

MADISON METROPOLITAN SCHOOL DISTRICT



STRATEGIC PLAN

Madison, WI

Submitted to Board of Education
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Table of Contents

MMSD Strategic Plan Core Elements	1
Background	3
Committee Membership	3
Facilitation	3
Strategic Planning-Phase I	4
Strategic Planning-Phase II	4
Elements of the Proposed Strategic Plan	4
Mission Statement	4
Belief Statements	5
Parameters	5
Internal Analysis	6
Strengths	6
Opportunities	7
Weaknesses and Threats	9
External Analysis	13
Competition	18
Identification of Critical Issues	22
Moving From Critical Issues to Strategic Objectives	23
Strategic Objectives	25
Action Planning	26
Student Action Plan Focus Areas	28
<i>Student Action Plan—Achievement for All Students</i>	29
<i>Student Action Plan—Relationships</i>	32
<i>Student Action Plan--Transitions</i>	36
Curriculum Action Plan Focus Areas	38
<i>Curriculum Action Plan –Accelerated Learning</i>	39
<i>Curriculum Action Plan – Assessment</i>	44
<i>Curriculum Action Plan – Civic Engagement</i>	46
<i>Curriculum Action Plan – Cultural Relevance</i>	48
<i>Curriculum Action Plan – Flexible Instruction</i>	52

Staff Action Plan Focus Areas	55
<i>Staff Action Plan—Professional Development</i>	56
<i>Staff Action Plan—Recruiting and Retaining Staff</i>	60
Resource/Capacity Action Plan Focus Areas	63
<i>Resource/Capacity Action Plan—Prioritize and Allocate Resources</i>	64
<i>Resource/Capacity Action Plan—Rigorous Evaluation</i>	66
<i>Resource/Capacity Action Plan—Pursue Necessary Resources</i>	69
Organization/Systems Action Plan Focus Areas	71
<i>Organization/Systems Action Plan—Climate</i>	72
<i>Organization/Systems Action Plan—Communication</i>	74
<i>Organization/Systems Action Plan—Cooperation/Collaboration</i>	78
<i>Organization/Systems Action Plan—Decision-Making</i>	80
<i>Organization/Systems Action Plan—Partnerships</i>	82
Considerations / Recommendations	84
Appendices	86

Proposed

MMSD Strategic Plan Core Elements

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 21st 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 ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, 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 improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District. Action Plans:

- Accelerated Learning
- Assessment
- Civic Engagement
- Cultural Relevance
- Flexible Instruction

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
- Rigorous Evaluation
- Pursue Necessary Resources

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:

- Climate
- Communication
- 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 experience.
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 21st 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: 3rd 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
 - 20th 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.

Economic Factors	
Part/Component	Impact
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
Technology Factors	
Part/Component	Impact
Classroom technology	Less ability to provide 21 st 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

Part/Component	Impact
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

Part/Component	Impact
Early childhood organizations	Kindergarten readiness
Libraries	Summer programming, technical access
Neighborhood centers	Childcare Programming, recreation Coursework, tutorials, meals
Health Care Organizations	Access to basic care
City of Madison	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
Social	
Part/Component	Impact
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"> • High stakes testing • Comparing schools 	Drives instruction/curriculum content Minimizes critical thinking Draws attention to students not being reached Imposes external priority and lost 21 st 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"> • Technology • Broader than texts 	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
Other Districts and Systems World Wide	<ul style="list-style-type: none"> • Homogeneity of income, race, and language • Smaller size/ratios • Less competition in academics and athletics • Newer facilities • Better technology • Better funded • Safety • Neighborhood schools or closer • Community loyalty • Affordable housing • Academic achievement 	<ul style="list-style-type: none"> • Program offerings/choice • Diversity in families, schools, people • Collaboration with UW and other colleges • Buildings with character • Higher profile • Academic achievement • Inclusive learning community • Special Education choices • Neighborhood school loyalty • “Madison coolness”—urban, sustainable, transportation • School choice • Great teachers 	<ul style="list-style-type: none"> • Realtors • Size (district) • Tax base • Perceptions about schools, safety, and academics • Limited affordable housing • Housing patterns—demographics, transportation • Facilities

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

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

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

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?

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

Organization/Systems

Rank Order	# of Times Identified as a Priority Issue	Item
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 ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

2. Curriculum:

We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

3. Staff:

We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.

4. 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:

- Strategy
- Objective
- Performance Measure(s)
- Action Steps
- Priority
- Critical Issue
- Responsible Personnel
- Time Frame
- Visible Results
- Resources Needed

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

We will ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

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 ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

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

Performance Measures:

- Number and percent of students scoring at each proficiency level on assessments (NEED: Define specific subjects and assessments)
- Number and percent of students scoring at each proficiency level on standards-based grades (NEED: Define specific subjects and standards)
- Number and percentage of students participating in advanced courses
- Number and percentage of students successfully completing all courses ("Successful" is a grade of "C" or higher)
- Percent of students on track for credit attainment required for graduation in four years by year completed in high school (i.e., credits earned after 1 year of high school, after 2 years of high school, etc.)
- Percent of students on track for credit attainment required for graduation in four years by subject area by year enrolled in high school (i.e., credits earned after year 1 of high school, after years 2 of high school, etc.)
- Percent of students on track for credit attainment that meets ACT core college preparation definition (i.e., Grade 9, Grade 10, Grade 11)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Define successful MMSD graduate outcomes: <ul style="list-style-type: none"> ▪ content knowledge; ▪ civic-minded skills; ▪ life-enriching skills; and ▪ social-emotional skills. 	1	Opportunity for Success	Middle School, High School, T/L, and Curriculum Action Team	2009-2010	1. Action Team developed that includes leaders from our schools, business community, technical schools, IHE, parents, and students. 2. Successful graduate definition.	Extended employment and/or substitutes

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>2. Determine the multiple pathways to success based on the definition of a successful MMSD graduate outcomes:</p> <ul style="list-style-type: none"> ▪ map current pathways; ▪ determine gaps based on the definition of successful MMSD graduate; and ▪ establish additional pathways as needed. 	2	Opportunity for Success	Middle School, High School, T/L, and Curriculum Action Team	2009-2010	<ol style="list-style-type: none"> 1. Definition of current pathways and development of additional pathways as needed. 2. Action Team created as described in step 1 and step 3 of this plan. 3. Communication and marketing plan for multiple pathways 	Extended employment and/or substitutes
<p>3. Analyze new and existing systems of support (e.g., Positive Behavior Support, problem-solving intervention teams, accelerated learning opportunities) to raise achievement for all students. (Consistent with TAG Plan.)</p>	2	Opportunity for Success	Instructional Council with ad hoc members as needed	2010-2011	Existing structures and functions are identified, understood, and available to be incorporated into ILPs if appropriate	Extended employment and/or substitutes

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
4. Implement research-based instructional strategies to eliminate the achievement gap.	1	Achievement Gap	Instructional Council with ad hoc members as needed	2009-2010	Additional strategies to eliminate the achievement gap are defined and implemented using information from MSAN school districts and research priorities as well as other research-based strategies.	Existing resources
5. Develop and implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1-2	All Students, Opportunity for Success	Instructional Council with ad hoc members as needed; ILP Leadership Team	2009-2010	<ol style="list-style-type: none"> 1. ILP Leadership Team created to support design and implementation of ILPs 2. ILPs for all MMSD students 3. Well articulated ILP implementation plan that includes communication plan, accountability measures, ongoing professional development plan, strategies for communicating with student(s) and parents relative to student progress 	<p>Extended employment and/or substitutes</p> <p>Travel to other districts to learn</p>
6. Develop and implement partnerships to prepare every student for kindergarten (EC options, Play and Learn, K-Ready Summer School, and 4 Year Old Kindergarten).	1	Achievement Gap, Opportunity for Success	Assistant Superintendent for Elementary Education	2010-2011	Improved student achievement	EC options, Play and Learn, K-Ready Summer School are in place; additional funding needed for 4 Year Old Kindergarten

Madison Metropolitan School District Strategic Plan

Student Action Plan—Relationships

Strategy: We will ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

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.

