

**APPENDIX LLL-5-12**
November 9, 2009

October 28, 2009

MEMORANDUM

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent

Subject: **Strategic Plan:**
Action Steps by Priority 1
Budget Recommendations Priority 1

Included in the 2009/10 budget is \$324,123 for the implementation of activities specifically related to the approved Strategic Plan.

Attached are:

- ✓ Strategic Plan: Objectives organized by Priority 1 Action Steps
- ✓ Strategic Objectives: Action Steps, Priority 1 Recommended Budget.

The total identified in the Priority 1 Recommended Budget is \$284,925. We are continuing to plan in the areas of:

- implementing Individual Learning Plans,
- using ACT Standards as part of assessments,
- supporting technology,
- program evaluation, and
- a possible expulsion abeyance options pilot for second semester.

Budget recommendations for these areas will come to the Board at a later date.

Madison Metropolitan School District

Strategic Plan Action Plans Year 1 Priorities: 2009-2010

**Student
Curriculum
Staff
Resource/Capacity
Organization/Systems**

October 29, 2009

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Strategic Objective: Student Year 1 Priorities

We will eliminate the achievement gap by ensuring that all students reach their highest potential. To do this, we will prepare every student for kindergarten, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

Student Action Plan Focus Areas

- Achievement for All Students
 - Relationships
 - Transitions

Student Action Plan—Achievement for All Students

Madison Metropolitan School District Strategic Plan

Student Action Plan—Achievement for All Students

Strategy: We will eliminate the achievement gap by ensuring that all students reach their highest potential. To do this, we will prepare every student for kindergarten, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

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:

Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1.1. Define successful MMSD graduate outcomes: <ul style="list-style-type: none">▪ Content knowledge▪ Civic-minded skills▪ Life-enriching skills▪ Social-emotional skills	1	Assistant Superintendent to identify a team consisting of: Middle/High school staff, T & L, Ed Services, Student Services Curriculum Action Team	November, 2009	1. An Action Team is developed that includes leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students. Composition of team will include leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students.	Existing resources

Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1.2. Define successful MMSD graduate.	1	Assistant Superintendent and Action Team	November, 2009 – May 2010	<p>Definition of successful MMSD graduate aligned to mission with desired outcomes in the following areas:</p> <ol style="list-style-type: none"> 1. Content knowledge based on ACT college/career readiness standards. 2. Civic-minded skills aligned to the standards outlined by the Partnership for 21st Century Skills. 3. Life-enriching skills which may include but is not limited to: extra-curricular activities (athletics, clubs, organizations) and service learning opportunities. 4. Social-emotional skills based on the MMSD social emotional learning standards (SELS). 5. Career awareness which may include but is not limited to the student's knowledge of personal interests/skills/values; understanding of the 16 Career Clusters which describe the world of work; developmentally-appropriate mastery of 21st-Century Skills; a plan which incorporates the student's knowledge of personal interests/skills/values, his/her understanding of the world of work, and his/her mastery of 21st-Century Skills into a career pathway identifying appropriate post-secondary education and employment options. 	<ol style="list-style-type: none"> 1. Extended employment compensation for meetings/work time beyond contract day. Approximate cost estimate: 300 total hours x \$15.00/hr = \$4,500; 20 (1/2 day subs = \$2000; total = \$6,500. 2. Food costs when meetings take place during dinner hours. Approximate cost estimate: \$1,000 3. Possible consulting fee(s)

Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5.1. Develop an electronic based individual learning plan (ILP) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	Assistant Superintendents to identify an ILP Action Team.	2009/10 – 2010/11 school years	1. The electronic based ILP will be developed in collaboration with University of Wisconsin staff to meet the unique needs of the MMSD. The ILP will be based off of the WisCareers platform which will interface with Infinite Campus, the District's information management system.	1. Consulting/programming development/evaluation fee to enable the ILP to interface with Infinite Campus (\$ 17,000)
5.2. Implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	Assistant Superintendents, Instructional Council, and ILP Action Team.	2009/10 – 2010/11 school years	1. Identify a subgroup of the ILP Action Team to create an ILP implementation plan that includes a mechanism for feedback and evaluation (e.g., Survey instruments, external evaluation conducted by the Wisconsin Center for Educational Research).	1. External evaluation cost is covered in the aforementioned consulting/programming development/evaluation fee listed above.
5.3 Implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	Assistant Superintendents and ILP Action Team.	October, 2009 – March, 2009	1. ILP implementation plan will clearly articulate the following: <ul style="list-style-type: none"> • district-wide communication plan • accountability measures to evaluate implementation/effectiveness • initial introduction and ongoing professional development for staff • time to communicate with student(s) and parents relative to student progress 	1. Extended employment and or substitute release time for teachers/staff. Approximate cost estimate: 400 total hours x \$15.00/hr = \$6,000; 20 (1/2 day subs = \$2000; total = \$8,000. 2. Food costs when meetings take place during dinner hours. Approximate cost estimate: \$1,000

Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5.4. Implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	Assistant Superintendent, ILP Action Team, and building administrators.	2010-11 school year	1. Implement the ILP professional development plan district-wide with fidelity.	<p>This is dependent upon the implementation plan. Should the district opt to utilize early release or already scheduled professional development days, the costs can be significantly reduced.</p> <p>Alternative options include:</p> <ol style="list-style-type: none"> 1. Extended employment and or substitute release time for teachers/staff. 2. Food costs when meetings take place during dinner hours.
6.1 Develop and implement partnerships to prepare every student for kindergarten (EC options, Play and Learn, K-Ready Summer School, and universal 4-K)	1	Superintendent and Assistant Superintendent for Elementary	Committee will be established once 4K is approved.	<p>Continue partnership with United Way for Play and Learn.</p> <p>Continue to work with the 4Kcommunity group (40 members) until 4K is a reality.</p> <p>Continue quarterly meetings with After School programs (which also serve early childhood children)</p> <p>Develop a permanent Early Childhood Leadership Team from the existing 4K Committee, which is well represented of the community. The purpose of the committee is to review the 4K programs in the schools and the community and enhance early childhood communication with MMSD.</p>	<p>Staff Time</p> <p>Existing resources</p>

Madison Metropolitan School District Strategic Plan

Student Action Plan—Relationships

Strategy: We will eliminate the achievement gap by ensuring that all students reach their highest potential. To do this, we will prepare every student for kindergarten, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

Objective: Relationships between:

- staff and students
- staff and family
- students and students, and
- staff and staff

will improve through explicit professional development on relationship-building, alternative strategies to enhance relationships, and innovative partnerships with community organizations. Strategies to measure this objective will be developed.

Performance Measures:

Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
1. Identify and implement multiple strength-based measures of staff, student, and family relationships.	1	Management Team		Establish internal MMSD group of staff, administration and parents to create strength based measures that includes the following: <ul style="list-style-type: none">• development of tools• communication plan,• accountability measures,• ongoing professional development for staff,• data review plan• connection to SIP and DIP	Research and Evaluation and School Improvement Planning will need to commit considerable time and resources to this action step.

Madison Metropolitan School District Strategic Plan

Student Action Plan--Transitions

Strategy: We will eliminate the achievement gap by ensuring that all students reach their highest potential. To do this, we will prepare every student for kindergarten, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

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

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

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

Performance Measures:

Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5.1 Establish and implement a consistent system of measurable outcomes to determine student, school, and district progress in eliminating the achievement gap.	1.	Management Team	In progress to be completed by 2010 School Year	<p>Develop a Multi layer system of measurement to be established and implemented. Measurement system includes but is not limited to:</p> <ul style="list-style-type: none"> ▪ Formal assessments (e.g., WKCE, Explore, Plan) ▪ Student progress relative to ILP goals and success/ progress over time ▪ High school completion rates <p>Student participation in continuing education opportunities beyond high school</p> <p>The following assumptions are used across all measures:</p> <ul style="list-style-type: none"> • All metrics will come from an 	<p>Members of Management Team will participate in developing system of measurement. Staff from Research and Evaluation will need to be active participants.</p> <p>Additional Research Staff to support the multiple data measurements.</p>

Action Step	Priority	Responsible Personnel	Time Frame	Visible Result	Resources Needed
				<p>existing source whenever possible, e.g., DPI WINSS, ISES, School Performance Report, etc.</p> <ul style="list-style-type: none"> All metrics related to students will be disaggregated by the following groups if the data are available: gender, DPI or MMSD race/ethnicity categories, income status (i.e., low income vs. not low income), special education status, English Language Learner (ELL) status. Up to three years of data will be used for an historical analysis. Some measure will not have that much history as they are recent or being created for the first time with this project. <p>See attached document for complete list of measurements.</p>	

Strategic Objective: Curriculum Year 1 Priorities – 2009-2010

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;

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	Extended employment through June 2010 (\$15/hr x 120 staff x 10 hours) \$18,000
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
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.

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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	<p>Professional development and instructional practice includes implementation strategies for inclusive practices to engage all students</p> <p>Research and analysis of financial and programming implications for a required arts and humanities credit submitted to the BOE.</p>	<p>Existing Resources</p> <p>Fine Arts Task Force Recommendations Charge 2, Rec. 4, Action Step 3</p> <p>Fine Arts Task Force Recommendations Charge 2, Rec. 5, Action Steps 1-4</p>
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.

