MADISON METROPOLITAN SCHOOL DISTRICT

ASSISTANT SUPERINTENDENT - SECONDARY

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Pamela Nash, Ph.D., *Assistant Superintendent for Secondary Schools*   Daniel A. Nerad, *Superintendent of Schools*

REaL
RELATIONSHIPS · ENGAGEMENT · LEARNING
High School Improvement

To: Daniel Nerad, Superintendent

From: Pam Nash, Assistant Superintendent of Secondary Schools

Date: February 25, 2010

RE: Relationships Engagement and Learning (REaL) Update

Introduction and Overview

1. Background and Overview
    Prior to the fall of 2008, MMSD high schools functioned as four separate autonomous high schools, with minimal focus on working collaboratively across the district to address student educational needs.

    In 2008 MMSD received a Federal Smaller Learning Communities for $5.3 million dollars over a five year period. The purpose of that grant is to support the large changes necessary to:
    *   Increase student achievement for all students.
    *   Increase and improve student to student relationships and student to adult relationships.
    *   Improve post-secondary outcomes for all students.

District administration, along with school leadership and school staff, have examined the research that shows that *fundamental* change in education can only be accomplished by creating the opportunity for teachers to talk with one another regarding their instructional practice. **The central theme and approach for REaL has been to improve and enhance instructional practice through collaboration in order to increase student achievement**. Special attention has been paid to ensure the work is done in a cross – district, interdepartmental and collaborative manner. Central to the work, are district and school based discussions focused on what skills and knowledge students need to know and be able to do, in order to be prepared for post-secondary education and work. Systemized discussions regarding curriculum alignment, course offerings, assessment systems, behavioral expectations and 21st century skills are occurring across all four high schools and at the district level. Collaborative professional development has been established to ensure that the work capitalizes on the expertise of current staff, furthers best practices that are already occurring within the MMSD high school classrooms, and enhances the skills of individuals at all levels from administration to classroom teachers needed. Our work to date has laid the foundation for further and more in-depth work to occur.

While we are at the formative stages of our work, evidence shows that success is occurring at the school level. Feedback from principals indicates that district meetings, school buildings and classrooms are feeling more collaborative and positive, there is increased participation by teachers in school based decisions, and school climate has improved as evidenced by a significant reduction in behavior referrals.

This report provides a summary of the REaL Grant since fall of 2008 and includes:
1. Work completed across all four high schools.
2. School specific work completed.
3. District work completed.
4. REaL evaluation
5. Future implications

In addition the following attachments are included:
1. Individual REaL School Action Plans for 09-10
2. REaL District Action for 09-10
3. ACT EPAS Overview and Implementation Plan
4. AVID Overview
5. Templates used for curriculum and course alignment
6. Individual Learning Plan summary and implementation plan
7. National Student Clearninghouse StudentTracker System
8. Student Action Research example questions

2. Presenters
   - Pam Nash, Assistant Superintendent of Secondary Schools
   - Darwin Hernandez, East High School AVID Student
   - Jaquise Gardner, La Follette High School AVID Student
   - Mary Kelley, East High School
   - Joe Gothard, La Follette High School
   - Bruce Dahmen, Memorial High School
   - Ed Holmes, West High School
   - Melody Marpohl, West High School ESL Teacher

3. Action requested of the BOE
   The report is an update, providing information on progress of MMSD High Schools and district initiatives in meeting grant goals and outlines future directions for MMSD High schools and district initiatives based on work completed to date.

Summary of Progress to Date

Work Completed Across All Four Comprehensive High Schools

1. Each school has hired 1 FTE REaL Coordinator, serving as a teacher leader in the school improvement process.

2. Each school has hired 1 FTE Literacy Coach, serving as teacher leader, working with classroom teachers to imbed best-practice literacy strategies across all content areas and school improvement initiatives.

3. Through additional funding and resources provided by the Wallace Foundation each school has developed a leadership team comprised of department chairs. The focus of this work has been to transform the role of department chairperson into an instructional leader. School principals, grant coordinators and department chairpersons have received support and mentoring from faculty members of UW-Madison Education Leadership and Policy Analysis Department.

4. Each school has developed a comprehensive school action plan, aligning school improvement efforts to grant goals and MMSD strategic plan. School Action Plans were developed collaboratively including school administration, department chairpersons, teachers and students.

5. Each school has implemented AVID for incoming freshmen, with anticipated growth at each school for the 2010-11 school year.

6. Each school has developed and implemented a variety of teacher led action teams based on school priorities and school action plans. In addition, each school has a school-wide innovation team representing a broad range of teacher voices. School innovation teams meet together to share strategies and receive district updates on a monthly basis. A total of 75 teachers participate in innovation teams.

7. School action plans were used to create a district action plan outlining priorities in order to align and coordinate district support and resources. The district action plan was developed in a collaborative manner between Education Services, Teaching and Learning and Assistant Superintendent of Secondary Schools. High schools had five common priorities in order meet the REaL grant goals.
   - Increase literacy skills for all students
   - Define essential understandings using ACT College and Career Readiness Standards
   - Continued leadership development for Department Chairpersons
   - The implementation of Professional Collaboration Time (PCT)
   - Establish and enhance smaller learning communities

School Specific Work Completed

Based on the priorities mentioned above, each high school has outlined their accomplishments to date. While grant goals and priorities are consistent across each high school, each school may be

in different place with development and implementation. This is intended to honor the individual school culture and to increase the likelihood that these changes will be sustained over time.

East
School Action Plan priorities for 09-10:
1. Develop and implement smaller learning communities (i.e. Freshman Academy).

2. Further develop and support instructional leadership by department chairpersons.

3. Continue to develop departmental action plans that guide department work in alignment with East High School Action Plan.

4. Develop/Improve School Improvement Structure/Teams.

5. Growth of programs that foster student achievement such as AVID, Literacy Strategies, and TAG to Honors.

Grant Goal: Increase Academic Success for All Students:
- **Accomplishment 1:** School action plan and departmental action plans guide work at East High School.

- **Accomplishment 2:** Creation of a school improvement structure of teams that are recommending ways to meet REaL Grant goals for East High Students and Staff. Teams include Leadership, Innovation, AVID Site Team, Literacy, Freshman Academy, 10th Grade Credit Recovery, 11th and 12th Grade.

- **Accomplishment 3:** Use of department driven professional collaboration time and REaL Grant days away to offer targeted teacher-centered professional development focused on improving and enhancing instructional strategies and practices with end goal of increasing student achievement.

- **Accomplishment 4:** Growth of AVID Program (East HS is applying for AVID National Certification this year). AVID Strategies are expanding across the school as effective teaching and learning strategies.

- **Accomplishment 5:** Continued development of Department Chairpersons as instructional leaders and communication liaisons (with the additional support of the Wallace Foundation).

- **Accomplishment 6:** Development of a cohesive Honors Program. This program was developed by the AP/TAG/Honors Committee. This committee will continue to develop a vision and action plan for excellence in and access to Honors programs at East High School.

Grant Goal: Improve Student to Student and Adult to Student Relationships
- **Accomplishment 1:** Development and formation of new SLC administrative structure, Freshman Academy, 10th grade team, and 11th-12th grade team. The new SLC structure is focused on improving relationships, instructional practices, 8-9th grade transitions, and identifying early targeted interventions for struggling students.

- **Accomplishment 2:** Development and implementation of Positive Behavior Systems (PBS).

Grant Goal: Improve Post-Secondary Outcomes
- **Accomplishment 1:** Research and future implementation of ACT/EPAS System.

- **Accomplishment 2:** Continuous growth of the AVID program. East AVID program will have its first graduates this year.

- **Accomplishment 3:** Prepare for the implementation of the Individual Learning Plan for 9th graders.

La Follette
School action plan priorities for 09-10 school year:
1. Early and ongoing identification of learners' struggles and support for their improved achievement.
2. Increase collaboration between regular education, special education and ESL staff.
3. Department professional development around school-wide literacy strategies.

La Follette has accomplished the following items to date in order to meet grant goals and maintain school priority areas:

Grant Goal: Increase Academic Success for All Students:
- **Accomplishment 1:** Departmental action planning directly aligned with grant goals and school priorities

- **Accomplishment 2:** PCT workshops and staff projects

- **Accomplishment 3:** 9th grade CORE teacher team meetings

- **Accomplishment 4:** Literacy team teacher-led all staff workshops contextualized in content

- **Accomplishment 5:** Teacher support for students in homework club

- **Accomplishment 6:** Freshmen Academy SLC proposal by innovation team

Grant Goal: Improve Student to Student and Adult to Student Relationships
- **Accomplishment 1:** Implement La Follette Pride Positive Behavior Supports (PBS).

- **Accomplishment 2:** Classroom student assistant program

- **Accomplishment 3:** School instructional staff work in the Community Learning Center Homework Club in order to provide student access to instructional support

- **Accomplishment 4:** LIFE Program, 8th to 9th grade transition program for incoming freshmen offered in partnership with MSCR, Urban League of Greater Madison and Madison Area Technical College.

- **Accomplishment 5:** Aristos Grant authentic assessment pilot for ESL dept

Grant Goal: Improve Post-Secondary Outcomes
- **Accomplishment 1:** Letters of accomplishment display

- **Accomplishment 2:** Prepare for implementation of Individual Learning Plans in 9th grade.

Memorial
School action plan priorities for 09-10 school year:
Memorial is working together to improve curriculum and instruction for all students, with a focus on literacy.

1. **Curriculum and Instruction:** Using grant resources, teachers will focus on improvements in curriculum and instruction, assessment, post-secondary planning, and analysis of our course offerings to better address student needs and provide access to higher level courses for all students.

2. **Interventions and Supports:** We will continue to enhance our interventions and supports for students by expanding AVID, planning for implementation of Individualized Learning Plans (ILP), developing an early intervention system to identify struggling students, expand tutoring and mentoring, and redesign Backyards.

3. **Professional Development:** In our work on Curriculum and Instruction and Interventions and Supports, Memorial Staff will draw upon the following professional development resources: MMSD Educational Services and Teaching & Learning, AVID, JMM Literacy Team

Grant Goal: Increase Academic Success for All Students:
- **Accomplishment 1:** Develop and implement a JMM Literacy Plan, the focus of which is professional development around embedded literacy strategies and peer observations through Literacy Strategy Share Partnerships

- **Accomplishment 2:** Offer targeted teacher-centered PD focused on instructional strategies –AVID, Literacy, Modifications and Adaptations, Memorial Way (PBS) -- including plans for Professional Collaboration time in 2010-11 to work on curriculum and instruction.

- **Accomplishment 3:** Establish a graduate profile in alignment with MMSD Strategic Plan

- **Accomplishment 4:** Map curriculum aligning to ACT standards, 21st century Skills and MMSD Social Emotional Learning Standards

- **Accomplishment 5:** Use mapping results to establish cross-curriculum collaboration and to advise need for additional course offerings

- **Accomplishment 6:** Work to restructure the freshmen experience, with a focus on transitions, curriculum, enrichment and support structures

Grant Goal: Improve Student to Student and Adult to Student Relationships
- **Accomplishment 1:** Revisions to our Neighborhoods and Backyard advisory Smaller Learning Community structures, including continued expansion of student leadership capacity

- **Accomplishment 2:** Development of Student Voice group to represent our diverse student body in collaboration with the school administration

- **Accomplishment 3:** Implement the Memorial Way Positive Behavior Supports

- **Accomplishment 4:** Enhanced structures for teacher collaboration, more effective communication and shared decision-making across the school through implementation of Professional Collaboration Time.

Grant Goal: Improve Post-Secondary Outcomes
- **Accomplishment 1:** Continued planning to implement Individualized Learning Plans (ILP)

- **Accomplishment 2:** Continued focus on providing access to higher level courses for all students

- **Accomplishment 3:**Continued research on and planning to implement EPAS

- **Accomplishment 4:**Continued research on use of Career Clusters to organize curriculum by skills taught in alignment with post-secondary planning

- **Accomplishment 5:** Expanded partnerships with community partners (UW Madison, Herzing, MATC, Boys and Girls Club, United Way, Schools of Hope, Global Academy)

West

School action plan priorities for 09-10 school year:
1. All Students will have access to rigorous curriculum
2. All students will complete their high school program and/or graduate
3. Improve collaboration and communication among staff, students and parents.
4. Improve the sense of community at West High School.

Grant Goal: Increase Academic Success for All Students:
- **Accomplishment 1**: Implement a school-wide Literacy program.

- **Accomplishment 2**: Implement & Expand Avid Program

- **Accomplishment 3:** Create and staff a model of Academic supports for students

- **Accomplishment 4:** Continued work to map and evaluate core 9 & 10 curriculum

Grant Goal: Improve Student to Student and Adult to Student Relationships
- **Accomplishment 1:** Implement West House Positive Behavior Supports

- **Accomplishment 2:** Provide a vehicle for student and parent participation in school-wide planning.

- **Accomplishment 3**: Use technology to improve communication

- **Accomplishment 4:** Improve Freshman Advisory curriculum and implementation

Grant Goal: Improve Post-Secondary Outcomes
- **Accomplishment 1**: Increase number of college student tutors as role models.

- **Accomplishment 2**: Continue planning for ILP

- **Accomplishment 3**: Increase number of courses aligning with technical colleges.

- **Accomplishment 4:** Increase community partnerships with post-secondary institutions and organizations focused on post-secondary success.

District (Education Services, Teaching and Learning, and Assistant Superintendent) Work Completed

District Action Plan priorities for 09-10:
1. Increase literacy skills for all students.
2. Define essential understandings using ACT College and Career Readiness Standards.
3. Continued leadership development for Department Chairpersons.
4. The implementation of Professional Collaboration Time (PCT).
5. Establish and enhance smaller learning communities.

Grant Goal: Increase Academic Success for All Students
- **Accomplishment 1:** Continued support and professional development for the implementation and growth of AVID including partnership with Boys and Girls Club for TOPS.

- **Accomplishment 2:** Support and professional development for Literacy Coaches through English Coordinator, PST and Secondary School Planner.

- **Accomplishment 3:** District led curriculum alignment conversations specifically in the content areas of English and Math.

- **Accomplishment 4:** District team convened to research and propose implementation plan for the ACT EPAS system. Begin process of curricular alignment to ACT Career and College Readiness Standards.

- **Accomplishment 5:** Established relationships with Wallace Foundation and UW-Madison to support the development of department chairpersons to become instructional leaders.

- **Accomplishment 6:** Development and plan for professional collaboration time in the form of extended employment for 2009-10 and with possible late start for 2010-11.

Grant Goal: Increase student to student and adult to student relationships
- **Accomplishment 1:** Implementation and support for the Positive Behavior Support system across all four high schools.

- **Accomplishment 2:** Support and guidance, for the implementation and enhancement of smaller learning communities.

- **Accomplishment 3:** Support for school-based student voice retreats and student leadership.

