

MADISON METROPOLITAN SCHOOL DISTRICT



# STRATEGIC PLAN

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Madison, WI

Submitted to Board of Education  
June 15, 2009

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Proposed

# MMSD Strategic Plan

*These two pages bring together the Strategic Plan's core elements - which makes these pages an Executive Summary. All these elements are also shown further into the document.*

## **Mission Statement**

The mission statement is a clear and concise expression of the district's purpose and function. The Strategic Planning Committee crafted the following mission statement for MMSD:

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.

## **Belief Statements**

Belief statements are formal expressions of the organization's fundamental values. The statements that follow reflect the collective values of members of the Strategic Planning Committee as representatives of our organization and community.

1. We believe that excellent public education is necessary for ensuring a democratic society.
2. We believe in the abilities of every individual in our community and the value of their life experiences.
3. We believe in an inclusive community in which all have the right to contribute.
4. We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive.
5. We believe that every individual can learn and will grow as a learner.
6. We believe in continuous improvement informed by critical evaluation and reflection.
7. We believe that resources are critical to education and we are responsible for their equitable and effective use.
8. We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21<sup>st</sup> Century.

## **Parameters**

The purpose of creating parameters is to place self-determined ground rules and limitations on the district. As such, they sharpen and clarify the district's mission. Parameters reflect how we will do our work and help to create and sustain the culture in which the district, its students, staff, parents, community and Board of Education work. They are the boundaries in which we will operate.

1. The district's highest priority is to create and sustain a learning environment that enables all students to maximize their potential.
2. All individuals are treated with dignity and respect.
3. Expectations are high and clear for all.
4. Community input is valued and actively sought.
5. Families, schools, businesses, organizations and communities work as partners.
6. Communication is timely and accessible.
7. Data informs decisions.
8. Decision-making processes are transparent.
9. The district's culture is one of accountability for work, actions and results.
10. Research-based practices guide instruction.
11. A culture of creativity and innovation is nurtured.
12. Leadership and collaboration are fostered at all levels.
13. Our practices are held to an environmentally ethical standard.

## **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. 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

### **2. 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. Action Plans:

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

### **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

### **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

## **Background**

During the 2008-2009 school year, the Superintendent discussed with the Board of Education the importance of completing a strategic plan for the school district. The current strategic plan had been reformatted in 2000, but had not been completely reviewed for some time. All quality organizations need to revisit important principles of vision, mission, and beliefs and to ensure that the District's key priority strategies are aligned with the current and future critical issues.

A proposal for strategic planning was presented to the Board of Education in December, 2008 (Appendix A). The plan included opportunities for the district to clarify the mission of MMSD, analyze the strengths and weaknesses of the organization, identify important areas of planning focus and determine priority areas for program implementation. A commitment was made to develop this plan during the spring of 2009 using a committee of school and community stakeholders. The first phase of planning occurred on January 13, 29, 30, and 31, 2009. Between February and April of 2009, the second phase of planning occurred using 6 individual teams which met to develop action plans that operationalize the key strategies identified in the first phase of planning.

## **Committee Membership**

A committee composed of school and community stakeholders was utilized to develop the proposed strategic plan. In forming this committee, the goal was to include a wide-ranging group of individuals who could well represent our school district and the broader community in the strategic planning process (Appendix B). In addition, action teams were formed to complete Phase II of the strategic planning process. The membership of these teams consisted of individuals from the strategic planning committee and additional people that had expertise to assist in defining specific action plans (Appendix C).

## **Facilitation**

This proposed Strategic Plan was facilitated by Keith Marty. Dr. Marty has extensive experience working with school districts in developing strategic plans.

## Strategic Planning-Phase I

Phase I of the strategic planning process consisted of defining the following elements:

1. Beliefs
2. Mission
3. Internal Analysis
4. External Analysis
5. Competition
6. Critical Issues
7. Objectives
8. Strategies

This planning occurred in January, 2009.

## Strategic Planning-Phase II

Phase II of the strategic planning process consisted of finalizing the belief statements generated during Phase I planning, developing district parameters under which the strategic plan would be implemented, and action plans for each of the five key district strategies, also developed during Phase I of the plan development. This work occurred between February and April, 2009.

## Elements of the Proposed Strategic Plan

### Mission Statement

The mission statement is a clear and concise expression of the district's purpose and function. MMSD's previous mission statement is found in Appendix D. The new mission statement is as follows:

**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.**

## **Belief Statements**

Belief statements are formal expressions of the organization's fundamental values. The district's original belief statements are also found in Appendix D. The revised belief statements are as follows:

1. We believe that excellent public education is necessary for ensuring a democratic society.
2. We believe in the abilities of every individual in our community and the value of their life experiences.
3. We believe in an inclusive community in which all have the right to contribute.
4. We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive.
5. We believe that every individual can learn and will grow as a learner.
6. We believe in continuous improvement informed by critical evaluation and reflection.
7. We believe that resources are critical to education and we are responsible for their equitable and effective use.
8. We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21<sup>st</sup> Century.

## **Parameters**

The purpose of creating parameters is to place self-determined ground rules and limitations on the district. As such, they sharpen and clarify the district's mission. Parameters are not board policy nor are they intended to be the routine operational rules and procedures that exist in our district. Parameters reflect how we will do our work and help to create and sustain the culture in which the district, its students, staff, parents, community and Board of Education work. They are the boundaries in which we will operate.

1. The district's highest priority is to create and sustain a learning environment that enables all students to maximize their potential.
2. All individuals are treated with dignity and respect.



3. Expectations are high and clear for all.
4. Community input is valued and actively sought.
5. Families, schools, businesses, organizations and communities work as partners.
6. Communication is timely and accessible.
7. Data informs decisions.
8. Decision-making processes are transparent.
9. The district's culture is one of accountability for work, actions and results.
10. Research-based practices guide instruction.
11. A culture of creativity and innovation is nurtured.
12. Leadership and collaboration are fostered at all levels.
13. Our practices are held to an environmentally ethical standard.

### **Internal Analysis**

An internal analysis was completed which created a description of perceived strengths, opportunities, weaknesses, and threats (SWOT Analysis) of the Madison Metropolitan School District. In developing this analysis, the Strategic Planning Committee worked in small groups.

The following information is the Strategic Planning Committee's analysis of strengths and opportunities. The information is provided in the manner in which it was created by the committee with no editing other than eliminating duplicate ideas. It is not listed in any priority order.

