced class offerings.
- Don't pay “good” teachers enough and pay “bad” teachers too much.
- Inconsistent evaluation of teachers, consequences.
- Lack definition of good teaching.
- Increasing number of mentally ill children, decreasing resources to serve them.
- 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.
- Outdated equipment (athletic, AV, technology).
- Inequity of equipment across the district.
- Transportation
- Student hesitance to ask questions in class.
- Threat of white flight and middle class flight.
- Rental housing policy (concentration of low income students in schools).
- Lack of coordinated planning and policy development (with City and County Executive).
- Disengaged students/boring classes.
- Spotty parental involvement.
- Not good enough at engaging non-teacher educators (community)
- No Child Left Behind
- Lack of teacher collaborative planning time.
- Unclear vision of “tracking” students.
- Standardized curriculum ↓ flexibility in schools.
- Imbalance between BOE, teachers, Union, district administration.
- Lack of funding resources for professional development.
- Need one class that is really fun!
- Imbalance between what students want and what is being taught.
- Lack of recognition of complexity of teaching today.
- Not enough alternative programs.
- High schools too big.
- Lack of focus on key initiatives (too many).

Weaknesses and Threats

1/29/2009

Weaknesses and Threats

- POVERTY
- Property tax funding model
- Costs
- Increasing student needs
- Revenue caps/QEO
- Larger classes (with age)
- Student/staff relationships (including violence)
- Aging physical plants/maintenance needs
- Keeping up with technology
- 20th century thinking/methods
- “Madison smugness”
- Achievement gaps/graduation rates
- Differing educational experiences
- Cultural differences/clashes; cultural competence
- Transportation
 - Costs
 - Logistics
 - Time
- Safety/violence/drugs/gangs
- Program decisions based on cost rather than needs/goals/best practice
- Lack of parental involvement
- Student mental health issues
- Distractions
- Us versus them
- White Flight
- Disengaged students
- Recruiting, especially ESL/bilingual
 - Fear
 - Inefficiencies
 - Quality
- Public perception; lack of PR
- Poor perception of teaching as a profession
- “Columbine fear” vs. openness and accessibility
- Bureaucracy
- Lack of inclusiveness in curriculum
- Lack of resources
- Lack of time
- Breakfast/lunch programs



External Issues (8 Categories)

1. Economic	
Part/Component	Impact
Housing affordability	Concentration of low income, demographics
Affordable child care	Lack of quality and kindergarten preparation
Affordable accessible care	Sick kids in school
Jobs	Families need to work one+ jobs – can't give family time to kids and/or schools
Transportation	Extended day opportunity Parent participation
Economic down turn	<ul style="list-style-type: none"> • Less non-local government money • Fundraising may be affected • Delayed retirements
Our budget	<ul style="list-style-type: none"> • Can't replace textbooks • Decline in Arts • Co-curricular activities • Building maintenance
Special needs magnet	Lower funding source affects our ability to properly handle affects, all kids and programming
Increasing price of health care insurance premiums	wages

Technology	
Part/Component	Impact
Classroom technology	
Faculty access	
Family access	<ul style="list-style-type: none"> • Increased or decreased communication and involvement • Time efficient • Parent/child difference in understanding
Assistive technology	<ul style="list-style-type: none"> • Increased participation • Level playing field • Increased opportunity to demonstrate knowledge • Access to more curriculum
Access at home (broadband)	
Tech support	
Online learning (remote/virtual)	<ul style="list-style-type: none"> • Increased choices/opportunities for students • Raise revenue? • Raise enrollment • Social isolation (physical) • Reduce needs for transportation and physical space
Ethics of technology	<ul style="list-style-type: none"> • Evaluation of • Appropriate use • Hardware—copyright issues • Hardware—ownership of resources
Student access to technology in school	<ul style="list-style-type: none"> • Increased collabortin • WiFi • Old and outdated • Missed opportunities • Not prepared for job and academics • Distractions • + Information access • Taps motivation and curiosity
Student access to technology at home and after school	<ul style="list-style-type: none"> • Disparity in access • + Better student learner • WiFi
Pace of change	<ul style="list-style-type: none"> • Expensive • Time consuming • Training • More efficient • Balance “more”mentality