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 resources e.g. Common Formative Assessment (Corwin Press, 2006) (300 books x \$26) \$7,800
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	Extended employment through June 2010 (\$15/hr x 25 staff x 15 hours) \$5,625

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

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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

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.	Materials, sub release, professional development and 1.0 FTE teacher allocation has been requested and approved by the BOE under Title ARRA
<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>Materials, sub release, professional development and 1.0 FTE teacher allocation has been requested and approved by the BOE under Title ARRA</p> <p>Professional development for cohort teachers, other staff, principals and parents</p> <p>Partnership with higher education</p>

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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.	1	Cultural Relevance; Save and Welcoming	Student Services, Research & Evaluation	2009-2010	Baseline data collected district-wide as well as in pilot school(s) Explore community partnerships in evaluation plan, data analysis and monitoring	Support of Student Services and Research and Evaluation Department to design plan, collect data, and analyze results.
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.
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	Materials, sub release, professional development and 1.0 FTE teacher allocation has been requested and approved by the BOE under Title ARRA
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

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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 education, ESL and gifted programming based on the student's needs.	1-2	All Students; Improving Staff	Assistant Superintendents, Principals, School-based leadership	2009-2011	<p>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 strategies (e.g. demonstration, portfolio) in all classrooms</p> <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) 	<p>Professional development</p> <p>Extended employment and/or sub release</p> <p>Extended Employment (\$15/hr x 120 staff x 10 hours)</p> <p>\$18,000</p>
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Strategic Objective: Staff Year 1 Priorities

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**

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
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.	1	Improving Staff	Superintendent, Assistant Superintendents, District-wide team	September 2009 on-going thereafter	Students will: <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 	Staff time Professional development

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. 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

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
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
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
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
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

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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

Strategic Objective: Resource/Capacity Year 1 Priorities

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**

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)

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

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

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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

Year 1 Priorities

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
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 \$10,000

Year 1 Priorities

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
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 \$10,000
3. Develop an annual communication plan based on the data collected in steps 1 and 2: <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	Consultant to assist in developing the communication plan Realign public information office staff to support implementation of the plan (administrative reorganization) \$15,000

Year 1 Priorities

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed
5. Develop a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback.	1-2	All Students	BOE; Superintendent; Central Office Administrators; School Administrators	2009-2010 and ongoing thereafter	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 \$2,000 Space rental for annual meeting or engagement sessions

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 \$40,000

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 Develop a system to track funding sources
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

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. 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	Coordinate and monitor partnership activities Existing Resources

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Madison Metropolitan School District Strategic Plan
Strategic Objectives: Action Steps, Priority 1

Recommended Budget

October 26, 2009

	Action Step	Cost	Time Frame
Student Action Plan – Achievement for All Students	1.2 – Define successful MMSD graduate	\$7,500	Nov 2009 – Feb 2010
	5.1 – Develop an electronic based individual learning plan (ILP) for all MMSD students, prioritizing students in grades 9-12 in initial implementation.	\$17,000	2009-2010
	5.3 – Implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9-12 in initial implementation.	\$9,000	2009-2010
Curriculum Action Plan – Accelerated Learning	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.	\$18,000	2009-2011
Curriculum Action Plan – Assessment	1 – Review current MMSD assessment practices to determine assessment gaps.	\$7,800	2009-2010
	2 – Examine external assessments to analyze and inform MMSD curriculum, instruction and assessment.	\$5,625	2009-2010
Curriculum Action Plan – Flexible Instruction	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 education, ESL and gifted programming based on the student's needs.	\$18,000	2009-2011
Organization / Systems Action Plan – Communication	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.	\$10,000	2009-2010 and ongoing
	2 – Survey recent graduates about their experiences; use the information to identify needed improvements.	\$10,000	2010 and bi-annually thereafter
	3 – Develop an annual communication plan based on the data collected in steps 1 and 2: <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. 	\$15,000	2009-2010 and annually thereafter
	5 – Develop a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback.	\$2,000	2009-2010 and ongoing thereafter

	Action Step	Cost	Time Frame
Organization / Systems Action Plan – <i>Cooperation / Collaboration</i>	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	\$40,000	2009-2010
Resource / Capacity Action Plan – <i>Prioritize and Allocate Resources</i>	1 – Tie boundary 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.	\$125,000	2009-2011
Resource / Capacity Action Plan – <i>Rigorous Evaluation</i>	1 – Identify appropriate quantitative and qualitative evaluation methods to answer questions related to the key district goals.		
	2 – Inventory the existing data sources in curricular areas, program areas, and business functions.		
	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.		
Total		\$284,925	