### **Strengths**

- Academic achievement: highest number of merit scholars in State, highest average ACT score in state
- Critical mass of smart kids
- White and high socio-economic children do well

- Extracurricular activities; after school programs
- Diverse population
- High quality teachers; great staff
- Cultural competence
- Strong professional development and research to support practice (coaches in schools, mentor program)
- Breadth of course offerings
- Strong community support – partnerships; lots of volunteers; successfully passed referendum
- University support -- 91 student teachers
- Highly involved parents
- PTO driven programs
- Strong alternative programming where relationships are valued
- Services provided to students with special needs, ESL/ bilingual, special education, etc.
- Sense of community in schools
- School Board reorganization
- MSCR and community centers
- Variety and number of sports programs
- Mayor's in the house but not running schools
- Big budget, especially per pupil
- Number and variety of schools and programs; charter schools
- Access to technology
- Candid, transparent about problems
- Neighborhood schools
- Strong reading programs: 3<sup>rd</sup> grade reading, Reading Recovery, Read 180, SOH
- Attendance
- Student buddy program
- MTI

### **Opportunities**

- Using children to teach/mentor other children
- Graduation rate – 84%
- The teacher contract
- Using technology to create a virtual school; online programming;
- Infinite Campus Parent Portal underutilized
- Low socio-economic children not doing as well as they are able
- Importance of improving academic success of black males and students from low socio economic
- White flight to suburbs
- Strengthen building leadership

- Strengthen teaching practices; increase use of best practice
- Improve website to foster communication, connection
- Strengthen staff development - curricular and behavior management
- How staff engage with children and their families
- Increase diversity of staff
- Cultural competence not utilized, recognized
- Increase ways families engage with schools – it's not just PTO/A anymore
- Development of curriculum by teachers
- Raise expectations for success
- Provide 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
  - Create more opportunities
- Suspension and expulsion policy and process
- More community partnerships
  - City/County government/School collaboration, support
  - Better collaboration with business community
- Engage students in decision making
- Better collaboration
- Sharing ways of being successful between schools
- Better engage disconnected youth; engage all students
- New superintendent
- More innovative ways of teaching
- Expand number of credits to graduate – don't limit opportunities
- Better utilize resources UW, MATC
- Expand apprenticeship opportunities, trades programs

## Weaknesses and Threats

The information below represents small group discussion about internal weaknesses and threats. The information created by the committee was categorized with no additional editing other than eliminating duplicate ideas. It is not listed in any priority order.

- Achievement
  - Graduation rates
  - ACT not being taken by all students
  - Literacy skills – range in proficiency
  - Low attendance in some groups
  - High dropout rate in some groups
  - Low achievement in some groups
  - Enrollment in advanced classes doesn't match district demographics (ethnic diversity)
  - Low graduation rates for students of color
- Achievement gap
  - Not meeting the needs of some kids
  - District not successful with all kids
  - Graduation rate
  - Grades
  - Attendance
  - Suspension/expulsion
  - Inconsistent expectations
  - Achievement gap for minority, special education, low socio-economic
- Budget
  - Challenging; just holding own
  - Inadequate budget
  - Athletic funding model
  - Lack of school district finance transparency
  - Conflicting messages to public regarding finances
  - Improve monetary reciprocity with UW
  - Property tax funding model
  - Revenue caps/QEO
- Curriculum
  - Foreign Language
  - AP offerings
  - Consistency
  - Math and Writing
  - Lack of culturally relevant curriculum
  - Access to AP classes – limited at alternatives
  - Lack of real world teaching application
  - Marginalization of arts
  - Lack of input of teachers on curriculum decisions
  - Lack of foreign languages and classes start too late!
  - Erosion of advanced learning opportunities for advanced learners
  - Standardized curriculum ↓ flexibility in schools.
  - Need one class that is really fun!
  - Imbalance between what students want and what is being taught

- Lack of inclusiveness in curriculum
- Inconsistent curriculum across High Schools
- **Data/Measuring Progress**
  - No good measures of how we're doing. Need better measures – data analysis
  - Reporting of progress is ineffective
  - Greater analysis of our district data (deeper); Annual report; principal and teacher ability to manipulate data
  - Lack of parent education regarding reporting
  - Lack of effectiveness, cost, benefit, analysis of programs
- **Demographics**
  - Declining population of non-low income students
  - Increase in special education students without commensurate funding increase
  - Increased numbers of families leaving MMSD
  - Increased number of low-income students and challenge of meeting their needs
  - Slow trend upward in % of students in private school
  - Special education incidence rates disproportionate to state
  - Division of SW part of the city
  - Rental housing policy (concentration of low income students in some schools).
  - More open enrollment transfers out than in
  - Inequitable internal transfer
- **Educational Model and Structure**
  - School structure too inflexible
  - Lack of willingness to try flexible options
  - Industrial assembly line model of school
  - Tracking by another name
  - Lack of team and planning time
  - 20<sup>th</sup> century thinking/methods
- **Facilities**
  - Aging buildings
  - Buildings/maintenance
- **Leadership**
  - Lack of “grow your own” leadership
  - Inconsistent effectiveness in principals across district
  - Top heavy on building administrators
  - Lack of inclusive decision making at all levels
- **Perceptions of our schools**
  - Perception of safety – lack of
  - Open enrollment perception – transfers out, families opting out
  - Perception among some that school isn't welcoming environment
  - Perception that district doesn't have good talented and gifted programs
  - Brand management – need improved understanding by community
  - Public perception; lack of PR
  - Poor perception of teaching as a profession
  - PR with families and communities about school successes
  - Threat of white flight and middle class flight.
  - Bright flight
  - Perception of East/West divide.

- 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 high school/post-secondary advice
  - 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

- Staff
  - Recruiting and retaining diverse staff
  - Lack of diversity in faculty/staff administration (ethnic and linguistic)
  - Staff not uniformly strong, particularly in dealing with ranges/diversity, academic and behavioral
  - Lack of cultural sensitivity and competence of staff
  - Attracting high quality staff in shortage areas
  - Teacher training to help teachers be more successful – not fully prepared for today's challenges
  - Recruiting, especially ESL/bilingual
  - Don't pay "good" teachers enough and pay "bad" teachers too much
  - Inconsistent evaluation of teachers, consequences
  - Systems of hiring and recruiting teachers
  - Capacity to teach African American students
  
- Teacher contract
  - Lack of responsiveness; need to change over time
  - Complexity
  
- Technology
  - Infrastructure, old wiring, not enough computers, access
  - Network and network capacity
  - Software
  - Hardware
  - Use of Infinite Campus
  - Don't tap into UW fiber system
  - Ability to access data
  
- Transportation
  - Costs
  - Logistics
  - Time
  - Madison Metro
  
- Other
  - Lawsuits filed against MMSD
  - Lack definition of good teaching
  - Lack of coordinated planning and policy development (with City and County Executive).
  - Lack of recognition of complexity of teaching today.
  - Lack of focus on key initiatives (too many).
  - "Madison smugness"
  - Distractions
  - No Child Left Behind
  - Imbalance between BOE, teachers, Union, district administration.
  - We hide our weaknesses
  - Bureaucracy
  - Breakfast/lunch programs
  - Lack of outreach to external transfers, home schoolers, school choice
  - Not good enough at engaging non-teacher educators (community)
  - Not serving children of color well-lower expectations of ability; families not welcome

## External Analysis

An external analysis was completed which allows the district to look into the future by predicting events and conditions anticipated during the next five to ten years and their impact on the organization. There are and will be factors over which the district has no control, but that does not mean that these external factors must necessarily control the organization. External factors are defined to prevent surprises that may negatively affect MMSD's ability to accomplish its mission. This information is provided in the manner in which it was created by small groups during the Strategic Planning Committee work, without editing. It is listed in no particular order.