Performance Measures:

- Number and percentage of favorable responses on the School Climate Survey, selected items to be determined
- Number and percentage of favorable responses on the Dane County Youth Assessment, selected items to be determined
- Parent satisfaction with after school programs

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Identify and implement assessments of each type of relationships (staff-student, staff-family, student-student, and staff-staff).	1	Safe and Welcoming	Instructional Council	2009-2010	1. Regular reviews of relationship measures 2. Better analysis of the data in school improvement planning	Staff time

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
2. Develop a consistent school communication plan that supports the relationships among school, staff, and families for use in all schools. (Plan may include Infinite Campus Parent portal, district and school web sites, school and teacher newsletters, and community meetings.)	2	Opportunity for Success	Instructional Council	2010-2011	Improved involvement of traditionally disengaged parents	Support from outside agency(ies) in developing the template for school communication plans Staff time
3. Identify and implement a professional development plan for teaching relationship-building skills including overcoming barriers and creating high expectations for all students. This involves both staff-student and staff-staff relationships.	3	Improving Staff	Instructional Council	2010-2011	Improved student achievement and behavior	Staff time

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
4. Identify and implement a consistent set of community building activities and programs for use across all schools. (e.g., Tribes, Responsive Classrooms, Fix-It Plans, and Caring Classrooms among others.) This will focus primarily on student-student relationships.	2	Safe and Welcoming; Improving Staff	Instructional Council Principals Student Services staff	2010-2011	Consistent implementation of community building activities and programs across schools.	Staff time
5. Identify and implement innovative and effective school structures that enhance staff-student relationships (e.g., multi-age classrooms, small class sizes, smaller learner communities, houses).	2	Achievement Gap; Safe and Welcoming	Instructional Council School Principals	2011-2012	1. Assessment of current practices and identification of best practices in this area. 2. Consistent implementation of structures across schools. 3. Consistent evaluation plan and method of sharing results.	Staff time

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>6. Identify existing school-community resources and partnerships to support achievement of defined social/emotional outcomes. Determine gaps that may exist and coordinate programs equitably across schools. This will focus primarily on staff-student and student-student relationships.</p>	3	Opportunity for Success; Resource Allocation	<p>Instructional Council</p> <p>School Principals</p>	2010-2011	<p>1. Plan in place</p> <p>2. Increased success of typically underperforming students</p>	Staff time; community partners

Proposed

Madison Metropolitan School District Strategic Plan

Student Action Plan--Transitions

Strategy: We will ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

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 move between 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.

Performance Measures:

- MMSD Four Year Cohort Graduation Rate
- Number and percentage of students scoring at the proficient/ready to learn level on the Kindergarten Screener
- Number and percent of Kindergarten, Grade 6, and Grade 9 students without suspension events
- Number and percent of students above 94 percent attendance rate for Kindergarten, Grade 6, and Grade 9
- Number and percentage of Grade 6 and Grade 9 students without grades lower than "C"
- Number and percentage of Kindergarten students without lowest grades on standards-based grading system (i.e., a "1")

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The definition of each transition category will be communicated across the district.	1	Opportunity for Success	Assistant Superintendents	2009-2010 and annually thereafter	All stakeholders are knowledgeable of the definitions of each category.	Existing Resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
2. Assess gaps and needs based upon the transition categories, leading to planned improvements and new strategies.	2	Achievement Gap; Opportunity for Success	Assistant Superintendents and Department Heads	2009-2010 and annually thereafter	A planning document will be developed to ensure that all relevant transition categories are addressed.	Extended employment and/or substitutes
3. The district and school will develop instruments to determine levels of satisfaction with each transition category. School grade level staff, principal, and parents will be surveyed annually.	3	Opportunity for Success	Assistant Superintendents; Research and Evaluation	2010-2012	Add items to the Climate Survey or create an additional survey that is used annually to measure satisfaction with transition processes.	R&E staff time
4. Schools will use data from the survey to determine improvements in transitions.	3	Opportunity for Success	Assistant Superintendents, Principals	2011-2012	School Improvement Plans reflect transition improvement goals.	Staff time
5. A school transition plan (i.e., Kindergarten entry, Grade 5 to 6, Grade 8 to 9) is developed and consistently followed across all schools.	3	Achievement Gap	Assistant Superintendents for Elementary and Secondary Education; Principals	2011-2012	Better transitions between grades 5-6, 9-0, and HS-Post Secondary as measured by behavior and achievement data	Staff time

Strategic Objective: Curriculum

We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

Curriculum Action Plan Focus Areas

- Accelerated Learning
 - Assessment
 - Civic Engagement
 - Cultural Relevance
 - Flexible Instruction

Madison Metropolitan School District Strategic Plan

Curriculum Action Plan –Accelerated Learning

Strategy: We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

Objective: Structure MMSD's K-12 instruction, comprehensive 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 sequenced learning pathway accessible to all students that supports each student to proceed to the next level of achievement, regardless of grade level or age, at the learning rate appropriate to their needs (e.g. post-secondary credit, TAG programming, online options); targeted learning options that allow students to close achievement gaps as quickly as possible by providing intensive, research-based instruction specific to their learning needs.