3. Central Office/Board

Part/Component	Impact
Communication	<ul style="list-style-type: none"> • Need for collaboration • Staff need to understand policy changes and why they occur • New councils – teachers, support staff, parents
Discipline Code	Limit discretion
Policy	Lack of flexibility
Budget (perceived lack of transparency)	People don't know – lack of trust
Media relations – branding	<ul style="list-style-type: none"> • Positive/negative reporting of what is going on • Highlight assets
Decision making	<ul style="list-style-type: none"> • Squeaky wheel gets the addressed vs. priority • Top down perception • Focus on student achievement
BOE Org/New Structure	Improved teaming BOE/Admin
Relationships/Role District office -> schools	Move to more supportive vs. oversight of schools
Advocacy	Be a voice for children
Engagement	Bring community ideas to Board decisions
Student voice	Close the gap/access to bring understanding to students
Management/Labor relations	Perceived wedge between community and district

4. Community Partnerships

Part/Component	Impact
Early childhood organizations	Kindergarten readiness
Libraries	Summer programming, technical access
Neighborhood centers	Childcare Programming, recreation Coursework, tutorials, meals
Health Care Organizations	Access to basic care
City of Madison	
United Way	Programming, Schools of Hope, Mental Health screening
BSNS Community	Adopting skills, resources, BSNS skills, speaker \$\$\$, events
Dane County	Human Services
R.E.A.P, Urban League, Americorp, Non profits	Direct service and support
Colleges	Scholarships, career prep, college prep, professional development
Military	Recruitment pressure?, opportunity for some
Police	Safety, education, punitive, intimidating
Minority Student Achievement Network	Prof development, student voice, leadership, achievement
Madison Metro Area, AIES	Transportation ☹, dictate school schedule
Arts/Culture Organizations	Cultural enrichment, access to arts
YMCA	
Charles Hamilton Houston Inst.	

5. Political

Part/Component	Impact
Democratic administration	Increase funding and focus
State legislature/economy/Governor	Changes "No Child Left Behind" legislation Unfunded mandates: student/staff ratio, Technology upgrades & new Volunteerism Improved aid for college students
DPI	New leadership Testing/assessment Certification standards Control grant \$\$\$ (state/federal) Could change priorities
School Board	Renovation of facilities/infrastructure Increase public school options Teacher incentives
City Council / Mayor /County Board	Land use Public transportation TIF districts/housing policy Mental health/medical services Social Services – coordinate with families and schools
Lobbyist/taxpayer alliance	
Citizen groups	
State – political Democratic legislature	Level and distribution of funding School Aid Formula Where are the \$\$\$ Mandates Budget cuts Revenue limits – QEO law Laws governing educational options The way the State decides to deal with budget issues. Health and social services

6. Demographics

Part/Component	Impact
<p>More ELL students (Spanish – 11% Hmong – 3% 61 languages under 1%)</p>	<ul style="list-style-type: none"> • Creates barriers between students and other • Very resource intensive personnel, materials • Adds to cultural richness of district • Provides educational opportunities • Adds multiple perspectives • Increased need for pre-planning and prep and collaboration • Positive challenge for teachers • Some skills in core practice for classroom teachers • Relative impact on professional development • Teacher’s sense of efficacy challenged • Preparing students for culturally diverse world • Improve form of professional development • High concentrations impact staffing and structure • Challenge of finding qualified staff • Challenges our monolingual culture • Curriculum: TAG opps. For ELL students • Identification of TAG students with language barrier • Progress in their native language; challenge of same • Challenge of non-literate, non-English speaking families
<p>Immigration status related issues</p>	<ul style="list-style-type: none"> • Threat of deportation (attendance, disruption) • Post-HS opportunities • Student safety – parent reluctance to contact authorities • Deportation of family • Access to health care • Access to other community supports
<p>Low Income</p>	<ul style="list-style-type: none"> • Health care needs of students • Nutrition status • Student turnover in schools • Inconsistent education experience • Family stress • Relationship to academic performance
<p>Race</p>	<ul style="list-style-type: none"> • African American males (across income) lowest academic achievement • Violence in African American female group

Social	
Part/Component	Impact
Gangs	<ul style="list-style-type: none"> • Unsafe schools • Academic achievement • Student division
Racism	<ul style="list-style-type: none"> • Low expectations • Social peer division • Academic achievement • Safety • Disengaged parents
AODA	<ul style="list-style-type: none"> • Health issues • Academic • Safety • Crime • Relationships
Peer Pressure	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Socio-Economic	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Work/Family balances	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Harassment and bullying	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Neighborhood/community issues	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Access to Health Care	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Affordable housing	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Health awareness	<ul style="list-style-type: none"> • Academic • Relationships • Safety
Pop culture	<ul style="list-style-type: none"> • Undermines school culture • Academic
Technology	<ul style="list-style-type: none"> • Communication gaps • Plus and minus impact on academic • Bullying • Harassment