<b>Economic Factors</b>	
<b>Part/Component</b>	<b>Impact</b>
Housing affordability	Concentration of low income, demographics
Affordable child care	Lack of quality options 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	Limits extended day opportunity Parent participation
Economic down turn	Less non-local government money Fundraising may be affected Delayed staff retirements
MMSD budget	Can't replace textbooks Decline in Arts opportunities Decrease in co-curricular activities Reduced resources for building maintenance
Special needs magnet	Lower funding resources affect our ability to properly handle; affects all kids and programming
Increasing price of health care insurance premiums	Wages and benefits
<b>Technology Factors</b>	
<b>Part/Component</b>	<b>Impact</b>
Classroom technology	Less ability to provide 21 <sup>st</sup> century skills
Faculty access	Less access to productivity support
Family access	Increased or decreased communication and involvement Time efficient Parent/child difference in understanding
Assistive technology	Increased participation Levels playing field for some students Increased opportunity to demonstrate knowledge Access to more curriculum
Access at home (broadband)	No input provided
Technical Support	No input provided
Online learning (remote/virtual)	Increased choices/opportunities for students Raise revenue? Raise enrollment Social isolation (physical) Reduce needs for transportation and physical space



Ethics of technology	Evaluation of use Appropriate use Hardware—copyright issues Hardware—ownership of resources
Student access to technology in school	Increased collaboration 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	Disparity in access Better student learner WiFi
Pace of change	Expensive Time consuming Training More efficient Balance “more” mentality

**Central Office/Board**

<b>Part/Component</b>	<b>Impact</b>
Communication	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	Positive/negative reporting of what is going on Highlight assets
Decision making	Squeaky wheel need gets addressed vs. stated 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

**Community Partnerships**

<b>Part/Component</b>	<b>Impact</b>
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	No input provided
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 for some; opportunity for some
Police	Safety, education, punitive, intimidating
Minority Student Achievement Network	Prof development, student voice, leadership, achievement
Madison Metro	Transportation Dictates school schedule
Area, AIES	Pre-school education, academic/cultural enrichment
Arts/Culture Organizations	Cultural enrichment, access to arts
YMCA	No input provided
Charles Hamilton Houston Inst.	No input provided
Political	
Part/Component	Impact
Democratic administration	Increased funding and focus
State legislature/economy/Governor	Changes "No Child Left Behind" legislation Unfunded mandates: student/staff ratio, Resources for new technology & upgrades 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	No input provided
Citizen groups	No input provided
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
Demographics	
Part/Component	Impact
More ELL students (Spanish – 11% Hmong – 3% 61 languages under 1%)	Creates barriers between students and others 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 Identification of TAG students with language barrier; curriculum Progress in students' native language; challenge of same Challenge of non-literate, non-English speaking families
Immigration status related issues	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
Low Income	Health care needs of students Nutrition status Student mobility Inconsistent educational experience Family stress Relationship to academic performance
Race	African American males (across income) lowest academic achievement Violence in African American female group
<b>Social</b>	
<b>Part/Component</b>	<b>Impact</b>
Gangs	Unsafe schools Academic achievement Student division
Racism	Low expectations Social peer division Academic achievement Safety Disengaged parents
AODA	Health issues Academic Safety Crime Relationships
Peer Pressure	Academic Relationships Safety
Socio-Economic	Academic Relationships Safety
Work/Family balances	Academic Relationships Safety
Harassment and bullying	Academic Relationships

	Safety
Neighborhood/community issues	Academic Relationships Safety
Access to Health Care	Academic Relationships Safety
Affordable housing	Academic Relationships Safety
Health awareness	Academic Relationships Safety
Pop culture	Undermines school culture Academic
Technology	Communication gaps Plus and minus impact on academic Bullying Harassment

### Educational Trends

Part/Component	Impact
No Child Left Behind <ul style="list-style-type: none"> <li>• High stakes testing</li> <li>• Comparing schools</li> </ul>	Drives instruction/curriculum content Minimizes critical thinking Draws attention to students not being reached Imposes external priority and lost 21 <sup>st</sup> century skills
Shift in viewing school campus (e.g. virtual schools) Alternatives in district and outside district Globalization	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	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"> <li>• Technology</li> <li>• Broader than texts</li> </ul>	No input provided
Teaching prep and certification alternatives (“lateral entry”)	Can positively impact diversity
Team teaching	No input provided
Multidisciplinary	No input provided
Small learning communities	No input provided
Multi age groupings	No input provided
Time shifts scheduling	No input provided
Facility use for other purposes	No input provided
Ethics education	No input provided

## Competition

Competition is defined as any other organization providing the same marketplace activities. The identification of sources of competition forces us to acknowledge our relative advantages and disadvantages and to consider the points on which competition creates the most vulnerability. The following sources of competition exist and need to be considered as the district continues to provide services to our students and families. This information is provided in the manner in which it was created by small groups during the Strategic Planning Committee work, without editing. It is listed in no particular order.

Competition Source	Their Advantages	Our Advantages	Our Vulnerability
<b>Other Districts and Systems World Wide</b>	<ul style="list-style-type: none"> <li>• Homogeneity of income, race, and language</li> <li>• Smaller size/ratios</li> <li>• Less competition in academics and athletics</li> <li>• Newer facilities</li> <li>• Better technology</li> <li>• Better funded</li> <li>• Safety</li> <li>• Neighborhood schools or closer</li> <li>• Community loyalty</li> <li>• Affordable housing</li> <li>• Academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Program offerings/choice</li> <li>• Diversity in families, schools, people</li> <li>• Collaboration with UW and other colleges</li> <li>• Buildings with character</li> <li>• Higher profile</li> <li>• Academic achievement</li> <li>• Inclusive learning community</li> <li>• Special Education choices</li> <li>• Neighborhood school loyalty</li> <li>• “Madison coolness”—urban, sustainable, transportation</li> <li>• School choice</li> <li>• Great teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Realtors</li> <li>• Size (district)</li> <li>• Tax base</li> <li>• Perceptions about schools, safety, and academics</li> <li>• Limited affordable housing</li> <li>• Housing patterns—demographics, transportation</li> <li>• Facilities</li> </ul>

Competition Source	Their Advantages	Our Advantages	Our Vulnerability
<b>Private Schools</b>	<ul style="list-style-type: none"> <li>• Student/teacher ratio</li> <li>• Greater responsiveness to parents</li> <li>• No mandates</li> <li>• Selective</li> <li>• Resources</li> <li>• Perception that better</li> <li>• Safer – no gangs, fewer police calls</li> <li>• \$\$\$ control</li> <li>• K-8 – no Middle School transition</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• More curricular and extra-curricular choices</li> <li>• Accountability</li> <li>• Better professional development =&gt; better teachers</li> <li>• Locational advantage</li> <li>• Support staff</li> <li>• Partnerships</li> <li>• FREE</li> <li>• Transportation</li> <li>• Special Education Services</li> </ul>	<ul style="list-style-type: none"> <li>• Less flexible</li> <li>• Restrictions based on mandates</li> <li>• Public perception of safety, quality, rigor</li> <li>• Funding</li> <li>• Demographic changes</li> </ul>
<b>Home Schooling</b>	<ul style="list-style-type: none"> <li>• Culturally relevant</li> <li>• Convenience</li> <li>• Customization</li> <li>• Innovative approach</li> <li>• Addresses different learning styles</li> <li>• Easier to integrate what is learned</li> <li>• Focuses on “how to learn”</li> <li>• Experiential</li> <li>• Constant learning</li> <li>• Less stress, pressure</li> <li>• Organic pace</li> <li>• More time for mastery</li> <li>• Parents’ engagement and control</li> <li>• Unstructured love of learning</li> <li>• Just-in-time learning</li> <li>• Avoids negative aspects of public school environment</li> <li>• Teacher-student ratio</li> </ul>		<ul style="list-style-type: none"> <li>• Culturally relevant</li> <li>• Customization</li> <li>• Less stress, pressure</li> <li>• Organic pace</li> <li>• More time for mastery</li> <li>• Avoids negative aspects of public school environment</li> <li>• Teacher-student ratio</li> </ul>