- **Accomplishment 4:** Implementation of Student Action Research course as a pilot program.

Grant Goal: Increase Post- Secondary Outcomes
- **Accomplishment 1:** District team assembled to plan and implement individual learning plans.

- **Accomplishment 2:** District team convened to research and proposes implementation the ACT, EPAS system.

- **Accomplishment 3:** Received funding for the tracking of students beyond high school, using National Clearinghouse model.
- **Accomplishment 4:** Established partnership with WISCAPE to assist in the program evaluation of AVID.

REaL Evaluation

MMSD has contracted with an outside evaluator, Bruce King, UW-Madison. Below are the initial observations submitted by Mr. King:

The REaL evaluation will ultimately report on the extent of progress toward the three main grant goals. Yearly work focuses on major REaL activities at or across the high schools through both qualitative and quantitative methods and provides schools and the district with formative evaluation and feedback. During the first two years of the project, the evaluation is also collecting baseline data to inform summative reports in later years of the grant. We can make several observations about implementation of the grant goals across the district. These include:

Observation 1: Professional development experiences have been goal oriented and focused. On a recent survey of the staff at the four high schools, 80% of responding teachers reported that their professional development experiences in 2009–10 were closely connected to the schools' improvement plans. In addition, the focus of these efforts is similar to the kinds of experiences that have led to changes in student achievement at other highly successful schools (e.g., Universal Design, instructional leadership, and literacy across the curriculum).

Observation 2: Teacher collaboration is a focal point for REaL grant professional development. However, teachers don't have enough time to meet together, and Professional Collaboration Time (PCT) will be an important structure to help sustain professional development over time.

Observation 3: School and district facilitators have increased their capacity to lead collaborative, site-based professional development. In order for teachers to collaborate better, skills in facilitation and group processes should continue to be enhanced.

Observation 4: Implementing EPAS is a positive step for increasing post-secondary access and creating a common assessment program for all students.

Observation 5: There has been improved attention to and focus on key initiatives. Over two-thirds of teachers completing the survey believed that the focus of their current initiatives addresses the needs of students in their classroom. At the same time, a persisting dilemma is prioritizing and doing a few things well rather than implementing too many initiatives at once.

Observation 6: One of the important focus areas is building capacity for instructional leadership, work carried out in conjunction with the Wallace project's UW Educational Leadership faculty. Progress on this front has varied across the four schools.

Observation 7: District offices are working together more collaboratively than in the past, both with each other and the high schools, in support of the grant goals.

Is it likely that the four high schools will be significantly different in four more years? Given the focus on cultivating teacher leadership that has guided the grant from the outset, the likelihood is strong that staff will embrace the work energetically as their capacity increases. At the same time, the ultimate success of the grant will depend on whether teachers, administrators, and

district personnel continue to focus on improving instruction and assessment practices to deliver a rigorous core curriculum for all and on nurturing truly smaller environments where students are known well.

Implications for Future Direction

ACT plan
See attached overview and implementation plan.

Access to advanced and accelerated courses:
See Superintendent's Board of Education weekly update dated 2/18/10.

AVID Growth
See attached overview.

MMSD has been working closely with UW-Madison WISCAPE to evaluate and measure the success of AVID. Based on student success and number of students qualified the following number of AVID sections will be offered for the 10-11 school year:

East: 3 freshmen sections
2 sophomore sections
1 junior section
1 senior section

La Follette: 2 or 3 Freshmen sections*
1 sophomore section

Memorial: 1or 2 freshmen sections*
1 sophomore section

West: 1 freshmen section
1 sophomore section

* Section offerings will be finalized March 15, 2010

Curriculum Alignment:
School and district conversations regarding curriculum and course alignment have begun for the end goal of aligning curriculum to standards in order to improve classroom instruction. ECLIPSE is the selected electronic curriculum mapping tool used across MMSD high schools. Attached you will find an example of the ECLIPSE template currently being used.

In addition, mapping of courses offered by each high school has begun for the end purpose of creating equitable and consistent educational experiences for students. Attached you will find an example of course mapping for Math.

Department Chair Person Professional Development:
Funding from the REaL Grant and the Wallace Foundation has enabled MMSD High School Department Chair Persons to move into the role of instructional leaders. Wallace Foundation funding will end in the spring of 2010. However, REaL Grant funding will provide high schools with the opportunity to continue this professional development.

In their role as instructional leader the Department Chairperson will lead teacher collaboration around student work with appropriate support from the district level. Professional collaboration time will be dedicated to aligning content to rigorous standards, instructional strategies and authentic assessment. We have secured a commitment from UW-Madison to continue to provide support for this work as we move forward. We will be planning a Department Chairperson Summer Institute for summer 2010.

Individual Learning Plans:
See Attached Overview and Implementation Plan

Professional Collaboration Time/Job imbedded professional development:
A formal proposal for starting high school, one hour later, one day per week has been developed. This time will be used by high school staff for professional collaboration time. The work during this would be school based and action plan driven. The main outcome of this time is to improve and enhance instruction through collaboration with a focus on classroom practices, in order to increase achievement.

Professional development and learning that is embedded in the workday and ongoing is consistent with identified best practice.

These aims are consistent with the context standards outlined by the National Staff Development Council, NSDC in the areas of creating learning communities, developing leadership and allocating resources that support the identified outcomes. (NSDC, 2007)

Tracking of Students beyond high school using National Clearinghouse model:
See Attached Overview and Implementation Plan.

Recommendations regarding Student Action Research/Student Voice
Student Action Research (StAR) has been piloted with positive results to date with over 10 diverse students participating from across all four high schools. Students are supported by 6 volunteer teachers and retired community members. Plans exist to evaluate success with recommendations for continuation and possible expansion. Attached is an example of the types of questions students have developed.

Student Voice, all 4 high schools have developed a system for seeking student voice in their action planning process. Further work will occur in the areas of professional development for teachers to develop student voice, student leadership development and creating systemized ways of involving students in decision making at the school and district level. In addition, Student Senate is more involved in district work, currently working on recommendations for how student voice should be embedded in the MMSD Strategic Plan.

MADISON EAST HIGH SCHOOL

Project REAL

Relationships, Engagement and Learning

East High School Action Plan
2009-2010

Grant Goals:
1) Increase Academic Success for all Students
   a. District outcome measure – 100% completion for all students.
2) Strengthen student-student and student-adult relationships
   a. District outcome measure – 100% student participation and success in academic core in 9th and 10th grades.
3) Improve post-secondary outcomes
   a. District outcome measure – 100% of students will have an individual education plan with defined post secondary options.

East High School is addressing these goals with the attached Action Plan. East's overall goal and supporting objectives focus on the long term goals and outcome measures of the grant.

Highlights of the Action Plan
- 90%, 90%, 90%, 90% short-term benchmarks in pursuit of the 100% outcome measures of the district (based on research from Odden and Archibald about schools that doubled achievement for students of color)
- each department develops a department specific action plan focused on the goals and objectives
- core curricular areas frame units of study with essential questions and enduring understandings
- PCT to focus on improving instructional practice
- support department chairs in implementation of their role as instructional leaders
- develop and implement PBS plan
- research and explore small learning community structures
- continue to implement and expand Purple/Gold learning communities to further connect with classroom teachers while researching and exploring additional small learning community structures
- explore ILP implementation

East High School Action Plan 2009-2010
Short-term Outcome for Grant Goals

Academic Success for all Students will increase by reaching a 90% proficiency rate on the WKCE, a 90% graduation rate, 90% access, and 90% participation on the ACT with a composite average of 23.

Baseline Proficiency 2008-2009:	*Grade 10* Language Arts: 65 % Science: 66 % Reading: 60 %	*Grade 10* Math: 63 % Social Studies: 75 %	Graduation Rate (2007-08) 75%

Measurable Objective #1
- By the end of 2009-10 school year, each department will develop and implement an action plan based on student achievement data that has benchmark assessments aligned to essential learning goals which drives staff development, teacher collaboration and instructional practice to meet long-term outcomes of 100% completion and 100% student participation and success in academic core in 9th and 10th grades.

Strategy/Action	Person Responsible	Measurement	Resources Needed	Due date
1.) Each department, led by the department chair, will develop an action plan for 09-10 school year targeted at overall school goal	Chair Principal, Supervising AP, and SLC Coordinator	Completed action plan	Data profile, school action plan, vision, guiding priorities	End of Sept. 09
2.) The Leadership Team members will continue to develop roles as instructional leaders: dept. vision/mission, goal setting, reflection on instructional effectiveness, professional learning	Principal SLC Coordinator	UW- Evaluation Survey	Days away, data, site visits, best practice research	On-going

1

Strategy/Action	Person Responsible	Measurement	Resources Needed	Due date
3.) By the end of 09-10 school year, all core curricular areas will be framing units of study with essential questions, enduring understandings using Universal design	Chair, Supervising AP	Teaching units with essential questions and enduring understandings classroom observations, student work, reflection activities	Peer support, reflection model, observation form	June 2010
4.) By the end of 2010-11 school year, all depts. will have a plan & timeline in place to have teachers able to identify & assess students based on content standards.	Chair, Supervising AP	Action plan timeline	standards for teachers, lesson plans that include standards, reflection	June 2011
5.) All depts. will use data on at least a semester basis to guide instructional practice related to access and professional development needs related to action plan	Chairs Principal, Supervising AP	Completion of data report	Prof develop related to data analysis, data profile, data report	ongoing
7.) Special ed, ESL, regular ed and admin will work collaboratively to develop full inclusion service delivery model	Inclusive Design Leadership Team Spec Ed & ESL chairs Supervising AP	Action plan developed	PD, release time, ed services support	Plan 1/10 Implementation 8/10

Strategy/Action	Person Responsible	Measurement	Resources Needed	Due date
8.) Inclusive practice and design will be embedded in each depts. action plan including plans for collaboration and problem solving among teaching teams	Chairs Inclusive Design Leadership Team Supervising AP	Staff development plan for teams	Common planning, Professional Development, Ed services	ongoing
9.) Literacy Team develops action plan for implementation of school-wide literacy initiatives	Supervising AP Literacy coach	Action plan	Professional development, coaching	Sept. 2009
10.) Literacy goals and staff development will be embedded in each depts. action plan	Supervising AP Chair Literacy Coach	Action plans	Literacy strategies, coaching, PD	Sept. 2009
11.) The EXPLORE test will be piloted with 9th graders.	Administration SLC coordinator	Test given	Test fees	2009-2010
12.) The AP/TAG coordinator will develop an action plan for increasing diversity in AP classes and opening access to advanced coursework by shifting from TAG to Honors course designations.	AP/TAG coordinator	Action plan		Plan 09-10 Implement 10-11

Measurable Objective #2:

- **To meet long-term outcomes of 100% completion and 100% student participation in academic core in 9th and 10th grades, relationships between students, staff and parents/community will be strengthened as demonstrated by a 10% suspension rate reflective of demographics, 90% student involvement in activities/athletics, student leadership whose demographic make-up mirrors the student body and a school site team made up of students, staff and parents.**

Strategy/Action	Person Responsible	Measurement	Resources Needed	Due date
13.) Design, develop and begin implementation of a Positive Behavior Supports system.	Interventions Team Supervising AP CSE	Completed plan PBS data	Data, PD, staff development, release time	2009-2010
14.) Restructure student government to increase the number and diversity of students involved in leadership positions and activities.	Supervising AP	Diversity of student government, %and diversity of students involved in activities, climate survey	Training for students	ongoing
15.) By the end of 09-10 school year, a site team of students, staff, and parents/community members will be established	Principal	Established team		June 2010
16.) Innovation and research teams will continue to research and explore structures related to the development of small learning communities.	SLC Coord Team leaders	Team proposals and initiatives	Site visits, professional development, release time, data, research	2009-2010

4

Strategy/Action	Person Responsible	Measurement	Resources Needed	Due date
17.) Purple/Gold small learning community teams will evaluate current team procedures and strategies and develop and implement improvement plan	Purple and Gold team/leaders Administrators	Improvement plan SSIT Evaluation Tool	Release time, SIMS support	ongoing
18.) The Athletic department will develop and implement a plan to recruit and train coaches from staff, recruit a diverse group of athletes and provide support to maintain academic eligibility.	AD	Action plan Numbers and diversity of athletes Academic eligibility data % of coaches on staff	Data Academic support	Plan and begin to implement 09-10 Full implementation 10-11 On-going

Measurable Objective #3:
   East will Improve Post-Secondary Outcomes as demonstrated by 100% of students having defined post-secondary plans.

19.) Student Services department will develop an action plan which includes aligning 9th-12th grade career units to support students in preparation for post-secondary options and exploration of ILP implementation	Chairs Supervising AP	Action Plan	Data, PD around ILP, release time	End of Sept. 2009
20.) AVID site team will develop an action plan to include supporting 5 sections, training staff on methodologies, professional development, parent involvement/participation, middle school staff training, and data collection	AVID site team Supervising AP	Action plan	Data, release time, PD	End of Sept. 2009

Madison La Follette High School Action Plan Summary 2009-2010

REaL Grant Goal #1: Increase academic success for all students		
REaL Grant Goal #2: Strengthen student-student and student-adult relationships		
REaL Grant Goal #3: Improve post-secondary outcomes		
Lancer Priority Early and ongoing identification of learners' struggles and support for their improved achievement	**Lancer Priority** Increase collaboration between regular education, special education and ESL staff.	**Lancer Priority** Departmental professional development around school-wide literacy strategies
Develop school-wide definitions of successful and struggling learners	Evaluate and improve staff communication systems	Identify school-wide vocabulary and vocabulary for each department and class
Create and implement mechanism (s) to identify learners who are struggling to be used within first 3 weeks of each term	Design flow chart to clearly represent supports and resources for students from staff in special education and ESL depts	Plan and offer workshops for staff around activating background knowledge, making connections and prioritizing vocabulary
Create and implement system/protocol for interventions to support learners who are struggling	Develop and display calendar to organize collaboration across all content areas, special education and ESL. Identify members and purposes of collaborations.	
Engage CLC and other peer support programs to clarify how students access resources	Coordinate special education and ESL staff attendance and participation at content area department meetings.	
Utilize transition program to communicate with and support incoming 9th grade students	Create and productively use common planning time for collaborative instructional teams.	
Explore and propose program(s) to support Middle School → High School transition	Develop standards-based curriculum with a universal design approach	

ACTION PLAN for Madison La Follette High School 2009-2010

REaL GRANT GOALS:
1. Increase academic success for all students
2. Strengthen student-student & student-adult relationships
3. Improve post-secondary outcomes

PRIORITY: *Early & ongoing identification of learners' struggles & support for their improved achievement.*

Outcomes	Measures	Action Steps	Person(s) Responsible	Resources	Timeline
1. Increase student achievement & engagement	✓ 6.5 credits earned by start of 10th grade ✓ Improved attendance ✓ SRI test	1. Develop school-wide definition of a struggling learner	LLT, 9th Grade Teams, Admin, Student Services	• District resources, innovation configurations	School Year 09-10
		2. Develop school-wide definition of a successful learner.	LLT, Admin, Student Services		
		3. Create a mechanism for identifying learners & their struggles to be used within 3 weeks of each term	LLT, Admin, Student Services, All teachers	• District facilitators as needed.	
		4. Create system protocol for interventions with learners relevant to their struggles	To be identified in the mechanism system	• Student services, SSIT	
		5. Engage CLC/ Peer support programs to clarify how students access resources	CLC staff & other Peer Support Program Advisors	• Time to meet & discuss	
		6. Utilize transition program to communicate with & support incoming 9th graders		• Middle school LCs, student services, CLC	
		7. Explore & propose program(s) to support MS→HS transition	Innov Team, CLC, 9th Gr Tchrs, Grant Coord	• District resources	

ACTION PLAN for Madison La Follette High School 2009-2010

REaL GRANT GOALS:

1. Increase academic success for all students
2. Strengthen student-student & student-adult relationships
3. Improve post-secondary outcomes

PRIORITY: Increase collaboration between regular ed., special ed., & ESL staff.

