

**APPENDIX LLL-3-14**
September 21, 2009

September 10, 2009

MEMORANDUM

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent

Subject: **Strategic Plan Strategic Objectives**
Staff Action Plan
Resource/Capacity Action Plan

The Board is scheduled to review the Strategic Plan in full at a Special Board meeting on September 29. A copy of the plan will go out to the Board in the September 17th packet.

Attached to this document are the Action Plans for the Staff and Resource/Capacity Strategic Objectives. Based on feedback from board members, there are no changes to these Action Plans.

It is my intent on September 29 to spend time on the other three Action Plans: Student, Curriculum and Organization/Systems.

If you have specific questions or concerns about these plans, please e-mail them to me and I will provide answers for September 29.

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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.

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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. The district will develop site-based and district-wide horizontal and vertical professional learning communities/teams to foster and continuously improve leadership in culturally relevant instructional practices.	1	Superintendent, assistant superintendents, and/or management team members will create a team consisting of central office administrators, teachers, principals, school-based instructional leaders (IRT, LC, Dept. Chairs,), minority services coordinators, special assistant to the superintendent for race and equity, culturally relevant resource teacher, and Educational Services, Teaching and Learning, Student Services.	Establish district-wide and school based teams by January 2010	1. Attain or exceed grade level proficiency in core subject areas	1. Extended employment 2. Sub release 3. Professional development opportunities during the day

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>2. All instructional staff members will regularly collaborate within one or more established professional learning teams to engage in a continuous cycle of instructional improvement focused on student engagement and learning</p>	<p>1</p>	<p>Superintendent, assistant superintendents, and or management team members will create a team consisting of: central office administrators, principals, teachers, Educational Services, Teaching and Learning, and Student Services.</p>	<p>September 2009 on-going thereafter</p>	<ol style="list-style-type: none"> 1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being and creative expression 7. Technology literacy 	<ol style="list-style-type: none"> 1. Collaboration time 2. All instructional staff will provide on-site support such as: coaching, consultation, and/or teaching.

Proposed

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
4. The district will collaborate with the community to develop inclusive culturally responsive schools	1	Superintendent, assistant superintendents, and or management team members will create a team consisting of: district-wide leadership committee which includes community stakeholders, Special Assistant to the Superintendent for Race and Equity, and Culturally Relevant Resource Teachers	2009-2010	<ol style="list-style-type: none"> 1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being 	<ol style="list-style-type: none"> 1. Collaboration time (during the school day) 2. Extended employment 3. Sub release

Proposed

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. The district will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers; this facilitates high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21 st Century technologies, content, and skills so as to ensure high levels of learning by <i>all</i> students as measured by improved student achievement.	1	Superintendent, assistant superintendents, and or management team members will create a team consisting of: central office administrators, Human Resources, and principals.	2009-2010	<ol style="list-style-type: none"> 1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being 	Existing Resources

Proposed

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
6. All instructional staff (teachers, pupil services staff and administrators) will implement their Professional Development Plans (PDP) with integrity for individually targeted continuous professional growth aligned to school improvement goals, as well as the district's strategic priorities.	2	Superintendent, assistant superintendents, and or management team members will create a team consisting of: central office administrators, Human Resources, principals, Select Government Programs, teachers, mentors, and partnerships with higher education agencies/DPI.	2010-2011	<ol style="list-style-type: none"> 1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being 	<p>School staff will need professional development in the use of/creating individual Professional Development Plan (PDP):</p> <ol style="list-style-type: none"> 1. Extended employment. 2. Subs for teacher release. 3. After school courses

Proposed

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
<p>7. The district will ensure that its school improvement processes and professional development systems and practices align with effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.</p>	2	<p>Superintendent, assistant superintendents, and or management team members will create a district professional development team comprised of: administrators/teachers representing all major departments and school-based staff when appropriate.</p>	2010-2011	<ol style="list-style-type: none"> 1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being 7. Technology literacy 	<p>District staff (particularly the professional development team) will need professional learning opportunities in the development/implementation of effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.</p> <p>Possible needs:</p> <ol style="list-style-type: none"> 1. Extended employment. 2. Subs for teacher release. 3. Possible NSDC conference attendance

Proposed

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
8. The district will develop systems and approaches to coordinate and link separate and specific professional development initiatives for teachers and other staff.	1	Superintendent, assistant superintendents, and or management team members will create a district professional development team comprised of: administrators/teachers representing all major departments and school-based staff when appropriate.	2009-2012	Delivery of professional development is more efficient and relies less on substitute teachers. It is consistently aligned with strategic priorities.	Existing Resources
9. Foster partnerships with university and college pre-service teacher preparation programs so that quality program offerings that are a match to MMSD's needs are available to staff.	2	Superintendent, assistant superintendents, and or management team members will create a team consisting of: central office administrators, Human Resources, principals, Select Government Programs, teachers, mentors, and partnerships with higher education agencies/DPI.	2010-2012	Partnerships are established with institutions of higher education to provide continuing education aligned to 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.