Competition Source	Their Advantages	Our Advantages	Our Vulnerability
<b>Virtual (Not MVC)</b>	<ul style="list-style-type: none"> <li>• Flexible</li> <li>• Broader geographical reach</li> <li>• Low/no overhead</li> <li>• Certified teachers</li> <li>• On demand               <ul style="list-style-type: none"> <li>◦ Repeat</li> <li>◦ Control pace</li> </ul> </li> <li>• One on one</li> <li>• Engaging</li> <li>• Change curriculum rapidly</li> <li>• No bullying</li> <li>• Learn to monitor own learning</li> <li>• Available in other languages</li> </ul>	<ul style="list-style-type: none"> <li>• Social interaction</li> <li>• Broad spectrum of offerings</li> <li>• Lower costs</li> <li>• Range of support in building</li> <li>• Personnel</li> <li>• Library</li> <li>• Highly trained teachers</li> <li>• Diversity</li> <li>• Extra-curricular</li> <li>• Personalized and timely feedback</li> <li>• Multi-dimensional strategies</li> <li>• Learning from other students</li> <li>• Teams/projects</li> <li>• Flexible to use online as needed</li> <li>• Credibility of MMSD diploma</li> <li>• Leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• If we don't incorporate positive aspects</li> <li>• Can offer AP courses that we don't have</li> <li>• Oversight/management is not transparent</li> <li>• Perceptions that MMSD schools aren't safe</li> <li>• Budget cuts</li> <li>• We don't market ourselves well</li> <li>• Brick and mortar changes slower</li> <li>• Lack of awareness of MVC within brick and mortar</li> <li>• Lack of opportunity for parent involvement</li> </ul>
<b>GED</b>	<ul style="list-style-type: none"> <li>• Noncompulsory</li> <li>• Flexible schedule</li> <li>• More time efficient</li> <li>• More personalized</li> <li>• Treated more as adult</li> <li>• Clear requirements and outcomes</li> <li>• Students are highly motivated</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional diploma more highly valued by some</li> <li>• Broader range of skills</li> <li>• More rounded experience</li> <li>• More social opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• MMSD structure is less flexible because of mandates, custom and historically entrenched systems</li> </ul>
<b>4K</b>	<ul style="list-style-type: none"> <li>• All day option</li> <li>• Pre-existing</li> <li>• Curricular flexibility</li> <li>• High quality education</li> </ul>	<ul style="list-style-type: none"> <li>• More resources</li> <li>• Formal curriculum tied to future education</li> <li>• Certified teacher requirement</li> <li>• Preparing students for kindergarten experience</li> <li>• Open to all students</li> <li>• Potential for early success</li> <li>• Better contract options</li> </ul>	<ul style="list-style-type: none"> <li>• Dane County has 5 other districts with 4K</li> <li>• Physical space</li> <li>• Financial</li> <li>• Contractual</li> </ul>

Competition Source	Their Advantages	Our Advantages	Our Vulnerability
<p><b>Work/Dropout</b></p>	<ul style="list-style-type: none"> <li>• No SSN</li> <li>• Undocumented don't have post secondary option</li> <li>• Paid</li> <li>• Independence</li> <li>• No homework</li> <li>• Adult status</li> <li>• Support family needs</li> <li>• Feedback about accomplishment</li> <li>• Manage for themselves</li> <li>• Feel successful</li> <li>• Relevant/real world</li> <li>• Social connections</li> <li>• Tech. college available</li> </ul>	<ul style="list-style-type: none"> <li>• Career skills</li> <li>• Increased safety</li> <li>• More supportive environment</li> <li>• HS Diploma</li> <li>• Broaden world view; access to diversity</li> <li>• Brain development</li> <li>• Decision making</li> <li>• Protection</li> <li>• Social connection</li> <li>• Alternatives within district</li> <li>• Extra curricular</li> <li>• Post secondary options</li> </ul>	<ul style="list-style-type: none"> <li>• Vocational Education is stigmatized and limited</li> <li>• Family crises</li> <li>• Child care</li> <li>• Independence/self sufficient</li> <li>• Undocumented/lack of safety to seek help</li> </ul>
<p><b>Parochial Schools</b></p> <p>Edgewood Queen of Peace St. James High Point St. Maria Goretti Blessed Sacrament St. Dennis Abundant Life Immaculate Heart of Mary Lakeside Lutheran</p>	<ul style="list-style-type: none"> <li>• Can teach and practice religious belief</li> <li>• Don't have state mandated standards</li> <li>• Do not have certified teachers</li> <li>• Select students and dismiss</li> <li>• High level of parent engagement and support</li> <li>• Loyal alumni</li> <li>• Their per pupil cost is lower</li> <li>• Elite brand</li> <li>• Attract athletes</li> <li>• Perception of consistent, rigorous curriculum</li> <li>• Don't have to reveal test scores, demographics or achievement</li> <li>• Perception of safety</li> <li>• Generally smaller learning environments</li> <li>• Parents perceive they have more control</li> <li>• Promote family's values</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity, healthy, real</li> <li>• More comprehensive education</li> <li>• More highly qualified and certified teachers</li> <li>• We accept all – regardless of need</li> <li>• Contracts or fundraising not required</li> <li>• No tuition</li> <li>• Within district choice</li> <li>• More options, broader with extra curriculum</li> <li>• Taxpayer and whole community support</li> <li>• Transparency</li> <li>• Real life safety</li> <li>• Small and large schools, sections, avail of options</li> <li>• Promote democratic values for global citizens</li> </ul>	



## Identification of Critical Issues

Critical issues are those issues that the district must deal with if we are to survive or recreate ourselves in the context of our stated mission. The identification of critical issues provides a compelling rationale for the deployment of resources. The following critical issues were identified in the context of strategic planning. A consensus process was used to prioritize the issues. They are listed here in rank order based on the importance committee members placed on each issue.

Rank Order	# of Times Identified as a Priority Issue	Item
1	76	24. Achievement Gap
2	65	6. Recognizing the tension in the system to meet the needs of all students—those who are traditionally successful and those students whose needs are not being met. Raise bar for all – not some student groups at the expense of other student groups
3	47	5. Outdated model of education. Not meeting needs of s students for 21st century
4	36	22. Culturally relevant curriculum especially African American
5	35	4. Opportunity for success for every student (Graduation rate)
6	31	14. More rigorous resource allocation based on effectiveness
7	28	10. Staff composition reflects student body
8	27	15. Safe and welcoming environment
8	27	25. Budget
9	23	17. Curriculum rigor
10	20	1. Improving teaching and engagement skills of teachers
11	17	7. Unless we find a way to give each and every student meaningful relationships with adults who make them feel valued
11	17	19. Coordination and cooperation across schools
12	16	13. 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)
13	14	18. Partnerships to support schools: Community; Public/private
13	14	20. Inclusiveness and decision making internal/external transparency
14	11	11. Not addressing individual student needs
15	10	21. System accountability
16	8	16. Self imposed structures are debilitating
17	7	3. Lack of culture of learning and success for all students
18	4	2. Better authentic assessment of students, leading to increased support
19	3	9. Equity in technology.
19	3	12. Can we provide a comprehensive educational experience?
19	3	23. Continuous individualized training for staff
	0	8. Improve Graduation Rate

## 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
3	47	Outdated model of education. Not meeting needs of 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?