Create common planning time for collaborative instructional teams to plan a standards based curriculum with a universal design approach.

Outcomes	Measures	Action Steps	Person(s) Responsible	Resources	Timeline
1. Identify & develop School-wide awareness of student support resources	✓ Increase use of process & response to lines of communication	1a. Evaluate communication systems amongst staff 1b. Design special ed/ESL admin flowchart to articulate clear lines of support	Special Ed & ESL departments to develop, LLT	• Facilitator to idenify the needs & priorities of collaborating & to develop a structure for meeting times for each department • Ed Services funds • Special Ed. work team	ASAP to complete by end of 1st semester
2. Collaboration calendar to organize collaboration efforts across all content areas & special ed./ESL/electives	✓ Increased attendance rates, increased grades, increased student engagement, student comments & surveys	2. Develop & display collaboration calendar that includes details of who, when, how often & purpose of each meeting.	Admin, LLT, & other teachers involved	• Facilitator • Ed Services funds • Special Ed. work team	ASAP
3. Special ed/ESL included in department meetings	✓ Staff attendance at department meetings	3. Coordinate special ed & ESL staff attendance & participation in content area departments meetings	Department chairs in all areas (LLT). ESL & Special Ed. Staff assigned to each area	• Facilitator(s) to develop calendar • Addl support for 9th grade T to use teams to benefit S. • Addl time for ESL/Special ed. to develop protocol for communication (a possible day away) • Ed Services funds	

ACTION PLAN for Madison La Follette High School 2009-2010

REaL GRANT GOALS:

1. Increase academic success for all students
2. Strengthen student-student & student-adult relationships
3. Improve post-secondary outcomes

PRIORITY: Departmental professional development focused on school-wide literacy strategies

Outcomes	Measures	Action Steps	Person(s) Responsible	Resources	Timeline
1. Increase student learning utilizing literacy strategies: activating background knowledge, making connections & prioritizing vocabulary	✓ Examine SRI scores for reading comprehension growth ✓ Increased credit attainment	1. Identify vocabulary for each class & department 2. Identify school-wide vocabulary 3. Plan & implement workshops to facilitate staff proficiency with activating background knowledge, making connections, prioritizing vocabulary	LLT Literacy Coach Literacy Team Whole staff Students	• B1 in-service days • Monthly Ext. Employ (PCT) • Literacy team/coach planning time • Spend some time during Wallace days to focus on literacy strategies. • Communicate with parents, students & school regarding literacy strategies (use La Follette website)	Utilize October in-service to kick-off, After-school workshops throughout the year for which staff may use professional collaboration time

LANCER LEADERSHIP TEAM: Brady Nichols, Scott Fernholz, Mike Walker, Peggy Ellerkamp, John Ferguson, Arlene Krueger, Jena Acker, Terry Fargen, Eric Nelson, Carl Horstmeyer, Rick Raatz, Levi Olson, Kelly Ferguson, Darcy Poquette, Laura McCormick, Andrea Anderson, Beth Steffen, Joe Gothard

Madison Memorial School Improvement Concept Map for 2009-2010

Curriculum & Instruction ◀

Working together to improve curriculum and instruction for all students, with a focus on literacy.

▶ **Interventions & Supports**

▼

Professional Development

Curriculum & Instruction

Curriculum
- Map and align curriculum
- Ease course to course transitions
- Articulate with feeder middle schools
- Integrate content across courses & depts
- Enhance academic connection with CTE

Instruction
- Set up teacher-teacher observations
- Study the four literacy strategies
- Discuss use of asterisk grading
- Design a more flexible curriculum through adaptations & modifications
- Expand use of data to inform instruction
- Enhance use of technology
- Implement project-based instruction
- Design culturally-relevant materials
- Discuss ways to enhance basic skills
- Standardize the use of homework

Assessment
- Discuss grading practices across dept
- Implement Explore testing for grade 9
- Investigate use of EPAS system
- Discuss use of reading score data
- Explore assessment of content writing

Post-Secondary Planning
- Connect academics with career pathways
- Expand partnerships with community orgs and post-secondary institutions

Course Offerings
- Design career-oriented academic courses
- Revise course offerings and proposal process to better address student needs
- Enhance quarter credit opportunities

Professional Development

MMSD Educational Services
- Effective use of asterisk grading
- Strategies to help with accommodations & modifications to meet student needs
- Using participation data to study service delivery models at Memorial

MMSD Teaching and Learning
- Curriculum mapping tools & support
- Improved collaboration across the four high schools in content areas
- Enhanced understanding of methods students use to learn new content
- Assistance with identifying enduring understandings for course offerings
- Training on use of IC incl. Gradebook, Drupal, & other internet technology

Literacy
- Use of the 4 reading instruction strategies
- Traits of a reader course offering
- SRI reading level testing and use of data

AVID Program
- Expanded use of AVID strategies across curriculum, through AVID site team

Interventions & Supports

AVID Program
- Implement AVID program for grade 9
- Expand use of AVID strategies

Individualized Learning Plans (ILP)
- Discuss ways to implement ILP program
- Pilot use during the 2010-11 school year

Identifying Students
- Design an early warning system to collect data on student performance
- Enhance understanding of existing supports to assist in referring students
- Provide targeted assistance to struggling student early in the school year
- Strengthen relationships with local

Tutoring
- Continue to expand After School Study Center (ASSC) with teacher tutoring
- Expand use of peer and adult tutoring

Mentoring
- Expand use of adult mentoring program through support from Americorp staff
- Explore development of a program for upperclassmen peer mentoring

Backyards
- Redesign Backyards to function as more of an academic support structure
- Build relationships across grades 9-12

DRAFT of Action Plan for Madison Memorial High School, 09/10-12/13

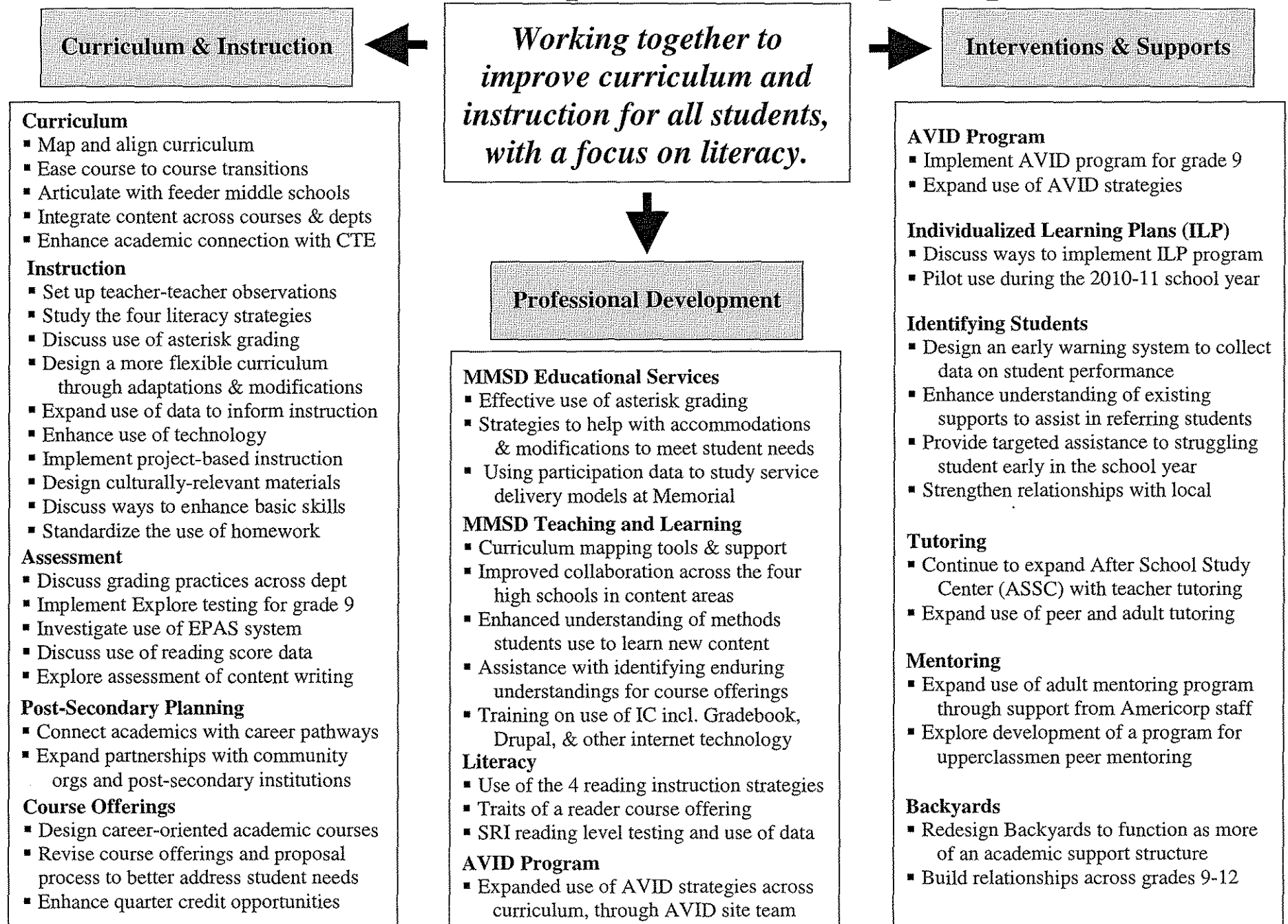With intent to address the MMSD Project REAL Smaller Learning Communities Grant Goals:

#1 Increase academic success for all students

#2: Strengthen student-student and student-adult relationships

#3: Improve post-secondary outcomes for all students

Priority: Literacy - Reading and Writing Across the Curriculum

Outcomes	Measures		
Increased student **reading performance**, as measured by SRI Lexile levels, by a minimum of 200 points, and with a minimum score of 1200 by completion of high school, unless counterindicated by IEP or ELL status.	9th and 11th grade SRI reading assessments		
Increased student **writing performance**, as measured by a common writing assessment	9th and 11th grade common writing assessment		

Action Steps:	Person(s) responsible	Resources	Timeline
Professional Development: Literacy Plan implementation, including the action steps listed below			
Increased understanding of reading levels and abilities by identifying a collection of literacy resource texts to be studied and discussed among teachers			
With Literacy Coach, research, design and develop curriculum-specific strategies that can be shared with all staff			
Traits of a Reader course offered as Professional Development			
With the help of the English Department, create an interdisciplinary group to research writing assessment tools to move towards use of a common writing assessment			
Collaboration with colleagues in other schools and district-level support staff to discuss content-area literacy strategies			
Use of Professional Collaboration Time to create a school-wide focus on literacy across the curriculum, including enhanced collaboration among CTE, other elective departments and academic core departments in supporting students			
Curriculum Work: Design curricular supports for struggling students, including use of culturally-relevant materials, and ensure that content-area reading is appropriate in terms of reading level			
Create a school-wide focus on reading in various contexts and across the curriculum			
Evaluate course offerings freshman year to create space for targeted support classes for struggling students			
Work with students to develop reading strategies to enhance test-taking abilities			
Interventions and Supports: Targeted supports and accelerated learning opportunities for students who enter with below-grade-level reading abilities, including summer programming			
Increase teacher capacity to help individuals students			
Implement and utilize technology resources that help support our literacy goals			
Partner and collaborate with parents to work together in support of student literacy goals			

Priority: Participation and Success Across the Curriculum

Outcomes	Measures
Increased **graduation and completion rates**	Graduation and completion rate indicators: 1. Increased graduation rate of incoming 9th grade students who attend Memorial High School for 4 years, including English language learners and students with disabilities 2. Increased graduation and completion rate of all Memorial High School students, including English language learners and students with disabilities 3. Increased credit attainment rate, with a focus on all freshmen earning a minimum of 5.75 credits by the end of their first year
Increased **attendance** rates	Attendance rates
Increased student **participation and success in the academic core** (English, Math, Science, and Social Studies) in the 9th and 10th grades, including increasing the proportion of English language learners and students with disabilities participating successfully	Enrollment data and inclusion/mainstreaming data for all 9th and 10th grade students, with particular focus on those receiving ELL and Special Education services. Also transcript data on grades and credits earned in those courses.
Increased proportion of students scoring in the proficient or advanced range in the core academic subjects of English, Math, Science, and Social Studies as measured by the **WKCE**	8th and 10th grade WKCE scores
Increased the proportion of students scoring in the proficient or advanced range of performance on **a comprehensive, value-added assessment** that covers the core academic areas of English, Math, Science, and Social Studies.	9th and 11th grade comprehensive assessment (EXPLORE, PLAN, ACT and/or Compass)
Increased teaching of **21st Century Skills** throughout the curriculum, including: Global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration, information literacy, media literacy, communications and technology (ICT) literacy, flexibility and adaptability, initiation and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility.	Curricular mapping and analysis of course offerings
Increased number of students who participate successfully in Memorial's **comprehensive curriculum**, benefitting from integrated content across teaching departments and a range of electives.	Enrollment and developmental guidance data
Increased **academic supports** to students through individualized and targeted peer and adult tutoring througout the school day	
Starting with 9th grade students in the 2010/11 school year, introduce the **Individualized Learning Plan**	Developmental guidance data
Restructure **Backyard advisory program** to enhance relationships within the school community	Climate survey data
Implement **Positive Behaviors and Support** program in the 2010/2011 school year.	Climate survey data
Create a **mentoring program** to work with with students	Developmental guidance data
9th grade students in the 2010/11 school year will have an **Individualized Learning Plan**	Developmental guidance data

Outcomes (continued)	Measures (continued)		
Increased number of students receiving **college credit** while at Memorial High School through Dual Credit, Transcripted Credit, or Advanced Standing agreements, and/or College Level Examination Programs (CLEP).	Developmental guidance data		
Increased student participation and success in **Advanced Placement** (AP) and other advanced level courses. Focus on under-represented student groups.	Enrollment and developmental guidance data		
Expanded use of **school to work** programs.	Developmental guidance data.		