Performance Measures:

- MMSD Four Year Cohort Graduation Rate
- Number and percentage of students participating in advanced courses
- Participation rates in advanced courses (NEED: Must define advanced courses, may vary by year in high school)
- Number and percent of students successfully completing advanced courses ("Successful" is a grade of "C" or higher, NEED: Must define advanced courses)
- ACT participation rates, average composite scores, average subject area scores, percentage meeting ACT college readiness standards (NEED: Investigate mandatory participation in ACT)
- Number and percent of students provided academic interventions (including TAG)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Map current course sequences in all content areas K-12, identifying prerequisites and obstacles in order to improve achievement for all students and close the achievement gap, reduce barriers for all students and identify opportunity gaps. (See also TAG Plan, Goal 2)	1	Achievement Gap; All Students	Teaching & Learning, Research & Evaluation, School-based leadership	Fall 2009	K-12 course sequence map by content area and school	Dedicated time from Teaching & Learning, Research and Evaluation
2. Analyze course sequences and allocate resources to address inconsistencies and inequities across the district.	1	Curriculum Rigor	Assistant Superintendents, Central Office, Principals	Winter 2009	Data available to inform restructuring of programs and accelerated learning systems prior to 2010-2011 budget cycle and staffing decisions	Staff time Re-allocation of available resources as needed
3. Analyze course enrollment and successful completion for all student groups to determine baseline data for comparison and growth. (See also Cultural Relevance Step 1)	1	All Students; Culturally Relevant	Research & Evaluation, Teaching & Learning	2009-2010	Completed analysis	Staff time
4. Define rigor, accelerated learning and 21 st Century skills to build common language and understanding.	1	21 st Century; Curriculum Rigor	Teaching & Learning, Educational Services, School-based leadership	2009-2010	Document, to be updated periodically, detailing specific outcomes and the data showing results	Staff time; possibly outside expertise

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Use curriculum mapping (e.g., Eclipse) to determine standards-based outcomes and improve learning pathways and course sequence by identifying gaps and repetition. Focus initially at secondary level.	1-2	Curriculum Rigor	Teaching & Learning, Educational Services, School-based leadership	2009-2011	Revised elementary, middle and high school curricula	Professional development for teachers; Staff time
6. Implement cross-level teacher teams to increase and improve advanced course options ensuring intentional transition plans for students as they move from elementary to middle to high school to post secondary.	1-2	21 st Century; Curriculum Rigor	Teaching & Learning, Educational Services, School-based leadership	2009-2011	1. Cross-level teacher teams established. 2. Improved advanced course options, with diverse student enrollment	Professional development; Staff time
7. Increase curriculum rigor and expectations of teachers and students in all MMSD classes and courses. (Consistent with Equity Task Force recommendations.)	2-3	Curriculum Rigor	Assistant Superintendents, Principals, Teaching & Learning, Educational Services, School-based leadership	2010-2012	1. Increased rigor is evident in curricular maps. 2. Instructional walk-throughs provide evidence of increased rigor	Professional development for teachers; Staff time
8. Increase the successful completion of courses that support college and career readiness. Target low income and minority student participation and achievement (See also TAG Plan, Goal 2).	2-3	Achievement Gap	Teaching & Learning, Educational Services, Student Services, Principals, Teachers	2010-2012	Increase in the participation of low income and minority students in these courses Successful course completion data	Professional development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
9. Establish systems to regularly monitor successful student achievement and growth in accelerated learning pathways (See also TAG Plan, Goal 2)	2-3	Opportunity for Success	Research & Evaluation	2010-2012	Monitoring system established and implemented	Existing Resources
10. Improve course systems including advanced placement, dual credit, online, service learning, etc.	3	21 st Century; Opportunity for Success	Assistant Superintendents, Teaching & Learning, Student Services	2012	Increased course options and enrollment in advanced placement, dual credit, online, and service learning courses	Existing Resources
11. Improve academic outcomes and engagement for all students by implementing 2009 Board of Education approved TAG plan.	1	Achievement Gap; All Students	Teaching & Learning, TAG Division	2009-2012	Results as defined in the 2009 Board of Education approved TAG Plan	Resources as defined in the 2009 Board of Education approved TAG Plan.
12. Improve academic outcomes and engage all students by implementing the 2009 Board of Education approved Fine Arts Task Force recommendations.	1	Opportunity for Success	Teaching & Learning, Fine Arts Division	Spring 2010	Professional development and instructional practice includes implementation strategies for inclusive practices to engage all students Research and analysis of financial and programming implications for a required arts and humanities credit submitted to the BOE.	Existing Resources Fine Arts Task Force Recommendations Charge 2, Rec. 4, Action Step 3 Fine Arts Task Force Recommendations Charge 2, Rec. 5, Action Steps 1-4

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
13. Improve academic outcomes and engage all students by implementing the Math Task Force Recommendations when approved by the Board of Education.	1	Opportunity for Success	Teaching & Learning, Mathematics Division	2009-2012	Results as defined upon Board of Education approval of the Math Task Force Administrative Recommendations.	Resources as defined upon Board of Education approval of the Math Task Force Administrative Recommendations.

Proposed

Madison Metropolitan School District Strategic Plan

Curriculum Action Plan – Assessment

Strategy: We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

Objective: Teachers at all levels will work collaboratively to develop and implement common assessments of student learning that provide measures of individual student progress over time to inform instruction and communicate with families and the community.

Definition of Assessment: Measurement strategies that are aligned with the primary goals of instruction; assessments may include: portfolios, lab practical exams, performances, long-term projects, and public exhibitions.

Performance Measure:

- District assessment plan by grade level, subject area, purpose

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Review current MMSD assessment practices to determine assessment gaps.	1	21 st Century Skills	Research & Evaluation, Teaching & Learning, Educational Services	2009-2010	Assessment review documenting connections to student learning outcomes	Professional Development, Staff Time
2. Examine external assessments to analyze and inform MMSD curriculum, instruction and assessment.	1	21 st Century Skills	Assistant Superintendents, Teaching & Learning, Educational Services	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning outcomes	Professional Development, Staff Time
3. Develop a consistent district- wide assessment plan (including formative assessments and progress monitors) to better inform classroom curriculum and instruction.	2-3	21 st Century Skills	Assistant Superintendents, Teaching & Learning, Educational Services	2010-2012	District wide assessment plan	Existing resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
4. Acquire or develop common assessments that measure individual student progress toward district K-12 learning outcomes. (Consistent with Equity Task Force recommendations.)	2-3	Achievement Gap; 21 st Century Skills	Research & Evaluation, Teaching & Learning, Educational Services	2010-2012	1. Conduct pilot to gather data about effectiveness 2. Data from common assessment pilots used to inform implementation of assessment plan	Professional Development Staff Time
5. Implement assessment tools system-wide to measure student progress toward district K-12 learning standards and outcomes.	3	21 st Century Skills	Assistant Superintendents, Research & Evaluation, Teaching & Learning, Educational Services	2012	Implementation of district-wide assessment plan	Resources to develop and sustain implementation of assessment plan
6. Use assessment data to make continuous improvements at the classroom, school and district levels.	2-3	21 st Century Skills	Teaching & Learning, Educational Services, School-based leadership	On-going	The use of assessment data to determine improvements will be embedded in standard practice as reflected in School Improvement Plans	Professional development
7. Review and revise assessments regularly to reflect current research-based practices in each content area.	3	21 st Century Skills	Assistant Superintendents, Research & Evaluation, Teaching & Learning, Educational Services, School-based leadership	2012	Published timeline for annual review of assessments	Professional development Staff Time
8. Revise current performance reporting practices (report cards, assessment reports, etc.) to reflect the standards-based assessment plan.	3	21 st Century Skills	Assistant Superintendents, Research & Evaluation, Teaching & Learning, Educational Services, School-based leadership	2012	Report cards and other assessment reporting formats are standards-based	Resources to develop reporting formats

Madison Metropolitan School District Strategic Plan

Curriculum Action Plan – Civic Engagement

Strategy: We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

Objective: Schools will implement an educational approach that provides students with the knowledge, skills and experiences to participate in a democratic society.