<b>Rank Order</b>	<b># of Times Identified as a Priority Issue</b>	
6	31	More rigorous resource allocation based on effectiveness
8	27	Budget
19	3	Equity in technology.

### Organization/Systems

<b>Rank Order</b>	<b># of Times Identified as a Priority Issue</b>	<b>Item</b>
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 21st century
8	27	Safe and welcoming environment
11	17	Coordination and cooperation across schools
13	14	Partnerships to support schools: Community; Public/private
13	14	Inclusiveness and decision making internal/external transparency
15	10	System accountability
16	8	Self imposed structures are debilitating
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 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)

### **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.

### **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.

# Action Plans

Proposed

## Strategic Objective: Student

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*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.*

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### Student Action Plan Focus Areas

- Achievement for All Students
  - Relationships
  - Transitions

# 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



Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
2. Explore and review existing structures that support the potential development and implementation of individual learning plans.	1			Existing structures and functions are understood and listed so that they can be incorporated into the ILP plan if appropriate.	Action Team (as described under resources for action step 1)
3. 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 feedback.  Extended employment, substitute teacher time, food, travel to other districts to learn, CBA implications relative to teacher time
4. 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 (as described under resources for action step 1) and staff involved in the development of the ILP action plan (as described under resources for action step 3) will provide leadership.  Extended employment, substitute teacher time, food.  Additional resources will need to be determined once pathways are established. Funds to communicate and market pathways will be necessary.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Establish and implement a system of measurement to determine student success and district progress to eliminate the achievement gap.	3			<p>Multi layer system of measurement established and implemented. Measurement system includes but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ Formal assessments (e.g., WKCE, Explore, Plan)</li> <li>▪ Student progress relative to ILP goals and success/ progress over time</li> <li>▪ High school completion rates</li> <li>▪ Student participation in continuing education opportunities beyond high school</li> </ul>	<p>Members of action teams described above will participate in developing system of measurement. Staff from Research and Evaluation will need to be active participants.</p> <p>Extended employment, substitute teacher time</p>

Proposed

# Madison Metropolitan School District Strategic Plan

## Student Action Plan—Relationships

**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:** Relationships between:

- staff and students
- staff and family
- 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. Strategies to measure this objective will be developed.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Develop multiple measures that will better enable schools to understand the four dimensions of relationships, with a stronger emphasis on positive or strengths-based perspectives.	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.	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.

<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
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.

# Madison Metropolitan School District Strategic Plan

## Student Action Plan--Transitions

**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:** Within five years, the district will develop consistent, systemic and sustainable transition processes from:

- Early Childhood to school – Communication strategies needed to support young children as they transition to school programs.
- Home to school – From home to the point of entry into a school including ongoing communication.
- Family service providers to school – Collaboration needed to support students and families as they move between community providers and schools.
- Teacher to teacher – Communication strategies needed to support students as they progress across grades.
- School to school – Collaboration needed to support students and families as they move between schools.
- District to district – Expedient contact with the sending or receiving district to obtain or receive records within 10 days.
- School to post-high school – Learning plans should address transition plan for student.

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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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>

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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 data from the instruments to determine transition plans for improvement for future years.	3		October 31 of each year		See #2

Proposed

## Strategic Objective: Curriculum

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*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.*

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### Curriculum Action Plan Focus Areas

- . Accelerated Learning
- . Authentic Assessment
- . Culturally Relevant
- . Flexible Instruction
- . Participatory Education
- . Rigor

## 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.

**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.

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



<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
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	2			District-wide professional development plan	Professional development time and teaching team
4. Identify specific outcomes linked to newly devised accelerated learning systems (e.g. a goal for an increase in minority and low income students' participation in AP programming and other advanced courses and programs.)	3			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	2			Revised elementary, middle and high school curricula to support increased advanced placement participation	Professional development for teachers; time for curriculum work on articulation

\*Accelerated learning opportunities or systems refer to a sequence of learning options that address the next level of challenge for a student.

# 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.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<b>Teacher leadership teams across all levels (Pre-K-12) and all content areas will:</b>					
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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<b>Teacher leadership teams across all levels (Pre-K-12) and all content areas will:</b>					
5. Formalize the analysis of assessment data to inform continuous improvement efforts at the classroom, school and district level.	3			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.	Professional development for administrators and other staff
6. Review and revise common authentic assessments annually to reflect current research-based practices in each content area.	3			Timeline for annual review of assessments published.	Instructional Leadership time.
7. Use assessment data to make continuous improvements at the classroom, school and district levels.	3			The use of assessment data to determine improvements will be embedded in standard practice as reflected in District improvement plans and school improvement plans.	Resources to revise district and school improvement processes to incorporate

Proposed

# 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 Objective:** MMSD staff will develop and implement culturally relevant teaching strategies, in particular addressing African American students, across the content areas in order to help all students achieve Wisconsin and MMSD standards.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	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 that represent the cultural backgrounds of the students present.</li> </ul>	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>

<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
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 systems for culturally relevant education.	2			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

<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
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 rack 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

## 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.

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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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"> <li>• Positive results on assessments that measure individual student progress over time (value added).</li> <li>• Positive results on common authentic assessments</li> <li>• Increases across demographic groups on WKCE</li> </ul>	Time for team collaboration; Extended employment and/or sub release

Proposed



## 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			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.

<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
5. Students will have input into identifying the methods from which they will demonstrate understanding.	3			Identification of multiple modes of assessment across classrooms.	Professional development on standards based assessment.

Proposed

## 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 of an assignment for students based on the essential and enduring knowledge of the coursework or task.

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

<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
4. Ensure alignment among MMSD mandates, the strategic plan, and all BOE approved plans.	1		On-going		Professional development
5. Higher-level thinking strategies and 21 <sup>st</sup> 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 developing essential knowledge, understanding and application	1			Student scores on authentic assessments show continual improvement	Professional development

\*21<sup>st</sup> Century Learning Skills includes two broad areas: Learning and Innovation Skills (creativity, innovation, critical thinking, problem solving, communication, and collaboration) and Life and Career Skills (flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity, accountability, leadership and responsibility).