Action Steps:	Person(s) responsible	Resources	Timeline
Professional Development: Professional Collaboration Time for improved instruction through curriculum mapping, collaborative team planning, professional development, and teacher-teacher observation.			
Enhanced teacher collaboration to develop shared strategies for teaching basic skills (for example, math skills, graphing skills, various writing skills) across the curriculum			
Professional Development to enhance teacher capacity for designing and implementing a more flexbile curriclum with enhanced differentiated and individualized learning opportunities			
Enhance staff awareness of the use of the asterisk grading system, and accompanying modifications and accomodations within the curriculum			
Training in more project-based instruction.			
Analyze ways to improve transitions from course to course, through more integrated content, enhanced school-to-home communication, and teacher collaboration to assess usage of homework, classroom management techniques, rigor and assessment strategies.			
Provide Professional Development to enhance teacher understanding of the methods students use to learn and practice new content			
Curriculum Work: Expand use of culturally-relevant curriculum in all departments			
Increase the potential for quarter credits by designing more courses accessible to students who start mid-year			
Use of Professional Collaboration Time to provide time for enhanced collaboration among CTE, other elective departments and academic core departments in supporting students			
Mapping of the school's curriculum, perhaps using Eclipse software, to identify overlaps, gaps and distribution of standards coverage within each department			
Enhanced collaboration across the four high schools to share curriculum successes and instructional practices			
Develop projects across the curriculum to enhance students' use of 21st Century Skills			
Expand partnerships with local institutions to create comprehensive curricular opportunities including Global Academies, Dual or Transcripted Credit and/or Advanced Standing agreements			

Action Steps (continued):	Person(s) responsible	Resources	Timeline
Strengthen career planning throughout the four years			
Revise course offerings and new course proposals process to better address student needs			
Interventions and Supports: Implement the AVID program			
Design and implement an early warning system to quickly identify students in need of additional support during the school year.			
Enhanced communication of existing supports and resources for students to assist teachers in referring students in need of assistance			
Increased use of targeted peer and adult tutoring support across the curriculum for struggling students			
Consider use of extended day or extended week programs for struggling students			
Enhanced use of Backyards as an academic support structure			

Priority: Collaboration and Communication

Outcomes	Measures		
Improved **teacher collaboration and communication** centered around instructional practices to increase student achievement.	Various assessments relating to teacher collaboration including climate survey data		
Improved communication amongst Memorial teachers and teachers in our feeder **middle school** to improve curricular **articulation** and create **consistent expectations**			
Efficient **means of communication** to share information, request feedback, and coordinate school improvement activities among all members of the school community	Climate survey data		
Increased communication amongst students and adults	Climate survey data		
Increased **partnerships with local post-secondary institutions**, including Madison Area Technical College and Herzing University to increase student awareness of post-secondary options	Developmental guidance data		

Action Steps:	Person(s) responsible	Resources	Timeline
Professional Development: Use of Professional Collaboration Time for improved instruction through curriculum mapping, collaborative team planning, professional development, and teacher-teacher observation.			
Clearly communicate the intended use of Professional Collaboration Time to all involved			
Continued collaboration in revision and improvement of JMM's Action Plan			
Clear communication of action plan, intended outcomes and school improvement strategies throughout the school community			
Inform staff, students and parents of the existence of both curricular and career pathways			
Enhance partnerships with local post-secondary institutions to ease transitions for graduating students			

Action Steps (continued):	Person(s) responsible	Resources	Timeline
Distict-wide department meetings to foster enhanced collaboration across the four high schools			
Enhance understanding of the use of technology in enhancing communication within the school community			
Analyze ways to improve transitions from course to course, through more integrated content, enhanced school to home communication, and teacher collaboration to assess usage of homework, classroom management techniques, rigor and assessment strategies.			
Curriculum Work: Collaboration among teachers within departments to map the school's comprehensive curriculum			
Enhanced teacher collaboration to develop shared strategies for teaching basic skills (for example, math skills, graphing skills, various writing skills) across the curriculum			
Enhance teacher capacity for designing and implementing a more flexbile curriculum with enhanced differentiated and individualized learning opportunities			
Interventions and Supports:Enhanced communication between the school and students' families			
Increase administrative capacity to support the school improvement process			
Use of Positive Bahaviors and Supports (PBS) to enhance curricular engagement and reduce adminstrative time spent of student discipline			

West High School Action Plan for 2009 - 2010

Goal #1: Increase academic success for all students			
Goal #2: Strengthen student-student and student-adult relationships			
Goal #3: Improve post-secondary outcomes for all students			
Priority: All students will have access to rigorous curriculum.	**Priority:** All students will complete their high school program and/or graduate.	**Priority:** Improve collaboration and communication among staff, students, and parents.	**Priority:** Improve the sense of community at West High School.
Implement School Wide Team Teaching Model	Create and staff a model of Academic supports for students.	Increase Communication between BIT and teachers to coordinate academic/ behavior/ emotional/ social supports.	Implement School-Wide Positive Behavior System
Implement a school-wide Literacy Program.	Produce high quality IEPs	Increase use of IC for providing academic progress information to students and parents.	Improve Freshman Advisory curriculum and implementation
Align 9th and 10th grade Core curriculum with common standards and assessments.	Improve attendance and high school completion rates	Increase number of teacher leaders	
Expand AVID Program	Individual Learning Plans will be used and accessed by all students, parents, and staff	Review, refine and improve SLC structure	
Enhance the use of electronic Whiteboards.		Provide a vehicle for student a parent participation in school-wide planning.	
		Use technology to improve communication	

West High School Action Plan for 2009 - 2010

Goal #1: Increase academic success for all students

Goal #2: Strengthen student-student and student-adult relationships

Goal #3: Improve post-secondary outcomes for all students

Implementation Teams will be working to complete the Action Steps within all priorities.

Teams include: Community Outreach, Equity Team, Literacy Committee, Professional Development, Academic Interventions, PBS, Freshman Advisory, AVID, 21st Century Technology, Co-teaching, Department Chairs Leadership Team, Innovation Team, SLC Structure committee.

Priority: All students will have access to rigorous curriculum.

Outcomes	Measures	Action Steps	Person(s) Responsible	Resources	Timeline
Implement a school-wide Literacy Program.	WKCE and grades SRI assessment results (freshmen) Content-area literacy pre/post-tests for English 9 & 10 and History 9 & 10.	1. Build a literacy center for student assessment and help and to provide a professional development resource for staff. 2. Develop a plan for improving literacy instruction across all content areas. 3. Identify 3 - 4 school - wide literacy strategies: provide training for staff on use and implementation. 4. Create content area reading and writing assessments to gauge success of literacy initiative. 5. Use WKCE and SRI results to inform instruction. (Distribute class lists of students' WKCE and SRI results to teachers, train staff in interpretation of SRI scores.)	1. Mitch McGrath Laura Lang Laura Lang 2. Literacy Team 3. Literacy Team 4. Laura Lang Eng and SSt. Teachers 5. Laura Lang, Literacy Team	1. Literacy Center Technology = $10,000 Construction Costs TBD (32,000 est. for air exchange, plus additional cost for wiring and construction) 2. Est. $1,000 for teacher professional development resources. 3. 14 subs x 1day x 208 = $2,912 14 subs x ½ day = $1,456 4. Summer hours for English 9 & 10 and Social St. 9 & 10. 5. Professional Collaboration Time	1. Summer '09: construction, with implementation beginning September '09. 3. Literacy Team (October 20, March 3) 4. Summer 2009 paid through Ed Services 5. September, '09
9th and 10th grade Core Curriculum is aligned with common standards and assessments.	Increased WKCE scores Completed Curriculum Maps Coordinated Core Curriculum	1. Using Eclipse software, map remaining 9th and 10th grade curriculum using Eclipse. 2. Content area teams will analyze courses for standards alignment and scope/sequence and recommend necessary adjustments to enhance curriculum	Beth Thompson Theresa Calderon Core teams	1. (1) ½ day retreats for content area core teams. 20 subs x 2 days x 208.00 = $8,320 2. 29 subs x 1 day x 208 = $6,032	1. Core 9/10 – Dec., 16 & 18 (20 subs each day) 2. Eng. 9 — 9 subs SS 10 — 7 subs Bio 9 — 6 subs SS10 — 7 subs

West High School Action Plan for 2009 - 2010

		coordination.			
		3. Analyze and develop recommendations on best practice for assessment in 9th & 10th grade core.		3. 20 subs x 2 days = $8,320	3. April 28 & 28 (20 subs/ day)
Implement School Wide Team Teaching Model		1. Continue studying best practice models for team teaching 2. Formalize recommendations for school-wide model 3. Develop a plan for roll out to all staff	Beth Thompson	2 retreat days for 18 staff 36 subs x $208 = $7,488	Sept. 22 – 18 subs April 13 – 18 subs
Expand AVID Program		1. Add AVID elective course for 10th grade for the 10- 11 school year. 2. Introduce and train all core content teachers on AVID strategies. 3. Continue AVID Site Team	Melanie Thiel LeeAnn Johnson AVID Site team Core teachers	1. AVID Budget = $20,000 2. SLC core teams – (2) ½ day retreats = 20 subs x 2 days = $8,320	1. AVID site team, '09-10 2. Sept. 29, Oct. 15- 20 subs each
Enhance the use of electronic whiteboards		1. Continue best practice professional development series 7 times throughout the 09-10 school year. 2. Independent work done by staff throughout the year to enhance whiteboard skills.	Theresa Calderon Heather Lott	New staff = 30 hrs. x $16/hr x 4 staff = $1,920 2nd year staff = PAC credit	Once a month throughout the year.

West High School Action Plan for 2009 - 2010

Priority: All Students will complete their high school program and/or graduate.

Outcomes	Measures	Action Steps	Person(s) Responsible	Resources	Timeline
Create and staff a model of Academic supports for students.	Attendance rates Graduation rates Program completion rates	1. Create an intervention team with specific role definition and training for each team member. • Use academic support allocation to meet the needs of struggling students. • Design and implement an after school homework center that will be available for all students, not just those struggling academically. • Design and implement student centers and tables that meet specific academic and time needs (after school, lunch, etc.) • Develop a clear intervention scaffold that is easy for staff to interpret and use • Design and implement enhanced Math and English interventions for skill deficient students. • Identify a key staff person to serve in a specialized family liaison role • Use data to identify and place students in appropriate supports. 2. ELL – Improve service delivery model (case mgmt)	Beth Thompson Theresa Calderon	1. Resource Material: Building Background Knowledge. 3 teacher manuals @ $19.95 ea. 3 research manuals @ $21.95 ea. and 3 sets of student notebooks (5 per set) at $48.95 ea. Total cost = <u>371.00</u> Summer work for academic intervention team. Kirk, Nancy, Kelly Janke, Kirsten, Aisha, Melanie 7 x $16/hr x 8 hrs. = <u>$896</u> 2. 10 subs x $104 = <u>1040</u> 10 subs x $208 = <u>$2080</u>	Ongoing '09-10 2. Sept. 30 – 10 subs ½ day March 16 – 10 subs
Produce high quality IEPs		Customize the IEP writing process for West in order to improve legal compliance.	Beth Thompson	22 subs x 2 days x $208 = <u>$4,576</u>	Nov. 24 – 11 subs March 2 – 11 subs
Improve attendance and high school completion rates		1. Coordinator of Student Engagement, the Dean and the MSC will work with individual students who are having attendance trouble. 2. Train Student Engagement, Dean, MSC on Ad Hoc Reporting 3. Truancy intervention will occur through SLC BIT's. 4. CSE, MSC and Academic Support Team will	Dean - TBD Frank Rodriguez MSC – TBD Academic Support Team BIT Members All 4 Assistant Principals	1 Ad Hoc training day for 3 staff. No subs needed	

West High School Action Plan for 2009 - 2010

		develop and implement individualized and group student interventions			
Individual Learning Plans will be used and accessed by all students, parents, and staff		Professional Development training for support staff and special education teachers. Explore information on Goal setting conferences.	Len Momino	Extended Employment 8 hrs x $16/hr = $128	

West High School Action Plan for 2009 - 2010

Priority: Improve collaboration and communication among staff, students, and parents

Outcomes	Measures	Action Steps	Person(s) Responsible	Resources	Timeline
Increase Communication between BIT and teachers to coordinate academic/ behavior/ emotional/ social supports.	Pre and post staff survey	1. SIMS Training and use	Beth Thompson Support service staff and teachers	2 subs for one day = $480	Ongoing Aug. 09 – June 10
Increase use of IC for providing academic progress information to students and parents.	Determine number of teachers using gradebook June 09 vs. June 10	1. Increase use of gradebook through training and support for all teachers.	Theresa Calderon IC teacher building contacts		Ongoing Aug. 09 – June 10
Increase number of teacher leaders		1. Provide facilitation training for department chairs using the Adaptive Schools Model. 2. Department chairs facilitate professional collaboration time within and across departments. 3. Teachers trained on collaboration and how to effectively use collaboration time. 4. Attend day 3 & 4 of Adaptive Schools Training	Ed Holmes Heather Lott Melanie Thiel 4. Innovation Team	2. (2) half day retreats – subs, food = $3,500 4. 2 subs x 2 teachers x $208 = $832	2.Sept. 30 – 15 subs ½ day March 3- 15 subs ½ day 4. October 5 & 6, 2009
Review, refine and improve SLC structure		1. Review current method of structuring students and teachers within the SLC model(9th & 10th grade Core) 2. Make necessary adjustments to SLC model to ensure equitable distribution of support for all students. (BIT structure/staffing) 3. Review and enhance Freshmen Advisory program	Beth Thompson Ed Holmes Theresa Calderon Committee of reg. ed. core teachers, special ed case managers, student services, students, parents.	Extended Employment (16.00) for 15 staff x 6 hours = 1440.00 Food: 300.00	Meetings in October, November, December
Provide a vehicle for student a parent participation in school-wide planning.	1. Attendance at events and Climate survey data 2. Number of parents involved in parent-teacher conferences. 3. Climate Survey Data,	1. West Round Tables event followed by synthesis and communication of results. 2. Collect and analyze current process and make recommendations for a new procedure to increase involvement from under-represented groups. 3. **Student Voice**: Host a Student Retreat in order to solicit student voice about school	Beth Thompson Heather Lott Melanie Thiel Outside facilitators 2 REAL coordinators Beth Thompson	1. PTSO is providing the facilitator and the mailing. 3. Retreat total: 2660.00 Space =150 4 subs x 220 = 880	1. June - August planning sessions; event on Nov..2, 2009 3. December 11

West High School Action Plan for 2009 - 2010

		initiatives. Develop follow-up activities from Student Retreat	Melanie Thiel 4 teachers	food = 1080 bus = 550.00	
Use technology to improve communication	Increase the use of West's Website	1. Train Department representatives on Drupal to create department web pages. 2. Investigate and develop long-range plan for classroom web information. 3. Install electronic communication system in the Ash St. entrance.	1. Theresa Calderon 3. Ed Holmes	Professional Collaboration Time, Individual teacher training as needed. 3. (2) big screen TV's, wiring and computer = $9,600	Ongoing 09-10 3.Summer 2009

Priority: Improve the sense of community at West High School.