Definition of Civic Engagement: Standards-based education that promotes and strengthens students’ interest and academic ability to directly connect their learning to the civic responsibilities required in a democratic society.

Performance Measures:

- Number and percentage of students participating in school-sponsored community activities
- Number of students successfully completing social studies graduation requirements
- District curriculum map (NEEDS: Agreement must be reached on what standard course offerings are to be provided to students at all schools.) In social studies we must map the curriculum in Eclipse. Any applicable course should embed service learning components. If service learning is embedded in a course it should be a required course.)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Research effective, culturally relevant standards-based practices in Civic Engagement (e.g. service learning, participatory education and democratic classrooms)	1	21 st Century Skills; Culturally Relevant	Teaching & Learning, Educational Services, Student Services	2009-2010	Recommend a definition of service learning for MMSD	Existing resources
2. Map social studies curriculum to insure that Wisconsin High School Graduation Requirements and instruction in state and local governments (PI 18.03(1) (a)2) are fully met within the required MMSD 3 credit social studies course sequence requirements.	1-2	Curriculum Rigor	Teaching & Learning	2009-2011	Clear course guides and syllabi descriptions of required secondary level social studies courses indicating PI 18 is fully met	Existing resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. Analyze research to determine and develop productive civic engagement strategies for MMSD to implement.	2	21 st Century Skills; Curriculum Rigor	Teaching & Learning, Educational Services, Student Services, School-based leadership	2010-2011	Recommendation to embed civic engagement strategies into required course sequences	Professional development Staff time
4. Develop and implement a pilot at the secondary level within the required social studies course sequence focusing on the civic engagement strategies designed. Use data from the pilot to modify and then expand the use of effective strategies.	2	21 st Century Skills; Curriculum Rigor	Teaching & Learning, School-based leadership	2010-2011	Data from pilot Electronic system is developed to support sharing civic engagement approaches.	Curricular resources, Professional development Grants as available
5. Infuse into the ILP a system to record civic engagement opportunities.	3	Curriculum Rigor	Student Services	2011-2012	ILP to include civic engagement	Resources to develop ILP

Madison Metropolitan School District Strategic Plan

Curriculum Action Plan – Cultural Relevance

Strategy: We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

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.

Definition of Cultural Relevance: Culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills, and attitudes (Ladson-Billings, 1994).

Performance Measures:

- Number and percent of students scoring at each proficiency level on standards-based grades (NEED: Define specific subjects and standards)
- Number and percentage of students participating in advanced courses
- Number and percentage of students successfully completing all courses ("Successful" is a grade of "C" or higher)
- Number and percentage of English Language Learners enrolled in general education (i.e., credit generating) courses
- Special education services placement rate, calculated as percentage of students placed in special education services (measure of disproportionality when disaggregated by race-ethnicity)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Analyze course enrollment and successful completion by student groups to determine baseline data for comparison and growth. (See also Accelerated Learning Step 3).	1	All Students; Cultural Relevance	Research & Evaluation, Teaching & Learning	2009- 2010	Completed analysis	Staff time

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>2. Standards-based curriculum to incorporate and reflect the cultural backgrounds of district students (e.g. contemporary concerns and historic struggles of a variety of cultural groups).</p> <p>MMSD classrooms will evidence positive images and cultural references (arts, curricular materials, teaching resources) for all learners.</p>	1	Cultural Relevance	Principals, Teaching & Learning, Educational Services	2009-2010	Cultural relevance walk through(s) will document the presence of standards-based curricula and classroom evidence that the cultural backgrounds of the students present are reflected.	Budget for instructional resources
<p>3. Provide professional development for a small group of interested classroom teachers and support them with materials and intensive mentoring about culturally relevant curriculum, instruction and assessment. Initial pilot will be conducted at Mendota and Falk. Data from the pilot will be used to modify professional development and determine if expansion is appropriate.</p>	1	Cultural Relevance; Improving Staff	Teaching & Learning, Cultural Relevance Division, Educational Services	2009-2010	Teaching practices of participating teachers will be more culturally relevant as measured by pilot evaluation plan and walk throughs (see Step 2).	<p>Salary for Instructional Resource Teacher(s) for Cultural Relevance (ARRA funding)</p> <p>Professional development for cohort teachers, other staff, principals and parents</p> <p>Partnership with higher education</p>
<p>4. Create and implement a data management system to monitor student behavior (e.g. disaggregated Climate Survey) and differences in the experiences and perceptions of students and families.</p>	1	Cultural Relevance; Save and Welcoming	Student Services, Research & Evaluation	2009-2010	<p>Baseline data collected district-wide as well as in pilot school(s)</p> <p>Explore community partnerships in evaluation plan, data analysis and monitoring</p>	Support of Student Services and Research and Evaluation Department to design plan, collect data, and analyze results.

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Establish district infrastructure to support and sustain cultural relevance (administrative re-organization).	1	Cultural Relevance	Superintendent, Senior Management	2009-2010	District infrastructure for cultural relevance.	Allocation of resources for cultural relevance infrastructure.
6. Increase staff awareness of the linguistic and cultural needs of all students, including students who are English Language Learners or Standard English Language Learners, and students who have had reduced exposure to language because of poverty, as a key to mastering standards in all content areas.	2	Improving Staff	Teaching & Learning, Cultural Relevance Division, Educational Services	2010-2011	Specific strategies to build oral and written language comprehension and production across cultures are identified and implemented.	Professional development
7. Create a set of sample lesson plans that infuse the principles of cultural relevance into standards-based, cross-disciplinary curricula.	1	Cultural Relevance	Teaching & Learning, Cultural Relevance Division, Educational Services	2009-2010	Examples of standards-based, culturally relevant curricula are available for use in professional development	Staff time Professional development
8. All staff will work collaboratively and assume responsibility as a community to support all students' learning and achievement in order to close achievement gaps.	2-3	Achievement Gap; All Students	Assistant Superintendents, Principals, Central Office	On-going	Teams implement strategies for culturally relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices: Early Intervention Through Assessment	Staff time Professional development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
9. Develop goals to support cultural relevance within the School Improvement Plan (SIP) that specifically target the underserved population(s) of the school. (See also Fine Arts Task Force Recommendations Charge 2, Rec. 1, Action Steps 1-3)	1	Achievement Gap; All Students; Cultural Relevance	Assistant Superintendents, Principals	2009-2010	School Improvement Plans will include measurable objectives addressing the needs of underserved populations in the school	Existing SIP resources
10. Establish school-based student equity teams at the middle and high school levels to discuss, monitor, and problem-solve issues related to race and other equity concerns.	1-2	Cultural Relevance	Principals, School-based leadership	2009-2011	Site-based student equity teams and minutes from meetings that record ideas and efforts	Staff leadership at each site
11. Explore expanding the role of community members in supporting and sustaining culturally relevant practices.	1	Cultural Relevance	Special Assistant to the Superintendent for Race and Equity	2009-2010	Established advisory group with diverse membership	Existing Resources

Madison Metropolitan School District Strategic Plan

Curriculum Action Plan – Flexible Instruction

Strategy: We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

Objective: MMSD staff will develop and implement 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 of Flexible Instruction: Flexible instruction (e.g. differentiation, universal design) provides students with different ways to learn content, make sense of ideas and demonstrate understanding. Flexible instruction is responsive to individual student strengths and needs through learning experiences that are relevant and engaging, and require critical thinking from all students. Flexible instruction uses a variety of teaching tools/products in order to ensure all students learn effectively regardless of ability level.