8. Educational Trends

Part/Component	Impact
No Child Left Behind <ul style="list-style-type: none"> • High stakes testing • Comparing schools 	<ul style="list-style-type: none"> • Drives instruction/curriculum content • Minimizes critical thinking • Draws attention to students not being reached • Imposes external priority and lost 21st century skills
Shift in viewing school campus (e.g. virtual schools) Alternatives in district and outside district Globalization	<ul style="list-style-type: none"> • Instruction is more individualized to meet students styles & needs • How students are counted for state aid/revenue -> district may lose \$\$\$ • Traditional environment is more homogenous – students from their end of spectrum go elsewhere (unintended consequence)
Culturally relevant education 4 Year Old Kindergarten 12 month school	<ul style="list-style-type: none"> • Developing critically thinking, civic minded individuals • Inadequate support (less prep time, no sub \$\$) • Impacts structure, schedule, staffing & transportation (these can be barriers to service learning)
Project based learning <ul style="list-style-type: none"> • Technology • Broader than texts 	
Teaching prep and certification alternatives (“lateral entry”)	Can positively impact diversity
Team teaching	
Multidisciplinary	
Small learning communities	
Multi age groupings	
Time shifts scheduling	
Facility use for other purposes	
Ethics education	

Competition
Strategic Planning 1/29/2009 Goodman Center

Other Districts/Systems – World wide

Their advantage

- Homogeneity
 - Income
 - Race
 - Language
- Smaller size/ratios
- Less competition
 - Athletics
 - Academic
- Newer facilities
- Better technology
- More \$/better funded
- Safety
- Neighborhood schools or closer
- Community loyalty
- Affordable housing
- Academic quality/achievement

Our advantage

- Program offerings/choice
- Diversity
 - Schools
 - People
 - Families
- UW/other college collaborations
- Buildings with character
- Higher profile
- Academic achievement
- Inclusive learning community
- Special Ed choices
- School based loyalty
- “Madison coolness”
 - Urban
 - Sustainable
 - Transportation
- School choice
- Great teachers

Vulnerabilities/inability to meet

- Realtors
- Size (district)
- Tax base

Competition
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- Perceptions
 - Schools
 - Safety
 - Academics
- Limited affordable housing
- Housing patterns
 - Demographics
 - Transportation
- Facilities

Competition
Strategic Planning 1/29/2009 Goodman Center

Private schools

Their advantage

- Student/teacher ratio
- Greater responsiveness to parents
- No mandates
- Selective
- Resources
- Perception that better
- Safer – no gangs, fewer police calls
- \$\$\$ control
- K-8 – no Middle School transition

Our advantage

- Diversity
- More choices
 - Curricular
 - Extra-curricular
- Accountability
- Better professional development => better teachers
- Locational advantage
- Support staff
- Partnerships
- FREE
- Transportation
- Special Ed Services

Vulnerability/inability to meet

- Less flexible
- Restrictions based on mandates
- Public perception = safety, quality, rigor
- Funding
- Demographic changes

Competition
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Home schooling

- Culturally relevant *
- Convenience
- Customization *
- Innovative approach
- Addresses different learning styles
- Easier to integrate what is learned
- Focuses on “how to learn”
- Experiential
- Constant learning
- Less stress, pressure *
- Organic pace *
- More time for mastery *
- Parents’ engagement and control
- Unstructured love of learning
- Just-in-time learning
- Avoids negative aspects of public school environment *
- Teacher-student ratio *

* = Top vulnerabilities

Competition
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Virtual (Not MVC)

Their advantage

- Flexible
- Broader geographical reach
- Low/no overhead
- Certified teachers
- On demand
 - Repeat
 - Control pace
- One on one
- Engaging
- Change curriculum rapidly
- No bullying
- Learn to monitor own learning
- Available in other languages

Our advantage

- Social interaction
- Broad spectrum of offerings
- Lower costs
- Range of support in building
 - Counselor
- Personnel
- Library
- Highly trained teachers
- Snow days ☺
- Diversity
- After curricular activities
- Personalized and timely feedback
- Multi-dimensional strategies
- Learning from other students
- Group/sports
- Teams/projects
- Flexible to use online as needed
- Credibility of MMSD diploma
- Leadership opportunities