Outcomes	Measures	Action Steps	Person(s) Responsible	Resources	Timeline
Implement School-Wide Positive Behavior System	Climate survey and behavior data	1. Implement Positive Behavior Supports: develop strategies and lesson plans, review data, and create promotional materials and acknowledgement system. 2. Provide training for PBS Coach and other staff on strategies and leadership.	Melanie Thiel Jenni Vondrak	1. $2,972 provided by Ed Services for initial planning, roll out and some printed materials 2. Summer training for PBS coach – $200 registration plus room and mileage. Est. cost approx $800 (1/2 paid by Nancy Yoder – Student Services)	1. April 2009 – ongoing. 2. Summer 2009
Improved Freshman Advisory curriculum and implementation		1. Quarterly meetings for professional staff 2. Quarterly committee meetings 3. Staff will explore character education within advisory curriculum and make recommendations for improvement and implementation.	Beth Thompson Mitch McGrath Heather Lott Kelle Adams Laura Naylor 3 teachers	1. (4) ½ day subs for 2 staff = $832 2. 09-10 school year = 5 teachers x $16/hr.x 8 hrs = $640 Food for meetings = $350 3. Summer 09 -3 staff (advisory committee) x $16/hr x 8hrs = $384	1. quarterly in '09-10 2. Quarterly 3. Summer '09

REaL
RELATIONSHIPS · ENGAGEMENT · LEARNING
High School Improvement

MMSD High School District Action Plan
09-10 School Year

Overview

In the spring of 2009 each MMSD comprehensive high school submitted a school action plan outlining their priorities and goals for the coming year as it related to the three REaL Goals and Measures. Goals and Measures are as follows:

> Goal 1: Increase Student Achievement for All Students
> Long Term Measure: 100% completion rate for MMSD high school students.

> Goal 2: Increase student to student and student to adult relationships.
> Long Term Measure: 100% student participation and success in the academic core in 9th and 10th grades

> Goal 3: Increase Post-Secondary Options
> Long Term Measure: 100% of the high school students will have an individual education plan with defined post secondary options

In addition, the Assistant Superintendent convened a district committee comprised of representatives from Teaching and Learning, Education Services and REaL Grant staff. This group aligned school action plans, grant goals to the newly approved MMSD Strategic Plan. This group developed the attached district action plan that serves to guide schools in understanding professional development and supports available to each school to further their action plans. Some of the professional development and supports will be provided centrally while others can be provided as needed for an individual school. Included in this document you will find:

Table of Contents

REaL District Agreements

The following REaL District Agreements will serve as the foundation for how Teaching and Learning, Education Services, Assistant Superintendent of Secondary Schools and staff will do REaL work for the 09-10 school year.

1) *All early release in-service dates and district designated Professional Collaboration Time will be school based and action plan driven. Supports from central office will be on an as needed and requested basis.*

2) *District supports and resources will be developed to meet the needs of schools action plans in a collaborative and interdepartmental manner.*

3) *Upon Board of Education approval, ACT College and Career Readiness Standards will be the foundational framework for defining essential understandings.*

4) *Implementation of priorities is focused on improving instructional practice in order to improve student achievement.*

District Priorities

The implementation of the five priorities below is for the purpose of improving instructional practice in order to increase student achievement

In reviewing all four action plans, eight themes were discovered. From the eight themes the district committee, discussed and prioritized where district resources could best be allocated in order to support and further the work of the schools. The list of eight priorities was reduced to a list of five district priorities that resources (financial, staffing, and time) would be focused in order to best support the work at the school level.

The five priorities are as follows:

- *Increased literacy skills for all students*

- *Define essential understandings using ACT College and Career Readiness Standards*

- *Continued leadership development for Department Chairs*

- *Professional Collaboration Time*

- *Establish small learning communities*

Strategic Plan 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
Assessments
Civic Engagement
Cultural Relevance
Flexible Instruction

REaL Grant Goals
Increase academic success for all
Strengthen student to student and student to adult relationships
Improve post-secondary outcomes for all

Identified Priority	Define Essential Understandings, Aligned to ACT Career and College Readiness Benchmarks
Definition	Teacher leaders and Department Chairs, facilitate professional collaboration time to define essential understandings, aligned to ACT, within each of the content areas, to articulate **clear learning goals.**
End Goal	100% High School Completion Rates for ALL MMSD Students
10-11 Action Steps to meet priority	• Schools will begin/continue conversations regarding curriculum alignment to ACT College and Career Readiness Standards. ECLIPSE *MAY* be used as a tool. District resources will be provided as outlined below at the request of each school. • Exploration, research and begin implementation of ACT College and Career Readiness Standards and EPAS system. • Exploration and implementation of Lenses on Learning as the professional development tool in math for defining core practice and essential understandings. • English will hold several leadership days to define processes and skills essential for 9th and 10th grade English.

Measurable Outcome for 09-10	• A comprehensive district plan will be developed for the implementation of the ACT College and Career Readiness Standards. Plan will include communication, testing implementation and professional development for how ACT College and Career readiness standards will inform and improve instructional practice. • Process for developing essential understandings in English 9 and 10 and Math will be implemented.	
Implications for 09-10 School Action Planning	• Upon Board Approval, district staff in consultation and collaboratively with school will develop a comprehensive and long-term plan for ACT College and Career Readiness standards. Schools will begin to develop school based plans for implementation. • Math curriculum alignment work will focus on Lenses on Learning, which may be included in school based curriculum alignment work.	
	Resources	**Contact***
Professional Development Resources	Support to teacher leaders will be provided upon request, for Curricular mapping and Eclipse as a documentation tool	• Literacy–Mary Ziegler • Math-Brian Sniff • Science-Tim Peterson • Social Studies – Pat McDonald • Career and Technical Education – Gabrielle Banick
	Support to teacher leaders will be provided for department level dialogue and facilitation in articulating scope and sequence	• Literacy–Mary Ziegler • Math-Brian Sniff • Science-Tim Peterson • Social Studies – Pat McDonald • Career and Technical Education– Gabrielle Banick
	Special Education support will be provided to Special Ed staff in writing Standards- based quality IEPs, to effectively support students with disabilities in the general education settings.	• Educational Services- Sue Gorud • Educational Services – Amy Christiansen • Education Services – Ruthann Lewis
	Support to teacher leaders will be provided upon request for AVID programming and AVID strategies.	• AVID-David Watkins

*Please see directory for contact information

Strategic Plan 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
Assessments
Civic Engagement
Cultural Relevance
Flexible Instruction

REaL Grant Goals
Increase academic success for all
Strengthen student to student and student to adult relationships
Improve post-secondary outcomes for all

Identified Priority	Increase literacy skills for all students
Definition	Students will have skills needed to access and apply information/knowledge/learning for effective communication.
End Goal	100% student participation and success in the academic core in 9th and 10th grade.
09-10 Action Steps	• District leadership teams developed and implemented in areas of 9th and 10th grade English to discuss Essential Understandings. • District support provided as outlined below to Literacy Coaches to embed best literacy practices across all content areas, with focus on 9th and 10th grade. • Provide support in data collection, access and analysis to each high school regarding access and delivery of curriculum with focus on ELL students and students with disabilities.
Measurable Outcome for 09-10	• Through District supports and professional development Literacy Coaches will lead Literacy Teams in the identification and implementation of literacy strategies to be embedded across content areas. • Literacy objectives will be included in curriculum mapping and alignment processes to ensure access to core. • District resources will support Literacy Coaches/Teams in the collection and analysis of data to facilitate conversations around increased access and participation in core and improving instructional practice.

Implications for 10-11 School Action Planning	• 10 – 11 school action plans include using literacy strategies as a way to improve instructional practice and increase participation in core content.	
	Resources	**Contact***
Resources	• Support available for data gathering and analysis to inform literacy planning and identify benchmarks	• Kolleen Onsrud • Julie Koenke
	• Facilitation support provided for English Leadership Team to define 9th and 10th grade enduring understandings aligned to ACT standards.	• Literacy-Mary Ziegler • English-Beccah Raciti
	• Support in embedding language and literacy strategies in lessons and units across content areas to support all students, including students who are ELL and students with disabilities.	• English-Beccah Raciti • ESL/Bilingual-Ruthann Lewis • Special Ed- Sue Gorud • Literacy-Mary Ziegler • School Based Literacy Coaches Additional Resources to embed Literacy Strategies across Content Areas: • Literacy–Mary Ziegler • Math-Brian Sniff • Science-Tim Peterson • Social Studies – Pat McDonald • Career and Technical Education– Gabrielle Banick
	• Support in building student profiles to plan student centered curriculum and instruction	• English-Beccah Raciti • Special Ed- Sue Gorud • ESL/Bilingual-Ruthann Lewis

* Please see directory for contact information

Strategic Plan 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 Area
Professional Development

REaL Grant Goals
Increase academic success for all
Strengthen student to student and student to adult relationships
Improve post-secondary outcomes

Identified Priority	Continued Leadership Development for Department Chairs to become Instructional Leaders
Definition	Department Chairs/Teacher Leaders will be provided with professional development, to gain the skills and knowledge necessary to lead content discussions around curricular alignment and continuous improvement in instructional strategies and practices.
Long-Term Goal	100% completion rate for MMSD high school students.
09-10 Action Steps	• Adaptive Schools Training and Professional Development will be provided to Department Chairs as outlined below. • Protocols and practices for looking at student work will be developed, supported and implemented as outlined below. • Support in planning and facilitating Department Chairs meetings, professional development and days away provided as outlined below. • District work to engage Department Chairs as instructional leaders, through conversations around essential understandings. • Develop sustainability plan for Leadership Development in partnership with schools to outline roles of instructional chairs, infrastructure supports and identify needed resources for continuation.
09-10 Outcomes	• At the end of the 09-10 school year Department Chairs will be prepared to serve as instructional leaders within their school and department. • Department Chairs will have an active role in the development of the 10-11 school action plans as it relates to instructional practice.
Implications for 10-11 School	• Developing a school-based sustainability plan for maintaining leadership development and collaborative time for department chairs to develop and grow as instructional leaders. In addition, plans may include role clarification and identify infrastructure supports.

Action Planning		
	Resource	**Contact**
Professional Development Resources	• Support in facilitating district-wide conversations with department chairs regarding essential understandings and curriculum alignment.	• Literacy- Mary Ziegler • Math- Brian Sniff • Science- Tim Peterson • Social Studies- Pat McDonald • Career and Technical Education – Gabrielle Banick • Ed Services- Sue Gorud
	• Protocols for looking at student and teacher work.	• Literacy- Mary Ziegler • Math- Brian Sniff • Science- Tim Peterson • Social Studies- Pat McDonald • Career and Technical Education – Gabrielle Banick • Ed Services- Sue Gorud
	• Data gathering and analysis	• Kolleen Onsrud • Ed. Services – Amy Christiansen
	• Wallace Foundation support such as facilitation, presentations, planning, coordination and attendance as requested.	• Julie Koenke • Kolleen Onsrud
	• Facilitation and meeting planning for Leadership Team and/or Department Meetings as requested.	• Julie Koenke • Kolleen Onsrud
	• *Adaptive Schools,* Professional Development for staff and support for implementation of strategies and concepts.	• Julie Koenke • Kolleen Onsrud • Sue Gorud • Jeannette Deloya • Sara Knueve • Leslie Taschwer • Ron Lott

*See Directory for Contact Information

Strategic Plan 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

REaL Grant Goals
Increase academic success for all
Strengthen student to student and student to adult relationships
Improve post-secondary outcomes

Identified Priority	Implement Professional Collaboration Time
Definition	• Professional Collaboration time up to 32 hours will funded through extended employment. (2009-2010) • District and Building systems and schedules have been adapted to support one-hour of professional collaboration time weekly, for staff to conduct focused work around high quality instructional practice to improvement student achievement. (2010-2011)
Long Term Goals	• 100% completion rate for MMSD high school students. • 100% student participation and success in the academic core in 9th and 10th grades.
09-10 Goals	• Professional Collaboration Time will be provided up to 32 hours per staff person through extended employment. • Professional Collaboration Time will be supported with district resources as outlined below. • Increased collaboration and sharing of best practices supported with district resources outlined below.
09-10 Measurable Outcome	• School wide staff participation in instructional improvement. • Increased Student Achievement as measured by appropriated assessments such as WKCE, SRI, ACT, EXPLORE, PLAN, ACCESS and 6+1 traits

Implications for 10-11 School Action Planning	• Identify supports needed and school plan for the implementation of embedded PCT.	
	Resource	**Contact***
Professional Development Resources	• Facilitation/ curriculum support and planning by request	• Literacy–Mary Ziegler • Math-Brian Sniff • Science-Tim Peterson • Social Studies – Pat McDonald • Ed Services- Sue Gorud • Career and Technical Education – Gabrielle Banick
	• Menu of professional development options from Teaching and Learning and Ed Services.	
	• *Adaptive Schools:* Professional Development for staff and support for implementation of strategies. • PCT Facilitation and support with planning as requested	• Julie Koenke • Kolleen Onsrud • Sue Gorud • Jeannette Deloya • Sara Knueve • Leslie Taschwer • Ron Lott

*See Directory for Contact Information

Implications for 09-10 School Action Planning	• Identify district supports and professional development needed for the implementation and improvement of small learning community structures.

Resource	Contact*
Professional Development Resources	
• Assist high schools with the identification, planning and implementation of small learning community structures by providing local/national resources, planning and meeting facilitation.	• Julie Koenke • Kolleen Onsrud
• Ongoing Support and development of structure to implement Individualized Learning Plans	• Kolleen Onsrud • Phil Hubble • Gabrielle Banick
• Support and professional development for implementing and incorporating Student Voice in School Action Plans and School/District decision-making.	• Julie Koenke

Positive Behavioral Supports (PBS)
    • Meeting Facilitation
    • Program implementation and support
	• Rachel Saladis
	• Sara Knueve
	• Kim Miller

• Coordinating and	• Julie Koenke

Strategic Plan 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
Achievement for All Students
Relationships
Transitions

REaL Grant Goals
Increase academic success for all
Strengthen student to student and student to adult relationships
Improve post- secondary outcomes for all

Identified Priority	Establish Small Learning Communities
Definition	Create and implement structures and systems that foster strong relationships between students and adults
Long-Term Goals	• 100% completion rate for MMSD high school students.
09-10 Action Steps	• Provide resources in the areas of planning, best practices and implementation of small learning communities as outlined below. • Provide resources, professional development and support through other district initiatives to support the implementation and enhancement of small learning communities.
09-10 Measurable Outcome	• Each High School will have developed a plan for the implementation and enhancement of small learning communities for the 10-11 school years.

	enhancing community partnerships at the school and district level.	

