

**Madison Metropolitan School District Strategic Plan
Curriculum Action Plan –Accelerated Learning (4/16/09)**

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.

Definition of Accelerated Learning: A pathway of learning options that allows all students 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 interventions to intentionally add time/course sequences to maintain gaps. –MMSD Strategic Planning Committee on Curriculum. **Measurable Objective:** Structure MMSD’s K-12 instruction, course offerings, and pathways in

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
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				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
3. Implement professional development in the area of accelerated learning to advance an understanding of its definition and related best practices for students at all levels				District-wide professional development plan	Professional development time and teaching team.
4. Identify specific outcomes linked to newly devised accelerated learning systems (eg. a goal for an increase in minority and low income students’ participation in AP programming)				Document, to be updated periodically, detailing specific outcomes and the data showing results	Time for collaboration between teachers and district-level administrators; possibly outside expertise
5. Implement vertical teaming for AP instruction to be inclusive of all grade levels, ensuring intentional transition plans for students as they move from elementary to middle to high school				Revised elementary, middle and high school curricula to support increased advanced placement participation	Professional development for teachers; time for curriculum work on articulation. 1

alignment with MMSD’s Strategic Plan and the Wisconsin Model Academic Standards to expand and create effective accelerated learning opportunities for all students.

**Madison Metropolitan School District Strategic Plan
Curriculum Action Plan – Authentic Assessment (4/16/09)**

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 Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
Teacher leadership teams across all levels (Pre-K-12) and all content areas will:					
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
3. 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
4. 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
5. Implement systemic authentic assessment tools to measure student progress toward district learning objectives.				Data from assessments gathered, analyzed and shared with MMSD staff, parents, students.	
6. Formalize the analysis of assessment data to inform continuous improvement efforts at the classroom, school and district level.				Set timeline for compilation of data; publication of analysis for reflection at the classroom, school and district level. Data used as evidence to support decisions.	
7. Review and revise common authentic assessments annually to reflect current research-based practices in each content area.				Timeline for annual review of assessments published.	

Measurable Objective: Teachers at all levels will work collaboratively to develop and implement common authentic assessments that provide snapshots, as well as value-added perspectives, of student learning to share with families and the community.

**Madison Metropolitan School District Strategic Plan
Curriculum Action Plan – Culturally Relevant (4/16/09)**

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 and implement culturally relevant teaching strategies across the content areas in order to help all students achieve Wisconsin and MMSD standards.

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
1. Classrooms will evidence positive images and cultural references including arts, curricular materials, teaching resources of all learners.					
1. Standards-based curriculum will be grounded in authentic texts and resources reflecting the cultural backgrounds of all students.					
1. Lesson content will be grounded in the authentic concerns of all the communities that are present in Madison.					
1. Building walk through(s) will be used to assess the presence of these dimensions of teaching and learning: authentic cultural transmitters, a diverse population of faculty and staff; stories, art, ceremonies representing the cultural backgrounds of all students.					
1. All teachers and other school staff will work collaboratively as a community to take responsibility for all students' learning and achievement.					

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
1. Provide a cohort of motivated teachers with the training, classroom support, materials, and intensive mentoring necessary for incorporation of culturally relevant education in these teachers' classrooms.				<p>1. An evaluation program that documents quantitative changes in student performance and discipline referrals as well as qualitative measures of changes in the experiences and attitudes of the students.</p> <p>2. The cohort of teachers will be become more culturally responsive in their teaching practices.</p>	Instructional Resource Teacher(s) for Cultural Relevance to provide on-going mentoring and coaching for staff around culturally relevant curriculum, instruction, pedagogy, and knowledge of cultural context learning styles.
1. Establish district support systems equitable to other groups				A district division will be created with Instructional Resource Teacher(s) for Cultural Relevance for African American students.	Professional Development Training for implementing culturally relevant education for cohort teachers, staff, principals/leaders and parents for increasing academic achievement.
1. Evaluate the effects of culturally relevant education on the academic performance and discipline rates of African American students in those classrooms.					
1. Develop a culturally relevant school site plan that specifically targets the underserved population of the school. Included in the plan will be contemporary concerns and historic struggles of the targeted group(s).				Results	
1. In collaboration, the school district and the university will provide on-going mentoring and coaching for staff around culturally relevant curriculum and instruction.					