Vulnerability/inability to meet

- If we don't incorporate positive aspects
- Can offer AP courses that we don't have
- Oversight/management is not transparent
- Perceptions that MMSD schools aren't safe
- Budget cuts

Competition
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- We don't market ourselves well
- Brick and mortar changes slower
- Lack of awareness of MVC within brick and mortar
- Lack of opportunity for parent involvement

Competition
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GED

Their advantage

- Noncompulsory
- Flexible schedule
- More time efficient
- More personalized
- Treated more as adult
- Clear requirements and outcomes
- Students are highly motivated

Our advantage

- Traditional diploma more highly valued by some
- Broader range of skills
- More rounded experience
- More social opportunities

Vulnerability

- MMSD structure is less flexible because of custom and mandates and historically entrenched system

Competition
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4K

Their advantages

All day option
Pre-existing
Curricular flexibility
High quality education

Our advantage

More resources
Formal curriculum tied to future education
Certified teacher requirement
Preparing students for kindergarten experience
Open to all students
Potential for early success
Better contract options

Vulnerability/Inabilities MMSD

Dane County has 5 other districts with 4K
Physical space
Financial
Contractual

Competition
Strategic Planning 1/29/2009 Goodman Center

Work/Dropout

Their advantage

No SSN
Undocumented don't have post secondary option
Paid
Independence
No homework
Adult status/family needs
Feedback about accomplishment

- Manage for themselves
- Feel successful

Relevant/real world
Social connections/bonds
Tech college avail.

Our advantage

Career focused skills
Increased safety
More supportive environment
HS Diploma
Broaden world view access to diversity
Brain development

- Decision making
- Protection

Social connection/bonds
Alternatives within district
Extra curricular
Post secondary options

Vulnerability/Inability to Meet

Voc ed is stigmatized and limited
Family crises
Child care
Independence/self sufficient
Undocumented/lack of safety to seek help

Competition
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Parochial Schools

Edgewood
Queen of Peace
St. James
High Point
St. Maria Goretti
Blessed Sacrament
St. Dennis
Abundant Life
Immaculate Heart of Mary
Lakeside Lutheran

Parochial Schools

Their Advantage

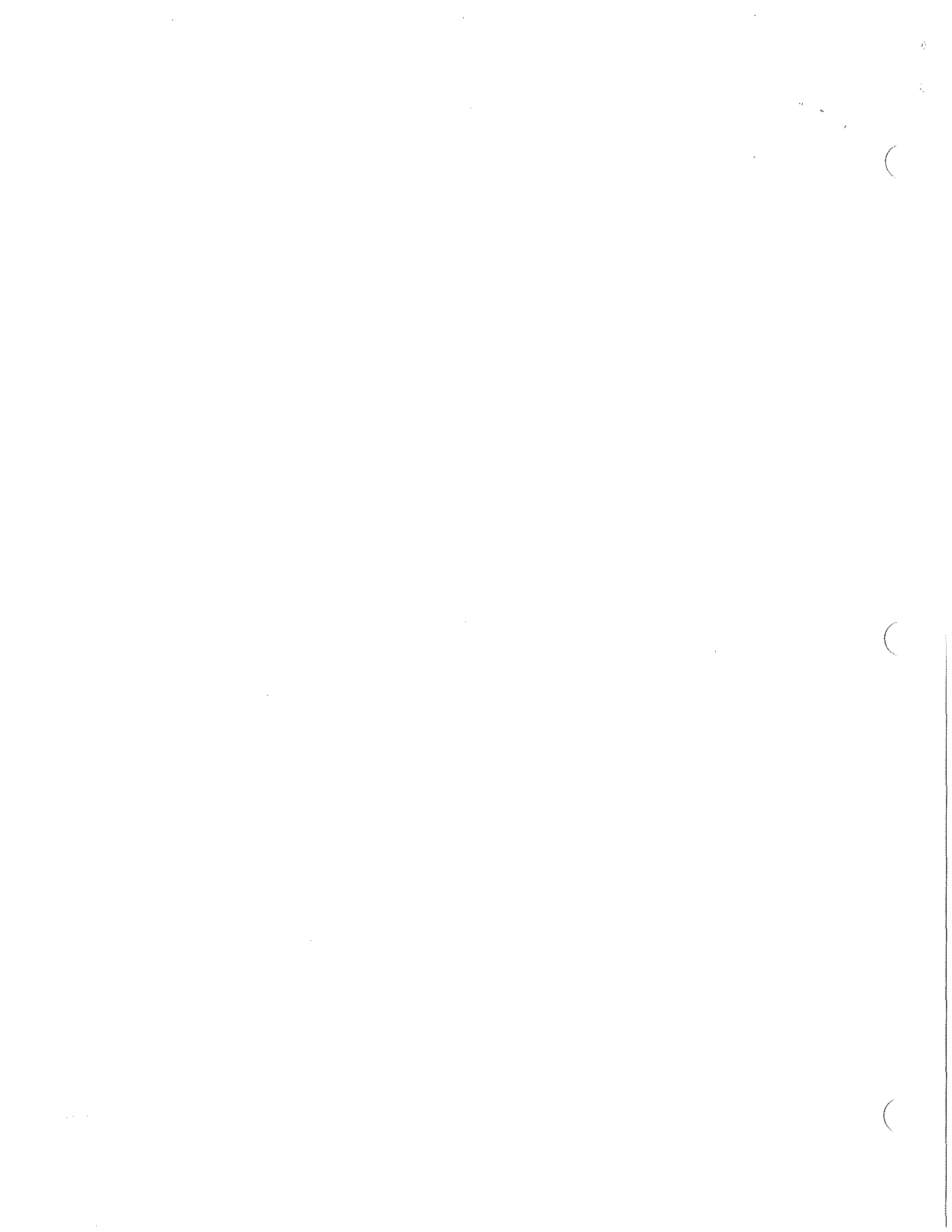
Can teach and practice religious belief
Don't have state mandated standards
Do not have certified teachers
Select students and dismiss
High level of parent engagement
Loyal alumni
Expensive
Their per pupil cost is lower
Elite brand
Attract athletes
Perception of consistent, rigorous curriculum
Support from parents
Don't have to reveal test scores, demographics or achievement
Perception of safety
Generally smaller learning environments
Parents perceive they have more control
Promote "their" values