*Please see directory for contact information

MMSD High School District Action Plan 09-10

Improve Instructional Practice to *Increase* Student Achievement

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Professional Development *Implemented* to Improve Instructional Practice

- Professional Development provided at request of school by staff from Ed. Services, Student Services, Teaching and Learning, Assist. Sup. Office (see attached listing) for teachers to inform instructional practice.
  - Ongoing PD and support for Literacy Coaches
- Ongoing development for Department Chair to become Instructional leaders

Systems Changes to Support *Development* of Instructional Practice

- 09-10 Extended Employment to serve as Professional Collaboration Time
  - 10 -11 Embedded Professional Collaboration Time
  - Development of Small Learning Communities Structures

ACT College and Career Readiness Standards to *Guide* Instructional Practice

- Align essential understanding and skills to ACT Standard (school based and district work)
  - Implement the E-PAS System 8th - 12th grade

Mission

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.

Central Office Support Services
for
Secondary Schools

Teaching & Learning
Career & Technical Education
English and Literacy
Fine Arts
Library Media
Mathematics
Science and Environmental Ed
Social Studies
Talented and Gifted

Educational Services
Special Education
English as a Second Language and Bilingual Education

Student Services

Table of Contents

Doyle Contact List

Teaching & Learning		
Executive Director	Lisa Wachtel	663-5216
Career & Technical Education		
Coordinator	Gabrielle Banick	663-5229
Instructional Resource Teacher	Miles Tokheim	663-5265
English, Literacy & World Language Support		
Coordinator	Mary Jo Ziegler	663-5236
IRT-Middle/High Language	Jenni Zupan	663-1501
IRT-Middle/High Reading	Becky Kilzer	663-5257
IRT-High, Leadership Coaching	Beccah Raciti	663-5247
IRT-instructional Technology	Sean Tikkun	663-5210
Fine Arts		
Coordinator	Julie Palkowski	663-5227
Library Media Services		
Coordinator	Mark Lea	663-1925
Librarian, IMSC	Colleen Olmsted	663-1917
Librarian, Education Ref Library	Carol Kaufman	663-1918
District Cataloging Lib. Media Spec.	JoAnn Tiedemann	663-1926
Mathematics		
Coordinator	Brian Sniff	442-2170
IRT 6-8	Laura Godfrey	663-5313
IRT 6-12	Grant Goettl	663-5222
IRT 9-12	Jeff Ziegler	442-2152
Math & Instructional Technology Resource Teacher	Jenn Schramm	663-5207
Science & Environmental Education		
Coordinator	Tim Peterson	663-5217
IRT K-8	Lesli Taschwer	663-5474
Planetarium (at Memorial)	Geoff Holt	663-6102
High School Research Project	Rachel Egan	772-3253
Social Studies		
IRT	Susan Hamblin	442-2147
IRT	Patricia McDonald	663-1974
TAG		
Interim Coordinator	Barbie Klawikowski	663-5245
	vacant	
	vacant	
	vacant	
Educational Services		
Special Education		
Coordinator, HS Special Education	Scott Zimmerman	663-8486
Program Support Teacher – PD & Learning	Sue Gorud	442-2166
English as a Second Language		
Asst Director of ESL and Bilingual Educ.	Amy Christianson	663-1915
Program Support Teacher - Secondary	Ruthann Lewis	663-8447
Student Services		
Director	Nancy Yoder	663-1907
School Counselor Program Support	Phil Hubble	442-2173

Madison Metropolitan School District
Teaching & Learning

MADISON METROPOLITAN SCHOOL DISTRICT

Secondary Career & Technical Education

Career & Technical Education includes Business & Information Technology (Business, Information Technology, Computer Science), Marketing Education, Family & Consumer Education (Foods, Clothing, Family Living), Health Science Occupations Education, Technology Education (Automotive Technology, Construction, Woods), Agriculture Education, and Career Guidance.

Personnel

CAREER & TECHNICAL EDUCATION -- FAX 442-3471		
Coordinator	Gabrielle Banick	663-5229
Instructional Resource Teacher (.5)	Miles Tokheim	663-5265

Division Goals

- Insure all MMSD students benefit from a <u>comprehensive</u> education.
  - comprehensive education includes Career & Technical Education
  - all students will choose a Career & Technical Education course
  - use data to inform current course enrollment and achievement patterns and future desired results

- Raise awareness of Career & Technical Education (CTE) with MMSD staff and business and community members.
  - delineate the economic impact of Career & Technical Education (CTE) to the region, state, nation, and society
  - increase support and build communication systems to advance Career & Technical Education (CTE) with academic areas, ELL, special education, guidance, and administration
  - model district program development through curriculum relevancy, consistency of foundational courses, differentiation of specialized courses among high schools, and sharing resources where appropriate
  - establish Education for Employment advisory committee to assist in determining direction and long-range goals for Career & Technical Education (CTE)

- Increase all curriculum rigor and relevance by integrating academic and Career & Technical (CTE) Education.
  - reinforce and teach standards from the academic core
  - increase students' technical competence
  - provide students with different delivery models based on real-world experiences beyond the classroom (including work-based learning and service learning)

- Increase students' career focus by designing pathways with multiple outcomes through the ILP (e.g., 4-year postsecondary, 2-year postsecondary, adult apprenticeship, work)
  - assist students in connecting family, school, and work
  - increase students' technological competence in using the ILP and in developing a career portfolio in all Career & Technical Education (CTE) courses

Professional Development

Topic	Participants	Dates	Format
Career & Technical Education Department Chairs – Instructional Leadership	CTE Department Chairs	9/15	1 day session
Financial Literacy and Reality Store/Mad City Money Activities	Various CTE teachers	10/13, 10/14, 10/15, 10/16, 12/7 (financial literacy teachers only), 1/13 (challenge bowl)	1 day per high school for Reality Store; 1 day sessions for Business Education teachers for remaining activities
Business Education Career Pathway and Professional Development	Business Education Teachers	9/16, 9/23, 10/21, 11/6, 11/25, 12/17, 1/27, 4/15	1 day sessions
Marketing Education Pathway and Professional Development	Marketing Education Teachers	9/24, 9/25, 10/6, 11/17, 11/18, 6/4	1 day sessions
Computer Science and Information Technology Career Pathway and Professional Development	Computer Science and IT Teachers	10/1, 11/11, 3/10, 3/11, 3/17, 4/21	1 day sessions
Family & Consumer Education Teachers Career Pathway and Professional Development	Family & Consumer Education Teachers	10/9, 10/14, 1/20, 2/24	1 day sessions
Technology Education Teachers Career Pathway and Professional Development	Technology Education Teachers	9/30, 10/16, 11/2, 11/17, 3/4, 3/5, 4/29, 5/13	1 or 2-day sessions
Project Lead The Way Professional Development	Technology Education and Science Teachers	10/14, 11/11-11/13, 12/3	1 or 2-day sessions
Career & Technical Education Student Organizations (CTSOs) leadership labs and competitions at regional, state, and national events	CTE Teachers	10/22 (FBLA), 10/26 (HOSA), 11/8-11/10 (DECA), 12/4 (DECA), 2/11-2/12 (HOSA), 3/9 (ProStart), 3/9-3/11 (DECA), 4/12-4/13 (FBLA), 4/24-4/27 (DECA), 4/25-4/27 (HOSA), 4/27-4/28 (Skills USA)	Multiple day sessions

Support Services
- Department meeting planning
  - Department chair leadership facilitated by coordinator
- Curriculum consistency developed for:
  - Business & Information Technology - Accounting, Personal Finance, Business Law, Computer Literacy (2009-10), Introduction to Business (2009-10)
  - Marketing Education - Marketing I, Starting Your Own Business,
  - Family & Consumer Education – Foods I, Early Childhood Education (2009-10)
  - Health Science Occupations Education – Health Science I, Certified Nursing Assistant
  - Technology Education – Automotive Technology, Construction, Woods
- Curricular mapping and (Eclipse)
  - All areas listed above will be mapped in Eclipse by June 2010
- Essential Understandings
  - All areas listed above will have identified essential understanding by June 2010
- Standards & Alignment

- o In the absence of specific State standards, most Career & Technical Education (CTE) curriculum is linked to national and/or industry standards.
- o State and/or national certifications benefit students in postsecondary education and work and will be increased (e.g., State test for Nursing Assistant, Project Lead The Way national tests for pre-engineering, State ServSafe test for food handling and sanitation, etc.)

Resources
- Business and Industry Curriculum Advisory Committees
- District Education for Employment Advisory Committee to assist in setting CTE direction
- BaseCamp
- Moodle
- Eclipse
- Worldwide Instructional Design System (WIDS)
- Common Formative Assessments (set of 20)

Professional Collaboration Time Options
- Differentiation
- 21st Century Learning Skills
- Service learning
- Book study (list potential books)
- ASCD professional development planning
- Innovation Configuration Maps – ASDC
- Connections to Strategic Plan
- Data skills and retreats
- Early Release planning
- Pathway Development in:
  - o Agriculture, Food & Natural Resources - Agribusiness Systems
  - o Architecture & Construction – Construction
  - o Business, Management & Administration - Business Information Management
  - o Health Science - Therapeutic Services
  - o Human Services - Early Childhood Development & Services, Family & Community Services
  - o Information Technology - Information Support and Services
  - o Law, Public Safety, Corrections and Security - Security and Protective Services
  - o Marketing, Sales & Service - Management and Entrepreneurship
  - o Science, Technology, Engineering & Mathematics - Engineering and Technology - Science and Math (Project Lead The Way)
  - o Transportation, Distribution & Logistics - Facility and Mobile Equipment Maintenance

Madison Metropolitan School District
Teaching & Learning

MADISON METROPOLITAN
SCHOOL DISTRICT

Secondary English, Literacy and World Language

Personnel Supporting Secondary Schools

ENGLISH AND LITERACY-- FAX 442-2160		
Coordinator	Mary Jo Ziegler	663-5236
Instructional Resource Teacher- World Language/Literacy	Jenni Zupan	663-1501
Instructional Resource Teacher- Reading/Literacy	Becky Kilzer	663-5257
Instructional Resource Teacher- English/Leadership Coach	Beccah Raciti	663-5247
Instructional Resource Teacher-Instructional Technology	Sean Tikkun	663-5210

Division Goals 2009-2010

- Linked to the District Strategic Plan and REaL grant we will:
  - Define and clarify Essential Understandings
  - Identify, examine, and create common assessments
  - Clarify vertical alignment of Reading and English from fifth through tenth grade
  - Coach instructional leaders and reading teachers
  - Support content literacy and differentiation

Professional Development

Topic	Participants	Dates	Format
Ninth Grade Essential Understandings	Team of 24 teachers including Literacy Coaches, English, ELL & Special Education	9/23, 11/18, 2/16, 4/13	District-wide 4 full-day sessions
Tenth Grade Essential Understandings	Team of 24 teachers including Literacy Coaches, English, ELL & Special Education	10/21, 12/16, 3/4, 4/13	District-wide 4 full-day sessions
English Department Chairs – Instructional Leadership	Department Chairs	9/17, 11/10, 2/11, 4/8	Afternoon sessions
Adolescent Literacy Intervention	Instructional Staff - voluntary	9/30, 10/22, 1/26, 3/18 plus evenings	Action research course
Traits of a Reader – Content Literacy Strategies	Instructional Staff - voluntary	9/22, 10/6, 10/20, 11/17, 12/1, 12/15 additional possibilities second semester	After school for credit
Support for Read 180 Intervention	Read 180 intervention Teachers	8/27, 9/10, 11/16, 1/7, 3/3	1st semester – New Read 180 teachers 2nd semester – All Read 180 teachers
Middle School Literacy Leadership Committee	Team of teachers representing each middle school, plus ELL & Special Education	9/9, 12/10, 2/2, 4/20	District-wide 4 full-day sessions
World Languages Department Chairs-Instructional Leadership	Department Chairs and Middle School Representation	9/24, 10/22, 11/19, 12/10, 2/11, 3/11, 4/8, 5/6	Afternoon sessions
Middle School World Languages Leadership Team	Team of teachers representing each middle school	10/19, 12/15, 3/3	District-wide 3 full-day sessions

Support Options for Professional Collaboration Time

- Department Meeting or Collaborative Professional Development
  - Setting goals, facilitating conversations
  - Leadership coaching
  - Co-planning and facilitation of English, Literacy, World Language or cross-content dialogue
  - Content literacy and differentiation strategies
  - Literacy-related book study options
  - Effective interpersonal communication
  - Traits of reading and writing

- Curricular Mapping
  - Support for initial PD on purpose and process
  - How-to and guided use of supporting tools (Eclipse software)

- Essential Understandings and Questions
  - Support for conversations regarding these <u>Understanding by Design</u> topics
  - Student work analysis for essentials

- Standards, Assessment & Alignment
  - Course alignment to state standards
  - Formative assessment to guide instruction
  - Common assessment pilots

- Instructional Technology Integration
  - Read 180, SRI and SAM
  - Moodle discussion boards
  - Base Camp collaborative project manager
  - Elluminate live virtual meetings
  - Eclipse curriculum mapping tool
  - Udutu (interactive lessons)
  - Audacity (audio recording)

Resources Available

Audio/Visual and other support materials available for check-out

Title	Publisher/Producer	Publication Date	General comments
6+1 Trait Writing: A Model That Works Video Set	Carson-Dellosa	2002	Contains 6 Videos
6+1 Traits of Writing	Scholastic, Inc.	2005	Contains 4 Videos & Handbook
Academic Literacy	Stenhouse Publishers	2009	CD
Building Adolescent Readers	Stenhouse Publishers	2005	Contains 3 Videos
Comprehending Content	Stenhouse Publishers	2004	Contains 4 Videos
Grammar: Collection of Resources	NCTE	various	Contains various materials
Read Write & Talk	Stenhouse Publishers	2005	video
Reading Conferences	Stenhouse Publishers	1998	support materials
Reading Strategies for the Content Areas Vol. 1 and 2	ASCD	2005	support materials
Reimagining Reading	Stenhouse Publishers	2002	Contains 4 CDs
Strategy Instruction in Action	Stenhouse Publishers	2000	Contains 4 Videos
Talking About Writing	Stenhouse Publishers	2003	Contains 2 Videos & Handbook
Teaching the Qualities of Writing	Firsthand	various	Contains various materials
Thoughtful Reading	Stenhouse Publishers	2003	video
Using Writing to Learn Across Content Areas	ASCD	2005	Contains CD
When Students Write	Stenhouse Publishers	2002	Contains 4 Videos
Writing Workshop: Collection of Resources	NCTE	various	Contains various materials

