

## **Madison Metropolitan School District Strategic Plan Staff Action Plan**

**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.

<b>Measurable Action Step</b>	<b>Action Team Input (Responsibility of District Leadership)</b>			<b>Visible Result (align to student outcomes)</b>	<b>Resources Needed</b>
	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>		
1. Establish a plan similar to Future Teachers of America to attract high school students of color into the field of education and teaching in MMSD—Teach for Madison.	1	Assistant Superintendent-Secondary	18 Months	The quality of staff directly 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 Professional Development Schools 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
7. Expedite the posting and offer/acceptance procedure	1	Human Resources	12 Months	“	Existing Resources



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**Measurable Objective:** For the purpose of increased achievement for all students, our staff will continuously improve their ability to engage MMSD’s diverse student body.

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
1. The District will develop site-based and district-wide horizontal and vertical professional teaming communities 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

<p><b>2. The District will develop benchmarks to measure a school's cultural responsiveness and cultural relevance in the classroom to establish baseline and future growth</b></p>	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 January 2010</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 and creative expression</li> <li>7. Technology literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Extended employment</li> <li>2. Sub release</li> <li>3. Professional development opportunities during the day</li> </ol>
<p><b>3. All instructional staff members will regularly collaborate within one or more established professional learning teams to engage in a continuous cycle of instructional improvement focused on student engagement and learning</b></p>	1	<p>Superintendent, assistant superintendents, and or management team members will create a team consisting of: Central office administrators, principals, teachers, Educational Services, Teaching and Learning, and Student Services.</p>	September 2009 on-going thereafter	<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 and creative expression</li> <li>7. Technology literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaboration time</li> <li>2. All instructional staff will provide on-site support such as: coaching, consultation, and or teaching.</li> </ol>

<p><b>4. The District will collaborate with the community to develop inclusive culturally responsive schools</b></p>	<p>1</p>	<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  *Ideally, this group would be identified by June, 2009 and work would begin during the summer.</p>	<p>1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being</p>	<p>1. Collaboration time (during the school day) 2. Extended employment 3. Sub release</p>
<p><b>5. The District will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers which facilitates high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21<sup>st</sup> Century technologies, content, and skills to ensure high levels of learning by <i>all</i> students as measured by improved student achievement.</b></p>	<p>1</p>	<p>Superintendent, assistant superintendents, and or management team members will create a team consisting of: Central office administrators, Human Resources, and principals.</p>	<p>Fall 2009 *Ideally, this group would be identified by June, 2009 and work would begin during the summer.</p>	<p>1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being</p>	<p>N/A</p>

<p><b>6. All instructional staff (teachers, pupil services staff and administrators) will implement their Professional Development Plans (PDP) with integrity for individually targeted continuous professional growth aligned to school improvement goals, as well as the District's strategic priorities.</b></p>	2	<p>Superintendent, assistant superintendents, and or management team members will create a team consisting of: Central office administrators, Human Resources, principals, Select Government Programs, teachers, mentors, and partnerships with higher education agencies/DPI.</p>	Fall 2009	<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>	<p>School staff will need professional development in the use of/creating individual Professional Development Plan (PDP):</p> <ol style="list-style-type: none"> <li>1. Extended employment.</li> <li>2. Subs for teacher release.</li> <li>3. After school courses</li> </ol>
<p><b>7. The District will ensure that its school improvement processes and professional development systems and practices align with effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.</b></p>	2	<p>Superintendent, assistant superintendents, and or management team members will create a district professional development team comprised of: administrators/teachers representing all major departments (Educational Services, Teaching &amp; Learning, Student Services) as well as school-based staff when appropriate. Central office administrators- principals, teachers, Educational Services, Teaching and Learning, Student Services.</p>	<p>Fall 2009 *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> <li>7. Technology literacy</li> </ol>	<p>District staff (particularly the professional development team) will need professional learning opportunities in the development/implementation of with effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.</p> <p>Possible needs:</p> <ol style="list-style-type: none"> <li>1. Extended employment.</li> <li>2. Subs for teacher release.</li> <li>3. Possible NSDC conference attendance</li> </ol>