Our Advantage

Diversity, healthy, real
We provide comprehensive education
We have highly qualified and certified teachers
We accept all – regardless of need
We don't "require" contracts or fundraising
Us, too!
Free
You get what you pay for
Democratic brand

Competition
Strategic Planning 1/29/2009 Goodman Center

Within district choice
More options, broader with extra curriculum
Taxpayer support and whole community
Transparency
Real life safety
Small and large schools, sections, avail of options
No
Promote democratic values for global citizens



Critical Issues 2/2/2009 MMSD Strategic Planning Committee

Place	Votes	Item
Student		
1	76	Achievement Gap
5	35	Opportunity for success for every student (Graduation rate)
11T ¹	17	Unless we find a way to give each and every student <u>meaningful relationships with adults</u> 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 / Instruction		
3	47	Outdated model of education. Not meeting needs of s students for 21 st century
4	36	Culturally relevant curriculum especially African American
9	23	Curriculum rigor
12	16	Access and supuport to accelarated learning opportunities (eg 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
19T ²	3	Can we provide a <u>comprehensive educational experience?</u>
Staff		
7	28	Staff composition reflects student body
10	20	Improving teaching and engagement skills of teachers
19T ³	3	Continuous individualized training for staff
Organization / Systems		
2	65	Recognizing the tension in the system to meet the needs of all students who are traditionally successful and those students whose needs are not being met. Raise bar for all – some student groups at the expense of other student groups
3	47	Outdated model of education. Not meeting needs of s students for 21 st century
8T ¹	27	Safe and welcoming environment
11T ²	17	Coordination and cooperation across schools
13T ¹	14	Partnerships to support schools: Community; Public/private
13T ²	14	Inclusiveness and decision making internal/external transparency
15	10	System accountability
16	8	Self imposed structures are debilitating
19T ²	3	Can we provide a <u>comprehensive educational experience?</u>
Resources / Capacity		
6	31	More rigorous resource allocation based on effectiveness
8T ²	27	Budget
19T ¹	3	Equity in technology.
Student Outcomes		
		Service learning as a separate learning goal
		Improve Graduation Rate
		Individual learning plan

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Madison Metropolitan School District
Strategic Planning Committee

Strategic Priorities

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.

(see also student outcomes)

2. 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.

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.