*Various texts related to Adolescent Literacy available for check-out

Madison Metropolitan School District
Teaching & Learning

MADISON METROPOLITAN
SCHOOL DISTRICT

Secondary Fine Arts

Personnel

FINE ARTS -- FAX 442-3471			
Coordinator		Julie Palkowski	663-5227

Division Goals
- Fine Arts Task Force – Implement the measurable actions steps within the BOE approved Fine Arts Task Force & MMSD Administrative Recommendations. The 2009-2010 steps include but are not limited to:
  - Revise curriculum guides for Music and Visual Arts content areas.
  - Pursue collaborative arts education opportunities through community partnerships.
  - Conduct annual audit of fine arts student enrollment to ensure equitable offerings; pursue greater access for all.
  - Conduct a regular scheduled inventory of instructional arts tools, and resources allowing for a plan of purchases
  - Create equitable access to arts instructional resources and facilities across the district.
  - Collect public feedback on the process of fee waivers and use.
  - Determine costs of MMSD K-12 arts education course offerings and foundational equipment specified within the updated curriculum guides.
  - Build scenarios for future financial pictures to assist with shaping a sustainable arts education and funding plan.
  - Develop multi-year sustainable Funding Plan for Arts education

Professional Development

Topic	Participants	Dates	Format
Staff voluntary professional development sessions	ES fine arts staff	9/21, 11/16, 2/15, 4/19/ 5/17 (2:30-3:30pm)	
6th – 12th Grade Music scope and sequence	MS and HS music teachers (15)	9/21--- ½ day for 15 staff	1 half-day sessions with K-5 music staff
Music Curriculum Team	ES/MS/HS Music staff (10)	10/2 PM, 10/9 PM, 12/4 PM (5)	2 half-day sessions (10); 1 half-day session (5)
High school fine arts programming issues	HS fine arts chairperson (8)	10/9 AM, 2/15 PM--- two ½ days for 8 staff	2 half-day sessions
New Educators visitation with Buddy Classroom	Fine arts staff	11/10 (Music), 11/17 (Visual Arts)	2 half-day sessions (5 subs)
6th – 12th Grade Visual Arts- Visual Arts scope and sequence	MS and HS Visual Arts teachers (14)	11/16 PM--- ½ day for 14 staff	1 half-day sessions with K-5 visual arts staff
Visual Arts Curriculum Team	ES/MS/HS Visual Arts staff	2/3 PM, 2/9 AM, 3/18 PM	2 half-day sessions (10); 1 half-day session (5)
Visual Arts Safety Team	ES/MS/HS Visual Arts staff	12/4 AM, 4/19 PM	2 half-day sessions (5)
K-12 Fine Arts Prof. Learning	All fine arts staff	3/15	district-wide half day

Support Services
- Department meeting planning
- Standards & Alignment
- District-wide event planning (2009-2010 events shared below)
  o WSMA Solo Ensemble Festival
  o WSMA Instrumental Large Group Festival
  o WSMA Choral Large Group Festival
  o MMSD Strings Festival
  o Souper Bowl at West H.S.
  o Young at Heart- Bi-annual event sponsored by Madison Museum of Contemporary Art and MMSD

Resources
- DWW
- WWW
- Online Learning Modules- Fine Arts Staff highlighting standards based strategies
- Fine Arts Staff Blog
- World Cultural Arts Traveling Tubs for fine arts staff
- Madison Community Arts Partnerships (residency and outreach opportunities)
- Fine Arts Division Directory

Professional Collaboration Time Options
- Artist in residency models and planning
- Integrated Arts Strategies
- Six Trait Writing + Connections to the Arts
- Building Arts Literacy Connections to Reading Comprehension Strategies
- Professional Development planning
- Early Release planning
- Differentiation
- Service Learning

Madison Metropolitan School District
Teaching & Learning

Secondary Library Media

Personnel

LIBRARY MEDIA SERVICES -- FAX 204-0350		
Coordinator	Mark Lea	663-1925
Librarian, Instructional Materials Selection Center	Colleen Olmsted	663-1917
Librarian, Education Reference Library	Carol Kaufman	663-1918
District Cataloging Library Media Specialist	JoAnn Tiedemann	663-1926
Program Assistant-Senior Main Contact	Jan Opelt	663-1923
Clerk I - Circulation	Anita Staats	663-1920
Administrative Clerk – Collection Management	Jill Linck	663-1924
Video Clerk (Pflaum)		204-6813

Division Goals (2009-2010)
- Study of LMC Staffing (**2009-2012 Information & Technology Plan**)
- Development of online database selection process (**Strategic Objective #4 – Resource/Capacity**)
- Textbook Manager Implementation (**Strategic Objective #4 – Resource/Capacity**)
- Revision of Library Media & Technology Literacy Standards (**Strategic Objective #2 - Curriculum**)

Professional Development

Topic	Participants	Dates	Format
Web 2.0 and Multimedia creation professional development planning	Library Media Professional Development Leadership Committee (10)	9/9	1 full-day session
Web 2.0 and Multimedia creation professional development workshop	Library Media Specialists and REACH Tech Teachers (25)	10/16	1 full-day session
Library Media Services Advisory and Feedback Committee (LAFC)	2 representatives from each instructional level	9/14, 10/5, 11/2, 12/7,1/4, 2/22, 4/12, 5/3	3 hour sessions
Middle School Selection and Oversight Committee	10 Middle School Library Media Specialists	9/8, 10/13, 11/10, 12/8, 1/2 2/9, 3/9, 4/13, 5/11	

- Literary Review and Collection Development/Classroom Materials Analysis for Professional Advancement Credit (PAC). Including:
    - Americas Award Discussion Group
    - Newbery Award Discussion Group
    - Printz Award Discussion Group
    - Coretta Scott King Award Discussion Group
- Library Media Advisory and Feedback Committee (LAFC)

Support Services
- Guidance in the area of Intellectual Freedom, Intellectually Property and Copyright
- Access to Interlibrary Loan
- Collection Analysis and Development
- Department meeting planning
- Coordination of Green Textbook and LMC Materials Disposal Projects
- Curricular Mapping and (Eclipse)
- Essential Understandings
- Standards & Alignment
- Customized Literature Search Service
- Information Technology Research
- Materials Cataloging
- Long-Range Planning for Library Media and Technology Programs

Resources
- BaseCamp
- Moodle
- Eclipse
- Access to District-wide online databases and resources including:
  - Destiny Online Catalog
  - CultureGrams
  - World Book Online
  - WisCareers,
  - Noodletools
  - Discovery Education Streaming
- Access to a vast array of instructional materials in the Madison School & Community Education Library (MSCEL), Video Library and individual building collections
- Access to Instructional tools (e.g, Flip Video cameras, etc.)

Professional Collaboration Time Options
- Differentiation
- 21st Century Learning Skills
- Service learning
- Continuous Collaborative Engagement in Support of:
  - Information Management and Emergent Technologies
  - District-wide and school-based Learning Partnerships
  - Best Practices in Resource Management, Acquisition and Delivery
  - Best Practices related to Information Technology Curriculum and Instruction
- ASCD professional development planning
- Innovation Configuration Maps – ASDC
- Connections to Strategic Plan
- Data skills and retreats
- Early Release planning

Madison Metropolitan School District
Teaching & Learning

MADISON METROPOLITAN
SCHOOL DISTRICT

Secondary Mathematics

Personnel

MATHEMATICS -- FAX 442-3471		
Coordinator	Brian Sniff	442-2170
Instructional Resource Teacher – 6-8	Laura Godfrey	663-5313
Instructional Resource Teacher – 6-12	Grant Goettl	663-5222
Instructional Resource Teacher – 9-12	Jeff Ziegler	442-2152
Math & Instructional Technology Resource Teacher	Jenn Schramm	663-5207

Division Goals
- District Strategic Plan - 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.
- Mathematics Task Force - To significantly improve the district coherence of the mathematics curricula, the district should give serious consideration to selecting a consistent set of core resources that aligns with the District standards and supports differentiation for each grade level or course and to requiring a common core sequence across all high schools.
- Mathematics Task Force - In making improvements and investing resources, the district should consider how best to reduce the large achievement gaps among subgroups of students.
- Mathematics Task Force - Instruction at all grade levels should focus on the integration of conceptual and procedural knowledge; in particular, laying conceptual foundations for procedural and symbolic manipulation skills.

Professional Development
The list below is intended as a suggestion of district level supports that would need to be focused on the Division Goals and pre-planned with the Mathematics Coordinator for budgeting purposes.
- Availability of substitute days
- Support of inter- and intra-department collaboration
  - Book Study
  - Meeting planning and facilitation
  - Online collaboration
  - Funds for outside of contract day cross building collaboration
- In-class support via resource teacher
- Support for access to consultant
- Proposal for innovative strategies
- Curricular mapping
- Technology Support

Resources
- Mathematics resource teachers listed above
- BaseCamp, Moodle, Elluminate for cross-building or cross-district collaboration
- Eclipse for identifying Essential Understanding
- Substitutes and Extended Employment for face to face collaborative work
- Professional collaboration planning with resource teacher support

Professional Collaboration Time Options
- Book study suggestions:
  - PRIME document by National Council of Supervisor of Mathematics
  - How to Grade for Learning by Ken O'Connor
  - Common Formative Assessments
  - Fair Isn't Always Equal by Rick Wormeli*
  - How Students Learn: Mathematics in the Classroom by National Research Council*
  - Art and Science of Teaching by Robert Marzano
- Data skills and retreats
  - WKCE Data through Turnleaf
  - Infinite Campus Adhoc Reports and Cube Tools
  - Develop and implement student surveys and interviews
- Themes for research in best practices
  - 21st Century Learning Skills
  - Differentiation
  - Innovation Configuration Maps – NSDC
  - Connections to Strategic Plan
- Research of local, state and national standards
  - Review Draft version of Wisconsin Model Academic Standards for Mathematics
  - American Diploma Project
  - ACT/College Readiness Standards Principles and Standards of School Mathematics by National Council of Teachers of Mathematics
- Madison Metropolitan School District K – 8 Mathematics Standards

* Copies available for loan in Teaching and Learning

Madison Metropolitan School District
Teaching & Learning

MADISON METROPOLITAN
SCHOOL DISTRICT

Secondary Science and Environmental Education

Personnel Supporting Secondary Schools

SCIENCE & ENVIRONMENTAL EDUCATION -- FAX 442-3471		
Coordinator	Tim Peterson	663-5217
Instructional Resource Teacher – K-8	Lesli Taschwer	663-5474
Planetarium (Memorial)	Geoff Holt	663-6102
High School Research Project	Rachel Egan	772-3253

Division Goals 2009-2010
- Linked to the District Strategic Plan, the following are goals for the 09-10 school year:
  - Support curriculum mapping through the use of Eclipse, focusing on Enduring Understandings
  - Safety protocols, procedures, and equipment improvement at all high schools
  - Continued support & development of building instructional leaders through resources and professional growth opportunities

Professional Development
- Science Department Chair meetings, 6 afternoons (9/17, 10/22, 12/10, 2/11, 4/15, 5/27)
- Biology Content area teachers, 1 day (21 January 2010)
- Chemistry Content area teachers, 1 day (10 November 2009)
- Middle School Leadership, 3 days (10 December 2009, 2 February, 15 April 2010)
- MS School-based science cadre meetings, varies by building

Support Services
The following align with and support Strategic Plan Goals and Action Plans from the *Student* and *Curriculum* sections as well as REaL Grant Goals #1, 2.

- Department/Science Cadre meeting planning
  - Setting goals, facilitated conversations, resources, research

- Curricular mapping
  - Support for initial PD on purpose and process
  - How-to PD and guided use of supporting tools (Eclipse software)
  - Facilitate conversations regarding findings, questions, next steps

- Eclipse Curriculum Manager software
  - Support for small or large groups
    - Overviews
    - Initial professional development on use
    - Ongoing support of workgroups
    - Technical assistance

- Enduring Understandings and Essential Questions
  - Support for conversations regarding these Understanding by Design topics

- Standards, Assessment & Alignment
  - Support of course development and alignment to national, state and local standards
  - *Atlas of Science Literacy*

- Support for using the Atlas to define enduring understandings, course expectations, etc.
- Facilitated conversations surrounding links between the *Atlas, Benchmarks for Science Literacy* and *Science for All Americans*
  - o Support for conversation on ACT's College Readiness Standards

- Technology in the classroom
  - o Support for the following in science classrooms
    - Use of probes (i.e. Vernier, Pasco)
    - Development and use of podcasts
    - Use of spreadsheets (i.e. Excel)
    - Design and development of Drupal web pages
    - Wiki design, development and implementation
    - Ning design, development and implementation
    - Google Earth
  - o Microscope use & repair

- Integration of Environmental Education into the curriculum
  - o Support for designing and use of district resources – the Madison School Forest, local resources
  - o Use of energy/conservation/sustainability resources for classrooms
  - o Implementing concepts of sustainability in the classroom

- Planetarium
  - o Designing planetarium use for specific courses & programs

- Safety
  - o Professional development, strategies, storage design

Resources
- BaseCamp
  - o Able to support a groups use of this asynchronous virtual meeting place
- Moodle
  - o Developing your class's online extension
- GPS hand-held units
- Science Notebooks
  - o Professional development, support, ideas for use

Professional Collaboration Time Options
- ACT's College and Career Readiness Standards
  - o Connecting skills with science classrooms
- 21st Century Learning Skills
  - o Defining, identifying, and embedding within instructional units
- Service Learning/ Civic Engagement
  - o Support for conversations around service learning and science
- Book study
  - o *How People Learn: Science in the Classroom*
  - o *Science Notebooks – Writing About Inquiry*
  - o *Classroom Assessment & Grading that Works*
- Differentiation
- Connections to Strategic Plan
- Data skills and retreats
  - o Support for department conversations including
    - Identification of data sets
    - Understanding WKCE data
    - Analysis of gaps
    - Facilitated conversations to support closing gaps
- Early Release planning
- Looking at (analysis of) student work

Madison Metropolitan School District
Teaching & Learning

MADISON METROPOLITAN
SCHOOL DISTRICT

Secondary Social Studies

Personnel

SOCIAL STUDIES -- FAX 442-2160		
Instructional Resource Teacher	Susan Hamblin	442-2147
Instructional Resource Teacher	Patricia McDonald	663-1974