## **Strategic Objective: Staff**

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*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.*

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### **Staff Action Plan Focus Areas**

- Professional Development**
- Recruiting and Retaining Staff**

**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.

**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	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>2. 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</p>	<p>1</p>	<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>	<p>September 2009 on-going thereafter</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. Collaboration time</li> <li>2. All instructional staff will provide on-site support such as: coaching, consultation, and/or teaching.</li> </ol>

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
4. The district will collaborate with the community to develop inclusive culturally responsive schools	1	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)	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.	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	1. Collaboration time (during the school day) 2. Extended employment 3. Sub release



Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>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; this facilitates high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21<sup>st</sup> Century technologies, content, and skills so as to ensure high levels of learning by <i>all</i> students as measured by improved student achievement.</p>	1	<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>	<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>	Existing Resources

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>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.</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>

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>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.</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, and 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 effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development. Possible needs:  <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> </p>
<p>8. The district will develop systems and approaches to coordinate and link separate and specific professional development initiatives for teachers and other staff.</p>	1			<p>Delivery of professional development is more efficient and relies less on substitute teachers. It is consistently aligned with strategic priorities.</p>	<p>Existing Resources</p>

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
9. Foster partnerships with university and college pre-service teacher preparation programs so that quality program offerings that are a match to MMSD's needs are available to staff.	2			Partnerships are established with institutions of higher education to provide continuing education aligned to strategic priorities.	Existing Resources

Proposed

## 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.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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 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

<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
7. Expedite the posting and offer/acceptance procedure.	1	Human Resources	12 Months	“	Existing Resources
8. Annually review and evaluate the hiring and recruitment process.	1	Human Resources	12 Months	“	Existing Resources
9. Reinstigate the Grow Our Own Administrator Program.	2	Superintendent	18 Months	“	3.0 – 4.0 FTE to release staff from current positions
10. Develop a formal mentoring system for principals to mentor new principals – peer assistance system.	1	Assistant Superintendents	6 Months	“	Existing Resources Plus a Small Stipend for Mentors
11. Survey administrators after the initial year of employment to gain feedback regarding first year experiences. Assist in identifying areas of needed support. Peer assistance and review system for teachers and administrators.	2	Human Resources and Assistant Superintendents	6 Months	“	Existing Resources
12. Develop a culture that embodies the belief that retention of staff of color is everyone’s responsibility and include communities of color in retention efforts.	1	Special Assistant to the Superintendent	12 Months	“	Existing Resources Plus .5 FTE Clerical
13. Provide more professional development for administrators to interview in a culturally competent manner.	1	Human Resources, Select Govt Programs and Special Asst to the Superintendent	12 Months	“	Existing Resources Plus Consulting Fees
14. New hires will receive a Culturally Responsible “Welcome to Madison” package from the community.	3	Special Asst to the Superintendent	12 Months	“	Existing Resources

## **Strategic Objective: Resource/Capacity**

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*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.*

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### **Resource/Capacity Action Plan Focus Areas**

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

## 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	2			Five Year Budget Plan exists and is transparently communicated.	Existing Resources



## Madison Metropolitan School District Strategic Plan

### Resource/Capacity Action Plan—Pursue Necessary 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:** Pursue necessary resources

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Develop ongoing strategies to identify resources that leverage outcomes	1			Increased resources that are aligned to priority outcomes.	Re-orient existing structures if possible. External partners
2. Analyze possible partnerships and collaborations (private, public, CESA) which might aid in more efficient delivery of service	1			The number of partnerships will increase.	Existing resources External partners
3. Use data to develop marketing/branding mechanisms and strategies in order to, for example, retain current students and recruit students to MMSD	1			Retention of MMSD students will increase. A plan with defined strategies for marketing MMSD brand is developed.	External partners
4. Develop joint lobbying agendas with municipalities and other school districts	2			BOE support and approval of lobbying agenda, especially those incorporating partnerships with other municipalities or districts.	Existing resources External partners
5. Analyze fiscal impact of state laws affecting education, e.g., open enrollment, attachment or annexation, etc.	2			Comprehensive analysis of all state funding is completed and made public.	Existing resources

**Madison Metropolitan School District Strategic Plan**  
**Resource/Capacity Action Plan—Rigorous Evaluation**

**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:** Conduct rigorous evaluations of programs, services, and personnel

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Identify appropriate quantitative and qualitative evaluation methods to answer questions related to the key district goals.	1			Matrix of programs and methods with capacity to conduct defined analyses	Staff, external partners
2. Inventory the existing data sources in core content and program areas and business functions	1			Data map	Staff, technology, external partners
3. Identify data gaps from existing sources in relation to key district priorities (reading, math, and science), and devise systems to collect data to fill any gaps	1			Data needs	Staff, technology, external partners
4. Leverage time for school buildings and departments to analyze data and strategize appropriate responses to that data.	1			Building-specific plans would be created in response to the data.	Release time for school staff; Data discussion facilitators
5. Conduct value added analysis in appropriate key core content areas (reading, math) by grade level, student subgroups. Correlate these results with best instructional practices and professional development strategies.	1			Report produced that includes interpretation	Staff, external partners

<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
6. Analysis of district non-academic functions, e.g., energy use, transportation, Fund 80, and calendar, to identify cost efficiency options.	1			Report produced including comparison of district with other Wisconsin districts	Staff, external partners
7. Identify appropriate rigorous standards (i.e., commonly accepted national standards, NAEP) and benchmark comparisons (e.g., the district against itself over time, State of Wisconsin, large Wisconsin districts, etc.) for all key student outcomes.	1			Standards and benchmarks approved	Staff, external partners
8. Conduct cost analysis by subject, grade level, school, (cost per student), and then correlate this data with student outcomes; conduct this as a longitudinal analysis. Explore implications for site-based planning and resource allocations.	2			Report produced that includes interpretation	Staff, external partners
9. Evaluate alternative employee compensation systems and features.	2			Report produced, if changed perhaps a more competitive compensation system to attract and retain staff	Staff, external partners

## **Strategic Objective: Organization/Systems**

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*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.*

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### **Organization/Systems Action Plan Focus Areas**

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

## 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

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

## Madison Metropolitan School District Strategic Plan

### Organization/Systems Action Plan—Climate

**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:** Our schools will be safe and secure and foster a climate of respect and acceptance for all

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The district will actively support all schools in successfully meeting their climate goals as stated in their school improvement plan.	1			Schools will meet the annual climate goals included in their school improvement plan.	Increase time for schools to develop and implement school improvement plans.
2. All schools in the district will collaborate with community based organizations and agencies to foster a safe, bully-free community.	2			Students and parents will report decreased incidents of bullying and harassment.	Identify liaison in district to foster partnerships with community organizations that can help to address these issues.
3. All schools in the district will have a welcoming main entrance with clear signage in multiple languages.	2			Walk through of each building	Financial support for signs
4. All schools in the district will develop and implement behavior and discipline practices that are consistent, systemic, systematic, positive, restorative and data driven.	1			Reduction in disciplinary referrals, suspensions, and expulsions. Reduction in staff needed to manage behavior issues.	Continue professional development and support for Behavior Coaches.
5. All schools in the district will use data collected from various sources such as, but not limited to, climate surveys and friendly observers to continuously improve the climate within their buildings.	2			Student and Parent Climate surveys report increased satisfaction with feeling safe, welcome, and included in every school.	Increase resources for data analysis.
6. MMSD will improve the content and use of Climate Surveys.	2-3			Revised Climate Survey	Existing resources