Performance Measures:

- Number and percent of students scoring at each proficiency level on assessments (NEED: Define specific subjects and assessments)
- Number and percentage of students with disabilities enrolled in general education (i.e., credit generating) courses
- Number and percentage of English Language Learners enrolled in general education (i.e., credit generating) courses
- Number and percent of students provided academic interventions (including TAG)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Research best practices in flexible instruction (e.g. differentiation, universal design) in order to agree upon a working definition for MMSD. Identify and highlight existing examples in MMSD.	1	Opportunity for Success	Teaching & Learning, Educational Services, School-based leadership	2009-2010	Research-based working definition of flexible instruction	Existing resources
2. Curriculum, instruction and assessment design and decisions require teacher teams to collaborate in order to meet the needs of all students in a classroom environment. Teams will include representation from regular education, special	1-2	All Students; Improving Staff	Assistant Superintendents, Principals, School-based leadership	2009-2011	1. Instruction will include multiple options for student learning (e.g. open ended tasks), range of instructional methods (e.g. simulations, project-based), and assessment	Professional development Extended employment and/or sub release

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
education, ESL and gifted programming based on the student's needs.					strategies (e.g. demonstration, portfolio) in all classrooms <ul style="list-style-type: none"> • Evidence of co-planning and co-teaching during classroom walk-throughs • Increased academic success of all students as measured by district and state assessments • Positive results on assessments that measure individual student progress over time (value added) 	
3. Students and teachers collaborate to ensure there is a range of learning activities that are engaging and multiple ways to demonstrate learning.	2-3	All Students; Opportunity for Success	Assistant Superintendents, Principals, School-based leadership	2010-2012	Classroom walk-throughs document flexible learning and assessments in all classrooms, including the presence of student voice and options <ul style="list-style-type: none"> • Decreased number of expulsions and suspensions • Increased attendance rates • Increased credit attainment 	Professional development Staff time
4. Research, design and implement an assessment plan of flexible instruction (see Assessment) to monitor effectiveness and continuous	3	21 st Century Skills	Research and Evaluation, Teaching & Learning, Educational	2011-2012	Assessment plan is designed and implemented	Staff time for design Extended employment and/or sub release

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
improvement.			Services			
5. Identify alternative education and innovative program needs and develop a plan to expand alternative programs and educational options.	2	21 st Century Skills; Opportunity for Success	Director of Student Services and Alternative Programs: Director of Educational Services	2010-2011	Alternative Program Plan	Time to assess alternative program needs and develop a plan.

Proposed

Strategic Objective: 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.

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.

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

Performance Measures:

- Participation rates in core professional development sessions for instructional employees
- Participation rates in professional development sessions for non-instructional employees
- Value added program evaluation projects focused on measuring the effect of professional development efforts

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The district will develop site-based and district-wide professional learning communities/teams to foster continuous improvement in leadership and in quality instructional practices for all students in all curricular areas, including cultural relevance.	1	Improving Staff	Superintendent, Assistant Superintendents	January 2010	1. Effective learning communities/teams are in all schools 2. District-wide team created consisting of central office administrators, teachers, principals, and school-based instructional leaders	Extended employment and/or sub release Professional development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>2. All staff members will regularly collaborate within one or more established professional learning community (ies)/team(s) to engage in a continuous cycle of improvement focused on student learning and engagement and work place culture.</p>	1	Improving Staff	Superintendent, Assistant Superintendents, District-wide team	September 2009 on-going thereafter	<p>Students will:</p> <ul style="list-style-type: none"> • attain or exceed grade level proficiency in core subject areas • acquire and apply critical thinking, problem solving and communication skills • engage in civic activity • be active participants in shaping their learning experiences • acquire and apply skills needed to live and contribute in a diverse local and global community • acquire and apply skills needed for personal growth and well-being and creative expression 	<p>Staff time</p> <p>Professional development</p>

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. The district will collaborate with the community to ensure inclusive, culturally responsive schools.	1	Culturally Relevant; Improving Staff	Superintendent, assistant superintendents, and or management team members will create a team consisting of: district-wide leadership committee which includes community stakeholders, Special Assistant to the Superintendent for Race and Equity, and Culturally Relevant Resource Teachers	2009-2010	1. District-wide leadership team established 2. See visible results for step 2	Staff time Extended employment and/or sub release
4. 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 will facilitate high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21 st Century technologies, content, and skills to ensure high levels of learning by <i>all</i> students. (Consistent with TAG Plan and Equity Task Force Recommendations.)	1	Improving Staff	Superintendent, Assistant Superintendents, Director of Human Resources	2009-2010	See visible results action step 2.	Existing Resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. All instructional staff (teachers, pupil services staff and administrators) will implement their Professional Development Plans (PDPs) with integrity for individually targeted continuous professional growth aligned to school improvement goals and the district's strategic priorities.	2	Improving Staff	PDP Review Teams	2010-2011	See visible results, action step 2	Professional development Extended employment and/or substitutes
6. 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 Standards for Staff Development.	2	Improving Staff	Superintendent, Assistant Superintendents, Principals	2010-2011	See visible results, action step 2	Professional development Extended employment and/or substitutes Possible NSDC conference attendance for selected staff
7. The district will develop systems and approaches to coordinate and link professional development initiatives.	1	Improving Staff	Superintendent, Assistant Superintendents, Instructional Council	2009-2012	Professional development plan aligned with strategic priorities	Existing Resources
8. Foster partnerships with university and college pre-service teacher preparation programs so that quality program offerings matching MMSD's needs are available to staff. (Consistent with Math Task Force recommendation.)	2	Improving Staff	Superintendent, Assistant Superintendents, and other administrators as appropriate	2010-2011	Established partnerships with institutions of higher education to provide continuing education aligned with strategic priorities	Existing Resources

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.

Objective: The district will enhance the recruitment and retention rate of high quality teachers and administrators by focusing on the various stages of an educator’s career.