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
1. In collaboration, the school district and the university will develop and implement a professional development program to train all teachers in culturally relevant curriculum, cultural sensitivity and effective culturally relevant instructional methodologies for underserved students.					
1. Create a culturally relevant curriculum that is cross disciplinary including literacy, social studies, math, science, art, music, P.E., technology, LMC, etc.					
1. Organize culturally relevant advisory groups to provide information on successful teaching strategies for underserved students.					
1. Provide courses in language development that helps teachers understand, honor and use the language that students bring to school as a tool for assisting students in mastering standard English.					
1. Recognize and create instruction and curricula that allows ELL and SELL to use oral language and academic discourse as keys to mastering standard English in all content areas.					
1. Embed the linguistic and cultural needs of ELL and SELL within the current instructional and professional development systems into district training for teachers, coaches and other staff.					
1. Create a dual language/ dual cultural model for instruction and curriculum development across the district.				Teachers using specific cultural strategies to build fluency, vocabulary, comprehension and meaningful/effective language arts instruction	Provide courses in language development that helps teachers, coaches and other staff understand, honor and use the language that students bring to school as a tool for assisting students in mastering standard English.
1. Create specific language development models at the kindergarten level.					

**Madison Metropolitan School District Strategic Plan
Curriculum Action Plan – Flexible Instruction (4/16/09)**

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.

Definition: Flexible instruction is responsive to individual student strengths and needs through learning experiences that are relevant, engaging and require critical thinking from all students.

Measurable Objective: MMSD staff will develop assessment and flexible instruction that is responsive to student needs by creating

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
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"> •Evidence of co-planning and co-teaching during building walk-thru •Increased academic success of special needs students as measured by district and state assessments 	
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, construct and make sense of ideas and use teaching tools/products, ensuring that all students learn effectively regardless of ability level.	2			<ul style="list-style-type: none"> •Decreased number of expulsions and suspensions •Increased attendance rates •Increase credit attainment •Increases across demographic groups on WKCE •Positive results on value-added assessments 	
3. Implement comprehensive and intensive assessment and instruction Pre-K-12 to support attainment of skills and strategies necessary to achieve district identified student outcomes.	3			<ul style="list-style-type: none"> •Positive results on value-added assessments •Positive results on common authentic assessments •Increases across demographic groups on WKCE 	

relevant and engaging learning experiences that demand critical thinking and collaborative processing for all students.

Madison Metropolitan School District Strategic Plan Curriculum Action Plan – Participatory Education (4/16/09)

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.

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
1. Establish adult/student collaborative working groups to inform decisions in all schools				Presence of working groups in each school and records of the decisions they make	Staff leader at each site, means for submitting records from each meeting, time to share among schools about where and how this is already happening
2. Create student Equity Teams to discuss, monitor and problem solve issues related to race and other equity concerns in the schools				Site based Student Equity Teams and minutes from meetings that track their ideas and efforts	Staff leader at each site, collaboration time to develop implementation
3. Develop an electronic sharing system to promote, share and record service learning projects within the school district				Increase in service learning projects throughout the district	*Curricular Resources and professional development

4. Create student developed mission statements and monitoring systems within schools and individual classrooms. (for classroom and individual goals)				Post student mission statements and progress in e-portfolio. Students, teachers, parents and administration engage in continual progress monitoring of e-portfolio. Classroom mission statements are posted in the classroom and on websites when available.	Examples of student developed mission statements and monitoring systems, on a classroom and individual level
5. Students and teachers co-design learning activities and assessments based upon and aimed at achieving MMSD standards.				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.
6. Students choose preferred methods of demonstrating understanding.				Identification of multiple modes of assessment across classrooms.	Professional development on standards based assessment.

***Curricular Resources**

Educators for Social Responsibility. (2007). *ESR: creating schools where young people want to be, and teachers want to teach*: <http://www.esrnational.org/>

Lieber, P. a. (2004). *The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools*. Cambridge, MA: Educators for Social Responsibility. (Chapter 6 focuses on Service Learning)

Search Institute. (2009). *Service Learning in Community Based Organizations: A Practical Guide to Starting and Sustaining High Quality Programs*. Learn and Serve: America's National Service-Learning Clearinghouse, <http://www.servicelearning.org/>

Also from servicelearning.org: K-12 Service-Learning Project Planning Toolkit (Updated Edition)

**Madison Metropolitan School District Strategic Plan
Curriculum Action Plan – Rigor (4/16/09)**

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
1. Essential and enduring understandings are articulated 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 measures at 4 th , 8 th and 10 th grade. Assessment will measure individual student progress annually.	Value-added professional development
3. Rigorous, standards- and research-based curriculum is implemented in all content areas, for all students. (Advanced courses and increased access)	1			District-wide teacher leadership teams evaluate and select learning materials (ELM)	Teacher Leadership Teams, professional development
4. Ensure alignment with the MMSD mandates and BOE approved plans.	1		On-going		
5. Higher-level thinking strategies and 21 st Century Learning Skills are integral to all teaching and learning	2			Student scores on district-wide authentic assessments show continual improvement	Instructional technology, professional development
6. Instructional time focuses on	1			Student scores on authentic	Professional development

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 that is focused on essential and enduring understandings K-12 to prepare students with knowledge and skills for their next level of challenge.