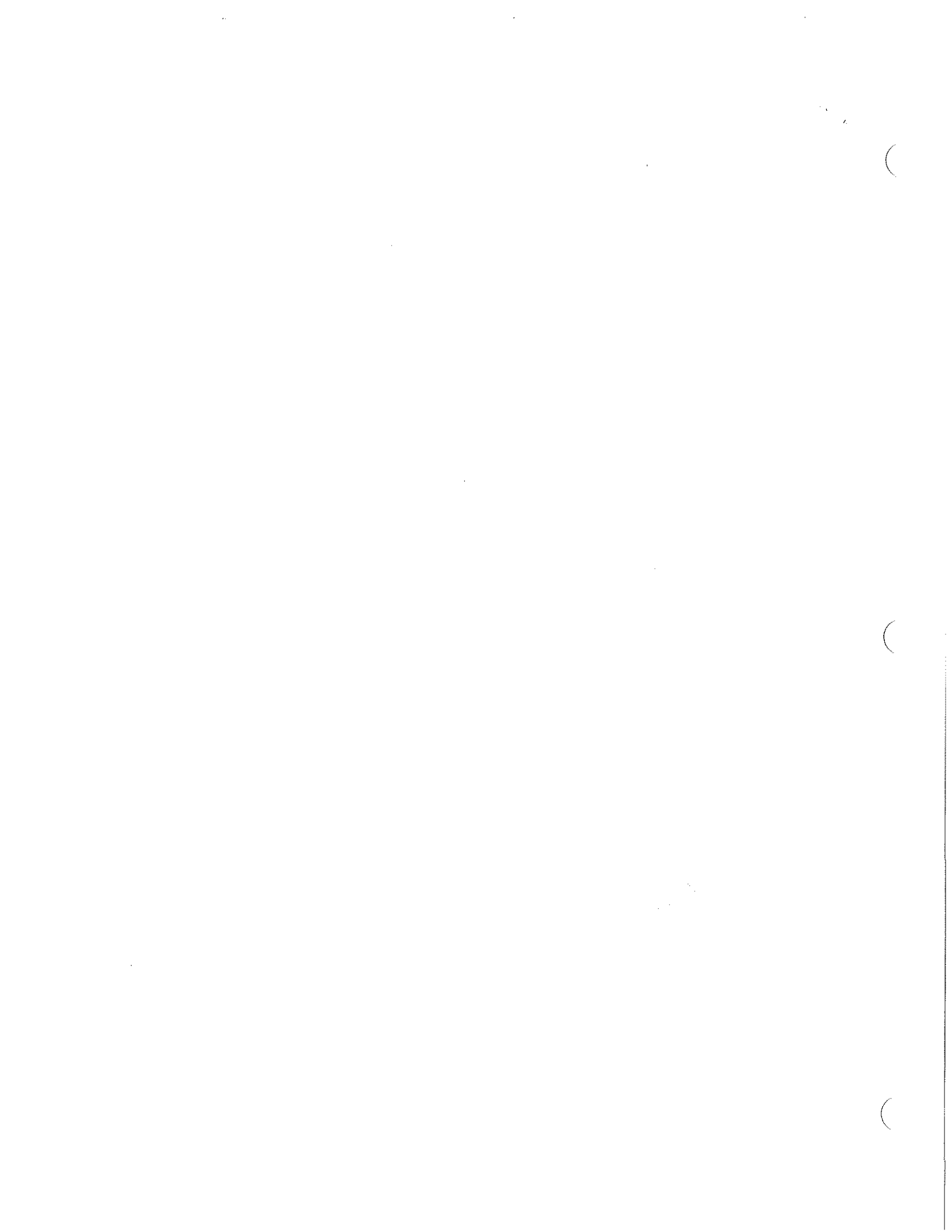
4. Curriculum

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.

5. Organization/Systems:

We will proudly leverage our rich diversity as our greatest strength and provide a learning environment in which all our children experience what we want for each of our children. We will:

- Provide a safe, welcoming learning environment
- Coordinate and cooperate across the district
- Build and sustain meaningful partnerships throughout our community
- Invite and incorporate (require) inclusive decision-making
- Remain accountable to all stakeholders
- Engage community in dialogue around diversity—confront fears and misunderstandings



**Madison Metropolitan School District
Strategic Planning Committee**

Student Outcomes

Students will:

- Attain or exceed grade level proficiency in core subject areas (core is defined in 21st century document)
- Acquire and apply critical thinking, problem solving and communication skills
- Engage in civic activity
- Be active participants in shaping their learning experience (stretch their potential)
- Acquire and apply skills needed to live and contribute in a diverse local and global community
- Acquire and apply skills needed for personal growth and well-being and creative expression
- Technology literacy (linked to equity)

See also current district work on social-emotional learning standards

February 2, 2009