Performance Measures:

- Percentage of staff by race-ethnicity (all employee groups)
- Staff annual retention rate by race-ethnicity (all employee groups)
- New hire rates by race-ethnicity (all employee groups)

Action Step	Priority	Critical Issue	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	Staff Reflects Students	Assistant Superintendent-Secondary	2010-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Staff time
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	Staff Reflects Students	Assistant Superintendents and Director of Select Government Programs	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. Enhance a hiring preference system for positively evaluated student teachers and administrative interns, and teachers/interns who are employed during summer school.	1	Staff Reflects Students	Director of Human Resources and Lead Elementary Principal	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources
4. Establish earlier hiring deadline.	2	Staff Reflects Students	Director of Human Resources	2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources
5. Create an early hire pool of staff as a means to attract highly qualified candidates, including staff of color, and increased applicants in shortage areas.	1	Staff Reflects Students	Director of Human Resources	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Travel Expenses
6. Expedite referrals of outside candidates to principals.	3	Staff Reflects Students	Director of Human Resources	2011-2012	Streamlined recruitment and hiring procedures	Existing Resources
7. Expedite the advertisement of open positions and offer/acceptance procedure.	1	Staff Reflects Students	Director of Human Resources	2009-2011	Streamlined recruitment and hiring procedures	Existing Resources
8. Annually review and evaluate the recruitment and hiring process.	1	Staff Reflects Students	Director of Human Resources	2009 and ongoing thereafter	Streamlined recruitment and hiring procedures	Existing Resources
9. Reinstitute the Grow Our Own Administrator Program.	2	Staff Reflects Students	Superintendent	2011	MMSD has a workforce of highly trained staff.	A number of positions to release staff from current positions (3.0-4.0 FTE)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
10. Develop a formal mentoring system for principals to mentor new principals – peer assistance system.	1	Staff Reflects Students	Assistant Superintendents	2009-2010	Formal mentoring/peer assistance program for administrators.	Existing Resources Plus a Small Stipend for Mentors
11. Survey administrators after the initial year of employment to gain feedback regarding first year experiences. Use the data to identify areas of need and provide support for those areas via the peer assistance system.	2	Staff Reflects Students	Director of Human Resources; Assistant Superintendents	2010	Data from New Administrators Formal mentoring/peer assistance program for administrators.	Existing Resources
12. Develop a culture that embodies the belief that retention of staff of color is every staff person’s responsibility; include communities of color in retention efforts.	1	Staff Reflects Students	Special Assistant to the Superintendent for Race and Equity	2009-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Additional Clerical Resources
13. Provide professional development for administrators to learn how to interview in a culturally competent manner.	1	Staff Reflects Students	Director Human Resources; Director of Select Government Programs; Special Assistant to the Superintendent for Race and Equity	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Consulting Fees
14. New hires will receive a Culturally Relevant “Welcome to Madison” package from the community.	3	Staff Reflects Students	Special Assistant to the Superintendent for Race and Equity	2012	Culturally relevant welcome package developed and available for use with new staff	Existing Resources

Strategic Objective: 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.

Resource/Capacity Action Plan Focus Areas

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

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.

Objective: Prioritize and allocate resources effectively and equitably

Performance Measure:

- Number of, and savings produced by, process efficiency improvements including those automated using technology

Action Step	Priority	Critical Issue	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. Use data from pilot to revise and make decisions about expansion.	1	Budget	Superintendent, Assistant Superintendents, Other Administrators	On-going	Measurement tool developed and implemented	Staff time External Partners
2. Evaluate current use of technology resources to identify where resources are underutilized and determine methods for how technology resources can be used to improve effectiveness.	1	Resource Allocation	Chief Information Officer	2009-10	1. Effective use of current technology in classrooms and offices 2. Technology Plan is deployed.	Resources for Technology (See Technology Plan)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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	Resource Allocation	Directors of Teaching & Learning, Educational Services, Student Services and R&E	On-going	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 plan and road map to determine how we would implement it.	2	Budget	Assistant Superintendent Business Services, Director of Budget, Planning & Accounting	2010-11	Five Year Budget Plan exists and is transparently communicated	Existing Resources

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.

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

Performance Measure:

- Number of programs and interventions that are evaluated annually

Action Step	Priority	Critical Issue	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	Resource Allocation	Director of Research & Evaluation	Fall 2009	Matrix of programs and methods with capacity to conduct defined analyses	Staff External partners
2. Inventory the existing data sources in curricular areas, program areas, and business functions.	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	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 data collection systems to fill any gaps.	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data needs are identified and systems created to gather information needed	Staff Technology External partners
4. Allocate time for school staff and departments to analyze data and strategize appropriate responses to that data.	1	Resource Allocation	Superintendent, Assistant Superintendents	On-going	Building-specific plans created in response to the data	Release time for school staff Data discussion facilitators

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Conduct value added analysis in appropriate content areas (reading, math) by grade level and student subgroups. Correlate these results with best instructional practices and professional development strategies.	1	Resource Allocation	Director of Research & Evaluation, consultants	On-going	Report produced that includes interpretation	Staff External partners
6. Conduct analysis of non-academic district functions (e.g., energy use, transportation, Fund 80, and calendar) to identify cost efficiency options.	1	Resource Allocation	Assistant Superintendent Business Services	2009-10 school year	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	Resource Allocation	Superintendent, Assistant Superintendents, Director of Research & Evaluation	2009-10 school year	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 over time. Explore implications of the cost analysis for school planning and resource allocation.	2	Resource Allocation	Assistant Superintendent Business Services, Director of Budget, Planning & Accounting, Director of Research & Evaluation	2001-11 school year	Report produced that includes interpretation	Staff External partners

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
9. Evaluate alternative employee compensation systems and features.	2	Resource Allocation	Assistant Superintendent Business Services, Director of Human Resources	2001-11 school year	Report produced; Possible creation of a more competitive compensation system to attract and retain staff	Staff External partners

Proposed

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.

Objective: Pursue necessary resources

Performance Measures:

- Number of resources obtained from partnerships to accomplish district’s strategic activities
- Total dollar amount of external grant funds to accomplish district’s strategic activities

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Develop ongoing strategies to identify resources needed to achieve desired outcomes.	1	Resource Allocation	Superintendent, Assistant Superintendents, Other Administrators	On-going	Increased resources that are aligned to priority outcomes	Re-orient existing structures if possible External partners
2. Analyze possible partnerships and collaborations (private, public, state) which might aid in more efficient delivery of service and funding strategies. (Consistent with Fine Arts Task Force recommendations.)	1	Budget	Administrators	On-going	The number of partnerships will increase	Existing resources External partners
3. Use data to develop marketing and/or branding mechanisms and strategies (e.g., in order to retain current students and recruit additional students to MMSD). (Consistent with Organization/Systems Action Plan, Communication, Action Step 3.)	1	Budget	Superintendent, Coordinator for Public Information, consultants	2009-10 school year	Retention of MMSD students will increase. A plan with defined strategies for marketing MMSD brand is developed.	External partners

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
4. Develop joint lobbying agendas with municipalities and other school districts. (Consistent with Equity Task Force recommendations.)	2	Budget	Superintendent, Legislative Liaison	On-going	BOE support and approval of lobbying agenda, especially those items involving 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 of property).	2	Budget	Assistant Superintendent Business Services	On-going	Comprehensive analysis of all state funding is completed and made public	Existing resources

Proposals

Strategic Objective: 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.

Organization/Systems Action Plan Focus Areas

- . **Climate**
- . **Communication**
- . **Cooperation/Collaboration**
- . **Decision-Making**
- . **Partnerships**

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.