## 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
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



<b>Measurable Action Step</b>	<b>Priority</b>	<b>Responsible Personnel</b>	<b>Time Frame</b>	<b>Visible Result</b>	<b>Resources Needed</b>
4. Study trends in out-of-district transfers; continue initiatives toward surveying families leaving; develop strategy to reduce the number of transfer requests. Also gather information about MMSD and its programs and students from residents who do not have children attending school.	1			The number of families leaving MMSD will decrease. A report is published annually that summarizes information from families leaving the district	Additional resources for data collection and analysis
5. Survey recent graduates about their experiences; use the information to identify needed improvements and publicize the benefits of graduating from MMSD.	2			Graduate surveys will show increased satisfaction with their experiences in MMSD.	Additional resources for data collection and analysis
6. Build staff capacity to participate in the public communication process.	2			Increase the number of opportunities for staff to discuss and understand key points about the benefits of MMSD and major district initiatives and practices.	Additional resources— staff time

**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
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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
4. Expand technology or virtual classes and options to increase the district's ability to meet diverse learning styles.	1			Increase in the number, variety, and participation in virtual classes.	Resources to expand technology access and use
5. Build systems or forums for coordinating staffing discussions to improve efficiency.	2-3			Expansion in use of SIMS, Basecamp and other electronic tools to support efficient and effective team communication.	Resources to expand technology access and use

Proposed

**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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Develop clear guidelines for decision-making.	1			Staff and parents will respond positively to Climate Survey items about their role in decision-making. Guidelines for decision-making will be developed and used. When communicating any major decision, the decision making process used will be publicized.	Staff time
6. District work groups and committees will include specialized staff from each area (e.g., Special Education, ELL, Talented and Gifted, etc.)	2			Guidelines for district work group composition will be created and implemented.	Existing resources
7. Establish adult/student Collaborative working groups to inform decisions in all schools	2			Presence of working groups in each school and records of decisions made.	Staff leader at each site; means for submitting records from each meeting; time to share among schools about where and how this is happening.

## 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
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

# Appendices

**Strategic Planning Proposal, appendix A**  
**Strategic Planning Committee Membership, appendix B**  
**Action Team Membership, appendix C**  
**Former MMSD Mission Statement and Beliefs, appendix D**

## Madison Metropolitan School District

**Strategic Planning Proposal**

December 2008

*Strategic planning ultimately must be understood for what it is, rather than what it is not. For example, not a “model,” the strategic planning methodology is an effective combination of both a process and discipline which, if faithfully adhered to, produces a plan characterized by originality, vision and realism. The discipline includes the vital components of the plan itself; the process is the organizational dynamic through which the vital components are derived. Both the discipline and the process are aimed at the means by which an organization constantly recreates itself to achieve extraordinary purpose.*

**Bill Cook, Strategic Planning for America’s Schools**

**Background.....**

The Madison Metropolitan School District currently has a strategic plan. This plan was reformatted in 2000. The current plan has the following elements.

***Mission***

Our mission is to assure that every student has the knowledge and skills needed for academic achievement and a successful life.

***Vision***

A district where

- all students have the academic and interpersonal skills to become independent learners capable of making informed decisions in our multi-cultural world.
- race, class, disability, sexual orientation, gender, or home language of origin other than English, do not predict academic achievement.
- the learning environment is emotionally and physically safe and orderly, and the contributions of all are valued and respected.

***Beliefs***

Every aspect of our operations should be consistent with the following beliefs.

**Every child has...**

- an inexhaustible capacity to learn
- high expectations for his or her learning
- unique attributes, talents and experiences
- the capacity to make responsible decisions
- freedom of thought and expression
- an obligation for the stewardship of resources
- potential to create his/her own future and the future of society
- the right to realize his/her full potential
- the right to be safe and to live free from violence and harassment.



### **Families...**

- are structured in many different ways
- represent a variety of cultures with different expectations and needs
- have high expectations for the school district to meet the needs of their children
- want what is best for their children
- have significant influence on the development of the individual and society
- are integral partners in our learning community.

### **Learning is enhanced when...**

- expectations for achievement are clear
- standards for performance are consistently high for all students
- the educational process reinforces the joy of learning
- the focus is child by child
- schools help focus student effort around a demanding, research-based curriculum
- positive reciprocal relationships among students, staff, families and our community are nurtured
- a culturally relevant curriculum is provided.

### **Quality of life and learning is...**

- enriched by diversity
- realized by acknowledging the intrinsic dignity within every individual.

### **Our Staff...**

- must be highly competent, caring, child-centered and committed to student success

## ***Strategic Priorities***

These are the most critical challenges that face us today.

### **Instructional Excellence**

- Improving student achievement
- Offering challenging, diverse and contemporary curriculum and instruction.

### **Student Support**

- Assuring a safe, respectful and welcoming learning environment.

### **Staff Effectiveness**

- Recruiting, developing and retaining a highly competent workforce that reflects the diversity of our students.

### **Home and Community Partnerships**

- Strengthening community and family partnerships, and communication.

### **Fiscal Responsibility**

- Using resources efficiently and strategically.

## ***Board of Education Goals***

As part of the evolution of the strategic plan, the Board of Education identified three key elements connected with the plan's "Instructional Excellence" as targets for continuous improvement.

- All students complete third grade reading at grade level or beyond
- All students complete Algebra by the end of ninth grade and Geometry by the end of tenth grade.
- The district-wide attendance rate is at least 94 percent.

**Current Perspective.....**

The strategic plan for the Madison Metropolitan School District reflects critical commitments if our students are to achieve in the manner we hope. Additionally, the District has been committed to ensuring the implementation of effective curriculum, instruction and assessment practices aligned with the plan. As with any quality organization, it is critical on a regular basis to revisit important principles of vision, mission and beliefs and to ensure that the District’s key priority strategies are aligned with current and future critical issues within the District and broader community involving children.

To this end, it is recommended that the District complete a new strategic planning process and that a specific plan document, with defined strategic priorities and action plans be created to guide future decision making.

The following steps and related timeline are recommended to initiate and complete this plan.

<u>Key Steps</u>	<u>Timeline</u>
Finalize facilitator	December 2008
Finalize planning methodology	December 2008
Identify planning participants	December 2008
Confirm planning site	December 2008
Complete planning materials	January 2009
Action planning	February-June 2009
Second planning session	June 2009
Complete plan draft	June 2009
Board approval of plan	July 2009
Annual plan updates	To be determined

\*Concerning the use of an outside facilitator to assist the District in redeveloping the strategic plan, it is recommended that we utilize Dr. Keith Marty. Dr. Marty has extensive experience in working with school districts in developing strategic plans. In addition, if specific community input processes are needed to assist with the plan development, additional local facilitators may be utilized.

It is critically important that we also involve a wide-ranging group of stakeholders representing the following aspects of our school district and broader community:

- Students
- Parent Groups
- Staff members
- Business
- Ethnic Groups
- Disability Groups
- Government
- Other Educational Institutions
- Community Organizations/Youth Service Organizations
- Arts
- Foundations
- Neighborhood Centers
- Unions
- Faith Communities
- School Board
- Retirees
- Private Schools

**Cost.....**

The cost to complete the strategic planning process is estimated to be \$10,000. This includes the following:

Facilitator	\$6,000	
Facility rental	500	
Food	1,500	
Materials	500	
Additional facilitation	<u>1,500</u>	(if needed)
Total	\$10,000	

These costs are proposed to be funded through the contingency fund account.

