

## Madison Metropolitan School District Strategic Plan Action Plan

Strategy: STUDENT GOAL – 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 A: The district will develop consistent, systemic and sustainable transition processes from:

- Home to school – The points of entry into a school.
- Service providers to school (and visa versa) – Collaboration needed to support students and families as they move from community providers to the public schools.
- Grade level to grade level – Communication strategies needed to support student success as they progress across grades.
- Teacher to teacher
- School to school
- District to district
- School to post-high school

to support the needs of students and families in closing the achievement gap.

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 definitions of each transition category will be communicated across the district.	1		October 31 of each year	All stakeholders are knowledgeable of the definitions of each category.	<ul style="list-style-type: none"> <li>• Que Pasa</li> <li>• Web page</li> </ul>
2. District departments and each school will assess gaps and needs based upon the transition categories, leading to planned improvements and new strategies. A planning document will be developed to ensure that all relevant transition categories are addressed.	2	Collaborative process with staff, parents, and community stakeholders	October 31 of each year	All stakeholders will be knowledgeable of the transition plans for each level to communicate needs of children to close the achievement gap.	<ul style="list-style-type: none"> <li>• Sub release/ extended employment</li> <li>• Food/snacks</li> <li>• Supplies</li> <li>• Transportation</li> <li>• Adequate child care</li> <li>• Professional development for staff</li> <li>• Marketing Plan (see #1)</li> </ul>
3. The district and school will develop instruments to determine levels of satisfaction for each transition category to reach the goal. School grade level staff, principal, and parents will be surveyed annually.	3		Develop instrument 6/30/10 and implemented in October of each year.		<ul style="list-style-type: none"> <li>• R&amp;E staff to develop instrument</li> </ul>
4. Departments and schools will use the	4		October 31 of		See #2

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Measurable Objective B: 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	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
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
2. Develop and subsequently implement individual learning plans (ILPs) for each and every MMSD student.	1-2 (this action step should occur in conjunction with action step 1)			ILPs for each and every MMSD student; well articulated ILP implementation plan that includes communication plan, accountability measures, ongoing professional development for staff, time to communicate with student(s) and parents relative to student progress	Establish internal MMSD group to create ILP implementation plan that includes a mechanism for community feedback.  Extended employment, substitute teacher time, food, travel to other districts to learn, CBA implications relative to teacher time
3. Determine the multiple pathways to success for our MMSD students based on our definition of a successful MMSD graduate. <ul style="list-style-type: none"> <li>▪ Map our current pathways</li> <li>▪ Determine gaps based on our definition of successful MMSD graduates</li> <li>▪ Establish additional pathways as needed</li> </ul>	3			Creation of multiple pathways document.  Creation and implementation of communication & marketing plan related to multiple pathways.  Development of additional pathways as needed.	Members of action team (priority 1) and staff involved in the development of the ILP action plan will provide leadership relative to action step 3.  Extended employment, substitute teacher time,  2

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Measurable Objective C: Evaluated by new measures to be developed, relationships between:

- staff and students
- staff and homes
- students and students, and
- staff and staff

will improve through explicit professional development on relationship-building, alternative strategies to enhance relationships, and innovative partnerships with community organizations.

Measurable Action Step	Action Team Input (Responsibility of District Leadership)			Visible Result (align to student outcomes)	Resources Needed
	Priority	Responsible Personnel	Time Frame		
1. Develop multiple measures that will better enable schools to understanding the four dimensions of relationships, with a stronger emphasis on positive or strengths-based perspectives.	District Priority #1			As these measures are developed, the district will establish regular data reviews, more public accountability of these measures, and better analysis of the data in school improvement planning.	Research and Evaluation and School Improvement Planning will need to commit considerable time and resources to this action step.
2. Set a minimal threshold or standard of functional school-home communication and, based upon this standard, develop different “mediums” or methods of communication and, when necessary, individualized plans to ensure that every school meets this standard for all of its families.	School Priority #1			After the district has set the standard for school-home communication, schools will be charged with the task of assessing the current methods used and whether individual plans are needed. The most important result will be improved parental involvement of traditionally disengaged families.	District leadership will need to determine the best departmental assignment for this action step, encompassing the setting of the standard and developing processes for planning at the school level.
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.	District Priority #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. <sup>3</sup>
4. Based upon a thorough analysis, maintain and/or expand the activities	School Priority #3			This most visible outcome of this action step will be the	This action step will rely on collaborative work