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

Performance Measures:

- Number and percentage of suspension events (in and out of school), all grades
- Number and percentage of students participating in extra- and co-curricular activities
- School climate survey, selected items to be determined
- Average annual student attendance rate

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The district will actively support schools in successfully meeting climate goals as stated in school improvement plans. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; School Principals	2009-2010 and ongoing	1. All schools use data to continuously improve the climate within their buildings 2. Schools meet annual climate goals included in their school improvement plan 3. Student and Parent Climate Surveys report increased satisfaction with feeling safe, welcome and included	Increased time for schools to collaboratively 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 learning community.	3	Safe and Welcoming	Assistant Superintendents; School Principals	2011-2012	Students and parents report decreased incidents of bullying and harassment	Identify liaison in district to foster partnerships with community organizations

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. All schools in the district will have a welcoming main entrance with clear signage in multiple languages.	2	Safe and Welcoming	Assistant Superintendents; Director of Building Services	2010-2011	Walk through of each building indicates that the goal is met	Financial support for signage
4. All schools in the district will develop and implement behavior and discipline practices that are consistent, systematic, positive, restorative and data driven. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; Director of Alternatives and Student Services; School Principals	2009-2011	1. Reduction in disciplinary referrals, suspensions, and expulsions 2. Reduction in staff needed to manage behavior issues	Existing resources Continued professional development for school staff and support for Behavior Coaches
5. MMSD will improve the content and use of Climate Surveys.	2	Safe and Welcoming	R&E	2010-2011	Revised Climate Survey	Existing resources
6. All schools will develop systems that promote student engagement.	1	Safe and Welcoming	Assistant Superintendents; Director of Student Services and Alternative Programs	2009-2010 and ongoing	Improved attendance rates Increased participation in school-sponsored activities	Existing resources

Madison Metropolitan School District Strategic Plan
Organization/Systems Action Plan—Communication

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.

Objective: We will actively promote the benefits that all students derive from the challenging, respectful, inclusive education that our schools provide.

Performance Measures:

- Number of Open Enrollment, private/parochial, and home-based "leavers" due to dissatisfaction
- Number of teachers using home-school communication tools (e.g., Infinite Campus portal, Moodle)
- Positive response rate to specific items from parents on the school climate survey, selected items to be determined
- Employee satisfaction (perhaps using School Climate Survey items)

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Study trends in out-of-school district transfers; continue initiatives toward surveying families leaving; gather information about MMSD and its programs and students from residents who do not have children attending school.	1	All Students	R&E	2009-2010 and ongoing	1. The number of families leaving MMSD will decrease 2. Report published annually summarizing information from families leaving the district beginning in 2009-2010	Resources for data collection and analysis Possible purchase of services from outside research consultant
2. Survey recent graduates about their experiences; use the information to identify needed improvements.	1	All Students	R&E	2010 and semi-annually beyond that date	Graduate surveys show increased graduate satisfaction with MMSD experiences	Resources for data collection and analysis Possible purchase of services from outside research consultant

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>3. Develop an annual communication plan based on the data collected in steps 1 and 2:</p> <ul style="list-style-type: none"> • Focus on positive branding of the MMSD school experience and publicize the benefits of graduating from MMSD • Include strategies that target specific media • Include outreach to specific groups, such as realtors, opinion leaders, neighborhood associations and business leaders in developing and implementing the plan. • Include strategies for celebrating, promoting, and disseminating information about student and staff achievements. 	1	All Students	BOE; Management Team	2009-2010 and annually thereafter	Communication Plan	<p>Consultant to assist in developing the communication plan</p> <p>Realign public information office staff to support implementation of the plan (administrative reorganization)</p>
4. Develop best practices for school – family communication that are sensitive to language, culture, and literacy differences.	2	Safe and Welcoming	Director Educational Services; Assistant Director ESL/Bilingual Division; Public Information Office; Teaching and Learning; Student Services	Spring 2010-fall 2011	Best practice guidelines established and used	Existing resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>5. Develop a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback.</p>	1-2	All Students	BOE; Superintendent; Central Office Administrators; School Administrators	2009-2010 and ongoing thereafter	<ol style="list-style-type: none"> 1. The strategic plan will be available in a variety of languages and reported annually 2. The budget will be presented in an understandable way 3. Principals will regularly provide information about MMSD's strategic plan, SIP, school and student achievement to all stakeholders, and ask for feedback 4. MMSD will share results of systematic, rigorous, evaluation of programs and policies with stakeholders 5. MMSD will be in compliance with legal standards and share results with stakeholders 6. MMSD will identify and annually report on top measures of its performance 7. Regular public engagement sessions will be held by the BOE and the Superintendent 	Existing resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
6. Build staff capacity to participate in the public communication process.	3	All Students	Assistant Superintendents; Building Administrators; Public Information Office	2012	Increase the number of opportunities for staff to discuss and understand major district initiatives and practices, and how to communicate their benefits to the community	Existing resources

Proposed

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.

Objective: MMSD will create, implement, and support cooperation, coordination, and collaboration to adopt best practices throughout all levels of the district.

Performance Measures:

- School climate survey responses to staff to staff relationship items
- Number of teachers using collaboration technologies like Moodle and Basecamp
- Number of staff participating in school committees
- Number of staff participating in defined leadership roles

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Identify best practices in curriculum and instruction, behavior, safety, inclusion, and cultural relevance; routinely provide opportunities for staff to share implementation of these practices across schools.	1	Culturally Relevant; Improving Staff	Director Teaching and Learning; Director Educational Services; Content Area Leadership Teams; Professional Development Leaders	Fall 2009 and ongoing thereafter	1. Electronic tools to support sharing are created and available to staff 2. All staff Leadership Conference regularly held and devoted to sharing best practices 3. PD incorporates sharing best practices	Resources for staff to develop and maintain electronic tools Funds for annual Leadership Conference Staff time
2. Make resources available to school staffs and administrators to share effective practices within a school.	2-3	Improving Staff	School Principals and Teacher Leaders	2010 and ongoing thereafter	Effective practices are shared and implemented school-wide	Increase in school resources for sharing; Staff time

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. Expand, improve, and build systems so that students can access course selections from other schools.	2-3	21 st Century Skills; Opportunity for Success	Director Teaching and Learning; Director of Research and Evaluation	2010-2012	1. New and/or improved course selection systems are in place 2. Course catalogues are published electronically 3. Electronic registration process is developed	Resources to create and access synchronous and asynchronous virtual learning options; Expand Madison Virtual Campus offerings; Student transportation when needed to provide access
4. Expand technology or virtual classes and options to increase the district's ability to meet diverse learning styles, the needs of accelerated learners, and the needs of students requiring additional time and practice to acquire knowledge and skills.	2-3	21 st Century Skills; Opportunity for Success	Teaching and Learning	2010-2012	Increase in the number and variety of virtual classes; increase in student participation in virtual classes.	Resources to create and access synchronous and asynchronous virtual learning options; Expand Madison Virtual Campus offerings
5. Increase the use of systems and structures that support coordinated and efficient team discussion of student needs and planning for ways to meet the needs identified.	2-3	Achievement Gap; Improving Staff	Assistant Superintendents; Director of Research and Evaluation	2010-2012	Expansion in use of SIMS, Basecamp and other electronic tools to support efficient and effective team communication.	Resources to expand technology access and use

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.