## MMSD Strategic Planning Committee 2008-2009

Name	Title
Abplanalp, Sue	<i>Assistant Superintendent, Elementary Schools</i>
Alexander, Jennifer	<i>President, 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, Madison Area Technical College</i>
Bidar-Sielaff, Shiva	<i>Director of Community Partnerships, UW Health</i>
Brooke, Jessica	<i>Student</i>
Burke, Darcy	<i>Elvehjem PTO President</i>
Burkholder, John	<i>Principal, Leopold Elementary</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</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 &amp; Learning</i>
Deloya, Jeannette	<i>Social Work Program Support Teacher</i>
Frost, Laurie	<i>Parent</i>
Gamoran, Adam	<i>Interim Dean, School of Education</i>
Gewelber, Susan	<i>Teacher, LaFollette</i>
Goldberg, Steve	<i>Cuna Mutual Foundation</i>
Harper, John	<i>Coordinator for Technical Assistance/Professional Development, Educational Services</i>
Her, Peng	
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>
Juchems, Brian	<i>Program Director, Gay Straight Alliance for Safe Schools</i>
Katz, Anne	<i>Arts Wisconsin</i>
Katz, Barb	<i>Madison Partners</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 &amp; 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 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>
Terra Nova, 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 Manager, Southeast Asian Program / Kajsab House, Mental Health Center of Dane County</i>
Vieth, Karen	<i>Teacher, Sennett</i>
Vukelich-Austin, Martha	<i>Executive Director, Foundation for Madison Public Schools</i>
Wachtel, Lisa	<i>Executive Director of Teaching and Learning</i>
Zellmer, Jim	<i>Parent</i>

**Action Team Membership Lists**

<b>Student</b>	<b>Organization /Systems</b>	<b>Curriculum</b>	<b>Resources /Capacity</b>	<b>Staff</b>	<b>Parameters/Beliefs (Culture)</b>
Abplanalp, Sue - co-chair	Armstrong, Greg	Campbell, Caleb	Allen, Ray	Black, Lisa	Alexander, Jennifer
Allen, Jennifer	Burke, Darcy	Carranza, Sal	Brien, Nan	Burkholder, John	Bidar-Sielaff, Shiva
Brown, Percy	Chandler, Rick	Davis, Andrean	Gascoyne, Peter	Christianson, Amy	Black, Lisa
Calvert, Matt	Clear, Mark	Galitzer, Shari	Graue, Beth	Cooper, Wendy	Burke, Darcy
Dahmen, Bruce	Deloya, Jeannette	Glueck, Lynn	Hubbard, Kathy	Gevelber, Susan	Harper, John
Hamdan, Fabiola	Frost, Laurie	Gomez, Mary Louise	Kass, Erik - co-chair	Glennon, June	Hartley, Steve - co-chair
Henriques, Jeff	Goldberg, Steve	Goray, Katharine	Kiefer, Kurt - co-chair	Harper, John	Howard, James
Kestin, Eric	Gray, Scott	Gorud, Sue	Odden, Allen	Kester, Ginny	Jokela, Jill
Koenke, Julie	Hartley, Steve - co-chair	Grant, Carl	Passman, Marj	Mock, Vanika	Katz, Anne
Laguna, Graciela	Hernandez, Mike	Hobart, Susie	Plant, Joel	Nadler, Bob - co-chair	Katz, Barbara
Lott, Ron	Howard, James	Kailin, Linda	Severson, Don	Nash, Pam - co-chair	Lyngaas, Kathy - co-chair
Parker, Joanna	Hughes, Ed	Miller, Annette	Theo, Mike	Swenson, Tom	Miller, Annette
Passman, Marj	Jokela, Jill	O'Donahue, Kim		Vang, Doua	Nerad, Dan
Pettaway, Addie	Katz, Barbara	Sniff, Brian		Williams, Damien	Passman, Marj
Rakower, Wendy	Lyngaas, Kathy - co-chair	Swedeen, Beth			Severson, Don
Seno, Karen	Nerad, Dan	Terranova, Paul			Steinhoff, Becky
Strong, Wayne	Rosario, Judith	Vieth, Karen			Trone, Carole
Verban, Julie	Schultz, Sally	Wachtel, Lisa - co-chair			Vieth, Karen
Yehle, Ann - co-chair	Steinhoff, Becky	Yoder, Nancy - co-chair			Vukelich-Austin, Martha
Ziegler, Jeff	Vukelich-Austin, Martha	Ziegler, Mary Jo			Wachtel, Lisa

<b>Meeting Dates</b>	<b>Meeting Dates</b>	<b>Meeting Dates</b>	<b>Meeting Dates</b>	<b>Meeting Dates</b>	<b>Meeting Dates</b>
March 10, 4-6:30, 103	March 11, 4-6:00, 100A	March 5, 4-6:00, 100A	March 16, 5:00-6:30, 103	March 11, 4-7:00, 209	March 10, 4-6:00, 209
March 24, 4-6:30, Lapham 156	March 24, 4-7:00, 103	March 18, 4-6:00, 209	March 23, 5:00-6:30, 129	March 18, 4-7:00, tbd	March 17, 4-6:00, 209
March 31, 4-6:30, Lapham 156	April 2, 4-7:00, 100A	March 23, 4-6:00, 100A	March 31, 5:00-6:30, 103	March 25, 4-7:00, 209	
April 14, 4-6:30, Lapham 156	April 15, 4-6:00 or 7:00, 103	April 14, 4-6:00, 103	April 16, 5:00-6:30, 103	April 1, 4-7:00, 209	

**Community Engagement Sessions:**

- March 25, 6:00 p.m. LaFollette LMC (intended audience - parents, MMSD staff, general public)
- April 14, 3:30 p.m., Lincoln LMC (intended audience - community based organizations)
- April 16, 6:00 p.m., Memorial (intended audience - general public)
- April 21, 7:45 a.m., Sheraton (intended audience - business community with Chamber of Commerce)

## MMSD's Mission, Vision, Beliefs, and Strategic Priorities Last Revision 2008

### ***Mission***

Our mission is to assure that every student has the knowledge and skills needed for academic achievement and a successful life.

### ***Vision***

A district where

- all students have the academic and interpersonal skills to become independent learners capable of making informed decisions in our multi-cultural world.
- race, class, disability, sexual orientation, gender, or home language of origin other than English, do not predict academic achievement.
- the learning environment is emotionally and physically safe and orderly, and the contributions of all are valued and respected.

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- the right to realize his/her full potential
- the right to be safe and to live free from violence and harassment.

#### **Families...**

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- represent a variety of cultures with different expectations and needs
- have high expectations for the school district to meet the needs of their children
- want what is best for their children
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- the focus is child by child
- schools help focus student effort around a demanding, research-based curriculum
- positive reciprocal relationships among students, staff, families and our community are nurtured
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- realized by acknowledging the intrinsic dignity within every individual.

**Our Staff...**

- must be highly competent, caring, child-centered and committed to student success

***Strategic Priorities***

These are the most critical challenges that face us today.

**Instructional Excellence**

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**Student Support**

- Assuring a safe, respectful and welcoming learning environment.

**Staff Effectiveness**

- Recruiting, developing and retaining a highly competent workforce that reflects the diversity of our students.

**Home and Community Partnerships**

- Strengthening community and family partnerships, and communication.

**Fiscal Responsibility**

- Using resources efficiently and strategically.

***Board of Education Goals***

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