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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Establish a plan similar to Future Teachers of America to attract high school students of color into the field of education and teaching in MMSD—Teach for Madison.	1	Assistant Superintendent-Secondary	2010-2012	The quality of staff directly impacts student achievement. All Action Steps address quality of staff.	2 FTE
2. Establish strong relationships with university and college pre-service teacher preparation programs similar to the Professional Development School model used by UW Madison.	1	Assistant Superintendents and Select Govt Programs	2009-2010	“	Existing Resources
3. Enhance a hiring preference system for positively evaluated student teachers and teachers who work summer school.	1	Human Resources and Lead Elementary Principal	2009-2010	“	Existing Resources
4. Establish a new deadline for posting external openings, thus creating a wider no-post window.	2	Human Resources	2010	“	Existing Resources

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Create an early hire pool of teachers as a means to attract highly qualified teacher candidates, including teachers of color and shortage areas.	1	Human Resources	2009-2011	"	Existing Resources and Additional Travel Expenses
6. Expedite referrals of outside candidates to principals.	3	Human Resources	2011-2012	"	Existing Resources
7. Expedite the posting and offer/acceptance procedure.	1	Human Resources	2009-2011	"	Existing Resources
8. Annually review and evaluate the hiring and recruitment process.	1	Human Resources	2009 and ongoing thereafter	"	Existing Resources
9. Reinstigate the Grow Our Own Administrator Program.	2	Superintendent	2011	"	3.0 – 4.0 FTE to release staff from current positions
10. Develop a formal mentoring system for principals to mentor new principals – peer assistance system.	1	Assistant Superintendents	2009-2010	"	Existing Resources Plus a Small Stipend for Mentors
11. Survey administrators after the initial year of employment to gain feedback regarding first year experiences. Assist in identifying areas of needed support. Peer assistance and review system for teachers and administrators.	2	Human Resources and Assistant Superintendents	2010	"	Existing Resources
12. Develop a culture that embodies the belief that retention of staff of color is everyone's responsibility and include communities of color in retention efforts.	1	Special Assistant to the Superintendent	2009-2012	"	Existing Resources Plus .5 FTE Clerical

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
13. Provide more professional development for administrators to interview in a culturally competent manner.	1	Human Resources, Select Govt Programs and Special Asst to the Superintendent	2009-2011	"	Existing Resources Plus Consulting Fees
14. New hires will receive a Culturally Responsible "Welcome to Madison" package from the community.	3	Special Asst to the Superintendent	2012	"	Existing Resources

Proposed

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.

Measurable Objective: Prioritize and allocate resources effectively and equitably.

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Tie budgetary decisions to a system-wide measurement tool (i.e., make funding decisions based on data, e.g., Madison Measures – City of Madison). Begin with business and non-instructional operations as a pilot.	1	Superintendent, Assistant Superintendents, Administrators	On-going	Measurement tool developed and implemented.	Staff, External Partners
2. Evaluate current use of technology resources to identify where they are underutilized and determine methods for how they can improve effectiveness.	1	Chief Information Officer	During 2009-10 school year	Effective use of current technology in classrooms and offices; Technology Plan is deployed.	Resources for Technology (See Technology Plan)
3. Conduct secondary research to determine what is effective, focusing on rigorous research models; draw upon UW resources for learning about what other districts have done.	2	Directors of Teaching & Learning, Educational Services, Student Services, Research & Evaluation	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 and roadmap to	2	Assistant Superintendent	2010-11	Five Year Budget Plan exists and is transparently	Existing Resources

determine how we would get there		Business Services, Director of Budget, Planning & Accounting		communicated.	
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Proposed

Resource/Capacity Action Plan—Rigorous Evaluation

Strategy: We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission.

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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Identify appropriate quantitative and qualitative evaluation methods to answer questions related to the key district goals.	1	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 core content and program areas and business functions	1	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 systems to collect data to fill any gaps	1	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data needs	Staff, technology, external partners
4. Leverage time for school buildings and departments to analyze data and strategize appropriate responses to that data.	1	Superintendent, Assistant Superintendents	On-going	Building-specific plans would be created in response to the data.	Release time for school staff; Data discussion facilitators

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Conduct value added analysis in appropriate key core content areas (reading, math) by grade level, student subgroups. Correlate these results with best instructional practices and professional development strategies.	1	Director of Research & Evaluation, consultants	On-going	Report produced that includes interpretation	Staff, external partners
6. Analysis of district non-academic functions, e.g., energy use, transportation, Fund 80, and calendar, to identify cost efficiency options.	1	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	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; conduct this as a longitudinal analysis. Explore implications for site-based planning and resource allocations.	2	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

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
9. Evaluate alternative employee compensation systems and features.	2	Assistant Superintendent Business Services, Director of Human Resources	2001-11 school year	Report produced, if changed perhaps 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.

Measurable Objective: Pursue necessary resources

Measurable Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Develop ongoing strategies to identify resources that leverage outcomes	1	Superintendent, Assistant Superintendents, 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, CESA) which might aid in more efficient delivery of service	1	Administrators	On-going	The number of partnerships will increase.	Existing resources External partners
3. Use data to develop marketing/branding mechanisms and strategies in order to, for example, retain current students and recruit students to MMSD	1	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
4. Develop joint lobbying agendas with municipalities and other school districts	2	Superintendent, Legislative Liaison	On-going	BOE support and approval of lobbying agenda, especially those incorporating partnerships with other municipalities or districts.	Existing resources External partners
5. Analyze fiscal impact of state laws affecting education, e.g., open enrollment, attachment or annexation, etc.	2	Assistant Superintendent Business Services	On-going	Comprehensive analysis of all state funding is completed and made public.	Existing resources