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.

Performance Measures:

- Number of opportunities for community input – engagement sessions, especially advisory groups
- Number of different community members participating in engagement sessions, especially advisory groups
- Number of advisory groups representing a cross-section of the community and including students

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The Board of Education, Superintendent and other MMSD administrators will directly link decisions and priorities to the strategic plan.	1	All Students; Budget	MMSD Administrative staff	2009-2010 and ongoing thereafter	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 ongoing input to district prior to making final decisions (e.g., district-wide parent advisory council, parent empowerment groups, other parent groups, business advisory council, student advisory council, technology advisory group) .	2	All Students	Superintendent, Assistant Superintendents and other administrative staff as appropriate	2010-2011	1. Increase in the number of advisory councils or groups. 2. MMSD will have defined ways of measuring input into decision-making, and explaining how input affects decisions made	Existing resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. Broadly communicate major changes in policies or procedures to stakeholders.	2	All Students	Superintendent, other administrative staff as appropriate, BOE	2010-2011	Increase in the number of community engagement opportunities	Existing resources
4. Systematically meet with parents at every school to make sure all schools and groups have input into decisions.	1	All Students	Superintendent; Assistant Superintendents for Elementary and Secondary Schools; School Principals, BOE	2009-2010 and ongoing thereafter	Increase in BOE member and MMSD Administrator opportunities to engage with parent/family groups	Existing resources
5. Develop clear guidelines for: <ul style="list-style-type: none"> gathering input prior to making a decision from stakeholder groups including students; making decisions; and communicating decisions. 	2	All Students; Safe and Welcoming	Members of Management Team; BOE	2010-2012	1. Increased positive responses to Climate Survey items from parents and students about their role in decision-making 2. Guidelines for decision-making developed and used 3. Communication about major decisions include information about the decision making process used	Existing resources
6. District work groups and committees will use clear guidelines for determining participation and membership.	2	All Students	Members of Management Team	2010-2012	Guidelines for district work group composition are created and implemented	Existing resources

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.

Definition of Partnership: An MMSD partnership is defined as a relationship between the school district and different agents, whether these are public or private, collective or individual, that is mutually beneficial for both and adds value to and meets one of the district’s goals and/or priorities. The partnership may involve the sharing of financial or human resources and should not result in a profit for the partner organization. Partnerships within MMSD fall into the categories of MMSD as grantor, School/Community, Support/Advisory, and Parents/Family Members and Individuals.

Performance Measure:

- Number of partnership efforts

Action Step	Priority	Critical Issue	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. (Consistent with Curriculum Action Plan, Civic Engagement, Action Step 4.)	2-3	21 st Century Skills	Assistant Superintendents for Elementary and Secondary; School Principals	2010-2012	1. Increase in opportunities offered 2. Increase in the number of students participating	School-based resources
2. Students will benefit from “real world” learning experiences created through community collaborations and alliances with business and industry.	2-3	21 st Century Skills	Assistant Superintendents for Elementary and Secondary; School Principals	2010-2012	1. Increase in opportunities offered 2. Increase in the number of students participating	School-based resources

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
3. Teachers and staff will seek opportunities for connecting classroom instruction with community resources.	2-3	21 st Century Skills	Assistant Superintendents for Elementary and Secondary; School Principals	2010-2012	1. Increase in opportunities offered 2. 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	21 st Century Skills	Assistant Superintendents for Elementary and Secondary; School Principals	2010-2012	Increase in the number of grants submitted	Existing resources
5. MMSD will seek to develop and support additional partnerships that are mutually beneficial to both the district and the partnering individual or group, that add value to and meet one of the district's goals and or priorities.	1	21 st Century Skills	Superintendent's office	2009-2010 school year and ongoing	1. Current partnerships are identified and mapped 2. Template for creating new partnerships is developed	Resources and support to coordinate and monitor partnership activities

Considerations / Recommendations

The proposed Strategic Plan will be discussed on September 29, 2009. The specific purpose of this discussion is to review and consider action on the five Action Plans which directly connect to each of the five approved strategic objectives.

Since the proposed Strategic Plan was presented to the Board of Education on July 21, 2009 and September 14, 2009, the administration has reviewed the input provided by the Board and has made the following types of changes:

- Review of wording for clarity and to lessen the use of educational jargon.
- Review of priorities to lessen the number of priorities one in the first year.
- Identification of the connections between the various action items as well as connections to other plans presented to and/or approved by the Board.
- All action steps are connected with the Top 10 critical issues identified by the Strategic Planning Process (page 22).

Relative to each of the **action plans, a prioritization process has been completed.** Each action step in the action plans are identified with a priority 1, 1-2, 2, and 3. These numbers roughly align to years one, two and three of the implementation of the Plan. Priority 1-2 symbolizes action steps that will take place during the first two years of implementation of the Plan.

The following should be considered when reviewing the “resources needed” section of the Action Plans:

- Each Action Plan now describes the types of resources needed to implement the various action steps.
- Specific costs to implement the various action steps will be presented as part of each annual budget plan to the Board. For the implementation of these action steps, the Board will need to affirmatively approve through the annual budget process.
- Action steps that do not have a specific budget impact would be implemented upon approval of the various Strategic Plan action steps.
- As part of the 2009-10 preliminary budget, \$324,123 has been placed in the budget to allow for the beginning implementation of specific action steps in the Strategic Plan. Upon approval of the Strategic Plan Action Plans, the Administration will later propose how these funds could be utilized during the 2009-10 budget year.
- The redevelopment of the District’s Strategic Plan specifically considers the need to reallocate resources. As a result, there exists the need to develop a process to identify areas of district operations that will be either less of a priority in the future and/or be discontinued in order to implement the approved Strategic Plan.

Job accountability plans need to be identified. This will allow for the clear identification of who is responsible for the implementation of specific plan components and for the revision, where necessary, of performance expectations for assigned administrators.

Annual updates to the plan must be established involving a review by the Strategic Planning Committee and with Board of Education approval. This annual update should consist of:

- a. review and assessment of implementation progress;

- b. determination of new critical issues;
- c. assessment of compliance with mission and belief statements;
- d. update of goals and strategies; and
- e. celebration of progress to date.

Strategic plan marketing products should be developed, consisting of:

- a. distribution of the new mission and belief statements;
- b. communication of the five key strategies and related action plans; and
- c. development of a tag line to clearly articulate our mission to our stakeholders.

Proposed

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

Proposed

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.

Key Steps

Finalize facilitator
Finalize planning methodology
Identify planning participants
Confirm planning site
Complete planning materials
Action planning
Second planning session
Complete plan draft
Board approval of plan
Annual plan updates

Timeline

December 2008
December 2008
December 2008
December 2008
January 2009
February-June 2009
June 2009
June 2009
July 2009
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 & 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 & 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

Student	Organization /Systems	Curriculum	Resources /Capacity	Staff	Parameters/Beliefs (Culture)
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, Andrea	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
Meeting Dates	Meeting Dates	Meeting Dates	Meeting Dates	Meeting Dates	Meeting Dates
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.

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.