Division Goals

- Provide teachers with support to map social studies curriculum using the inquiry process supported by Thinking like a Historian Framework and Understanding by Design, interfacing with Eclipse software.
- Provide Middle School teachers with support to implement standards-based instruction.
- Provide teachers with connections to local, state and national Social Studies communities.
- Provide teachers with support to build collaborative communities of social studies teachers in and across curricular areas.
- Provide teachers with support to understand the role of Social Studies in the Strategic Plan
- Provide teachers with support to implement goals of the Strategic Plan
  - Content knowledge
  - Civic minded skills
  - Cultural relevancy
  - Flexible instruction and assessment
  - Common required courses
  - Common assessments

Professional Development

Topic	Participants	Dates	Format
Social Studies High School Leadership Team- Curriculum Mapping Using Eclipse Strategic Plan Compliance with DPI law and Recommendations	Social Studies High School Leadership Team (3 teacher leaders from each high school, 1 from Shabazz, 1 from Affiliated)	8/18-20, 10/13, 2/23	3 one-day summer sessions, 2 one-day sessions during the school year
Middle School Leadership Team Update Grading Guide Curriculum Mapping Common Assessments	One representative from each Middle School	10/26, 12/2, 4/21	3 one-day sessions during the school year
Social Studies Department Chairs–Instructional Leadership	Department Chairs from each high school and Affiliated	September, October, November, January, March, April, May	release time at the end of day
Building Informed Citizens MMSD Teaching American History Grant (with UW Whitewater) Providing content knowledge in U.S. History and Unit/Lesson planning	Teaching American History participants-70 teachers from grades K-12	10/7, 2/10, 4/1 June 14-18	3 one-day sessions during the school year plus one week-long summer institute

Life During Wartime-CESA5 Teaching American History Grant (with UW Madison) Providing content knowledge in U.S. History and Unit/Lesson planning	Teaching American History participants-12 teachers from grades 5-12	10/15, 2/18, 4/29 June 21-25	3-one day sessions during the school year plus one week-long summer institute

Support Services
- Department planning
  - Social Studies High School Department Chair Meetings
  - Social Studies High School Leadership Team
  - Social Studies Middle School Leadership Team
- Standards-Based Instruction
  - Grading Guides
  - Rubric for Student Work
  - Common Assessment
- Curricular mapping using Eclipse
  - Unit/Lesson Planning support
  - Standards Alignment
  - Essential Questions
  - Common Assessments
  - Common Required Courses

Resources
- Release time
- Eclipse Training
- Moodle
- Madison Virtual Campus
- Local Social Studies Communities (Museums)

Professional Collaboration Time Options
- Provide background knowledge in **Understanding by Design** methods incorporating **Thinking Like a Historian** Framework
- Facilitate book studies designed to build background knowledge in **Understanding by Design**, **Common Formative Assessments**, and **Thinking Like a Historian**
- Provide strategies for flexible instruction in inclusive classrooms
- Facilitate incorporating 21st Century Learning Skills and Technology and new DPI standards in Social Studies classes
- Research and plan strategies to integrate civic minded skills into all Social Studies curriculum
- Provide connections to Strategic Plan – curriculum mapping using Eclipse templates
- Facilitate the meetings of professional communities during early release planning time (9-12)
- Provide support during Middle School Cadre meetings
- Provide connections to Literacy in Content Areas
- Provide strategies to implement common assessment strategies
- Provide resources to insure cultural relevancy in Social Studies curriculum
- Research and administer resources to provide external professional development and knowledge
- Facilitate alignment of secondary (6-12) Social Studies curriculum

Madison Metropolitan School District
Teaching & Learning

MADISON METROPOLITAN
SCHOOL DISTRICT

Secondary Talented and Gifted Education

Personnel

Talented and Gifted -- FAX 442-2160		
Interim Coordinator	Barbie Klawikowski	663-5245
Instructional Resource Teacher-9-12	Vacant	
Instructional Resource Teacher-6-12	Vacant	
Instructional Technology Specialist K-12	Vacant	

Division Goals
- In alignment with the District Strategic Plan, the Talented and Gifted goals include:
  - Design and implement a continuum of systematic and continuous programming options to meet individual student needs.
  - Support schools in curricular mapping to analyze course sequences, enrollment, and rigor.
  - Support schools in mapping advanced course offerings to review consistency and sufficiency, and increase student participation
  - Support schools with the Advanced Placement Initiative grant
  - Increase identification and participation of students from underrepresented populations

Professional Development
- Availability of substitute days
- Support of inter- and intra-department collaboration
  - Book Study
  - Meeting planning and facilitation
  - Online collaboration
- Support for access to consultant
- Curricular mapping
- Differentiation

Resources
- Personnel
- Moodle
- Eclipse
- Elluminate

Professional Collaboration Time Options
- Book study
  - Integrating Differentiated Instruction and Understanding by Design
  - How to Differentiate Instruction in Mixed-Ability Classrooms
  - The Differentiated Classroom
- Connections to Strategic Plan
- Review International Baccalaureate
- Innovation Configuration Maps -- NSDC

Madison Metropolitan School District Use of ACT's EPAS/College Readiness Standards
To Inform Teaching and Student Learning
2010-11

Test Administration

March, 2010 – Pilot Administration of ACT's Explore assessment
       8th Sherman Middle School

Spring 2010-   Pilot Administration of ACT's Explore assessment
       9th Memorial High School

Spring, 2011 – Administration of Explore and Plan – 8th, 9[th and] 10th

Communication/Collaboration (Students, Parents, Staff, Higher Education and Others)

Thursday, March 4th:   MS principals & learning coordinators mtg.

Monday, March 8th:   Letter from Pam and Dan to staff

Wednesday, March 10th:   HS principals mtg. - AM
                              REAL coordinators mtg. – AM
                              HS assistant principal's mtg. - PM

Friday, March 12th:   REAL coordinators all-day retreat
                              Implementation in buildings, PD plan, timing

Tuesday, March 16th:   District-wide HS department chairs & MS learning
                              coordinators mtg.

Information on Explore/Plan/ACT provided to students, parents and staff (March, 2010)

Where do I stand right now? What are my plans and goals after high school? Am I on track for the skills that I'll need after high school? How will my teachers and counselors use these Explore and Plan test results? *Included sample Explore and Plan Score Reports.*

"Building Relationships to Ensure All Wisconsin Students Are College and Workforce Ready"

Began use of career information from Explore/Plan

Professional Development

      Attended workshop: "Aligned by Design: Education and Purpose" hosted by Monona Grove (September 2009)
      Attend ACT workshop hosted by Monona Grove: "Using ACT's College Readiness Standards and Educational Planning and Assessment System (EPAS) to Improve Student Achievement" (Summer 2010)

Linking ACT's College Readiness Standards to Course Instruction/Student Learning

Began initial course alignment fall 2010

Linking standards through course curriculum mapping software

Use data to make thoughtful, intentional decisions about instruction, and then assess the results of their decisions.

Identify critical course skills to include in course common assessments

Introduce use of ACT's *Connecting College Readiness Standards to the Classroom*

PLAN® 2009 / 2010 PLAN® at a Glance

PLAN in grade 10 serves as the midpoint measure of academic progress in the series of longitudinal assessments that constitute a component of the ACT College Readiness System. The longitudinal assessments also include EXPLORE® (grades 8 and 9) and the ACT® test (grades 11 and 12). All three programs share the same score scale, enabling educators to seamlessly document student progress in grades 8 through 12. PLAN is a powerful predictor of success on the ACT, an early indicator of college readiness, and a tool to help students explore careers that match their interests. Learn more at **www.act.org/plan**.

PLAN English Test
30 minutes

Content/Skills	Number of Items
Usage/Mechanics	30
Punctuation	7
Grammar and Usage	9
Sentence Structure	14
Rhetorical Skills	20
Strategy	6
Organization	7
Style	7
Total	**50**

PLAN Reading Test
20 minutes

Content Area	Number of Items
Prose Fiction	8
Humanities	9
Social Studies	8
Total	**25**

PLAN Mathematics Test
40 minutes

Content Area	Number of Items
Pre-Algebra/Algebra	22
Pre-Algebra	14
Elementary Algebra	8
Geometry	18
Coordinate Geometry	7
Plane Geometry	11
Total	**40**

PLAN Science Test
25 minutes

Content Area	Format	Number of Items
Biology	Data Representation	10
Earth/Space Sciences	Research Summaries	14
Chemistry	Conflicting Viewpoints	6
Physics		
Total		**30**

Key Educational and Career Planning Components
Approximately 65–75 minutes

- Needs Assessment—collects information about students' perceived needs.
- High School Course/Grade Information—helps evaluate course-taking patterns in light of recommended core courses.
- UNIACT Interest Inventory—helps students explore personally relevant career options.
- Educational Opportunity Service (EOS)—provides relevant college and scholarship information based on PLAN information.

PLAN Testing Timeline

Before Testing

- Order test materials at least four weeks before your scheduled test date.
  To order, visit **www.act.org/education/order**.
- You will be invoiced for the number of answer documents scored and an invoice will be sent at the time your score reports are sent. If you order accommodations-related test materials, you will receive an invoice for those materials at the time of the materials shipment. Please note that only the Braille test book can be returned for a refund.

September–May

- Administer PLAN test as scheduled by school.

After Testing

- Return student Answer Folders to ACT for scoring.
  ACT recommends a method that tracks shipment.
- Expect to receive reports two to four weeks after ACT receives all Answer Folders from your school or district.
  NOTE: Districts will receive district-level reports and copies of school-level reports. District-level reports will not be created until the answer document return deadline provided on the online order form.

June 15

- Last date for scoring in the 2009–2010 testing cycle.

Program Packages

Standard Package

Test Materials
- Test Booklets
- Answer Folders
- Student Instruction Booklets
- *Why Take PLAN?*

Testing Administrator's Support
- Test Supervisor's Manual
- Room Supervisor's Manuals
- School Headers
- PLAN Posters
- Let's Go to College Poster

Reports and Supporting Materials
- Student Score Reports
- Student Score Labels
- Student List Report
- *Using Your PLAN Results*
- Profile Summary Report includes:
  - Presentation Packet
  - Intervention Rosters
  - College Readiness Standards data

Enhanced Reporting Package

Includes all items in the Standard Package, **plus**:
- Item-Response Summary Report
- School Norms on Student Score Report
- Data File with School and District Norms on CD

ACT's Longitudinal Assessments

EXPLORE

8th–9th Grade
- Baseline assessment
- Helps increase PLAN and ACT scores

PLAN

10th Grade
- Midpoint assessment
- Helps increase ACT scores

The ACT

11th–12th Grade
- Measures what students have learned
- Increases college readiness when used with EXPLORE and PLAN
- Documents readiness for college

Assessment Component
ACT's College Readiness System

- Only curriculum-based, research-validated system available today
- Increases readiness for college or a career
- Provides link between scores and skills
- Promotes college enrollment, persistence, and success
- Built on a common score scale to measure academic progress from grades 8 through 12
- Helps students identify postsecondary options

ACT Offices

ACT National Office
500 ACT Drive
Iowa City, IA 52243-0168

Southwest Region
Austin, TX
512/345-1949
austin@act.org

Midwest Region
Chicago, IL
847/634-2560
midwestregion@act.org

Lansing, MI
517/327-5919

Columbus, OH
614/470-9828
ohio@act.org

East Region
Albany, NY
518/869-7378
albany@act.org

Atlanta, GA
404/231-1952
atlanta@act.org

Tallahassee, FL
850/878-2729
tallahassee@act.org

West Region
Sacramento, CA
916/631-9200
westreg@act.org

Denver, CO
303/337-3273
denver@act.org

To reorder or for more information, visit **www.act.org/plan**.
Call Customer Services: 800/553-6244, ext. 1029.

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ACT

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EXPLORE® 2009 / 2010 EXPLORE® at a Glance

EXPLORE in grades 8 and 9 serves as the entry measure of academic progress in the series of longitudinal assessments that constitute a component of the ACT College Readiness System. The longitudinal assessments also include PLAN® (grade 10) and the ACT® test (grades 11 and 12). All three programs share the same score scale, enabling educators to seamlessly document student progress in grades 8 through 12. EXPLORE is an early indicator of college readiness, an effective tool for planning high school coursework, and a useful career exploration and planning program. Learn more at **www.act.org/explore**.

EXPLORE English Test
30 minutes

Content/Skills	Number of Items
Usage/Mechanics	**25**
Punctuation	6
Grammar and Usage	8
Sentence Structure	11
Rhetorical Skills	**15**
Strategy	5
Organization	5
Style	5
Total	**40**

EXPLORE Reading Test
30 minutes

Content Area	Number of Items
Prose Fiction	10
Humanities	10
Social Studies	10
Total	**30**

EXPLORE Mathematics Test
30 minutes

Content Area	Number of Items
Pre-Algebra	10
Elementary Algebra	9
Geometry	7
Statistics/Probability	4
Total	**30**

EXPLORE Science Test
30 minutes

Content Area	Format	Number of Items
Earth/Space Sciences	Data Representation	12
Life Sciences	Research Summaries	10
Physical Sciences	Conflicting Viewpoints	6
Total		**28**

Key Educational and Career Planning Components
Approximately 45 minutes

- Needs Assessment—collects information about students' perceived needs.
- Plans and Background Information—gathers information about students' school coursework plans, educational and career plans after high school, and other relevant background information.
- Interest Inventory—helps students explore personally relevant career options.

EXPLORE Testing Timeline

Before Testing
- Order test materials at least four weeks before your scheduled test date.
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ohio@act.org

East Region
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518/869-7378
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Atlanta, GA
404/231-1952
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Tallahassee, FL
850/878-2729
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West Region
Sacramento, CA
916/631-9200
westreg@act.org

Denver, CO
303/337-3273
denver@act.org

To reorder or for more information, visit **www.act.org/explore**.
Call Customer Services: 800/553-6244, ext. 1892.

022056100

EXPLORE

Your Score Report

TAYLOR, ANN C

GRADE: 8
CLASS/GROUP NAME: SMITH

SCHOOL NAME: EXAMPLE MIDDLE SCHOOL   SCHOOL CODE: 00000000   TEST FORM: 00B

ACT

Your Scores

Percent of students scoring at or below your score

	Score Range (1-25)	In the U.S. (Fall 8th)	In Your School	In Your District	In Your State
Composite Score	15	64%	60%	49%	63%
English	16	74%	75%	70%	76%
Usage/Mechanics (1-12)	09	83%	81%	80%	84%
Rhetorical Skills (1-12)	08	75%	84%	77%	77%
Mathematics	14	47%	40%	30%	51%
Reading	16	77%	78%	67%	77%
Science	15	46%	36%	27%	44%

(U.S. percentile scale: 1% 10% 25% 50% 75% 90% 99%)

More Info at www.explorestudent.org

Your Estimated PLAN Composite Score Range

15-18

PLAN is a 10th-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *It's Your Future*.

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.

(Scale: 0 Years, 1 Year, 2 Years, 3 Years, 4 Years)

- English — You: / Core:
- Mathematics — You: / Core:
- Social Studies — You: / Core:
- Science — You: / Core:
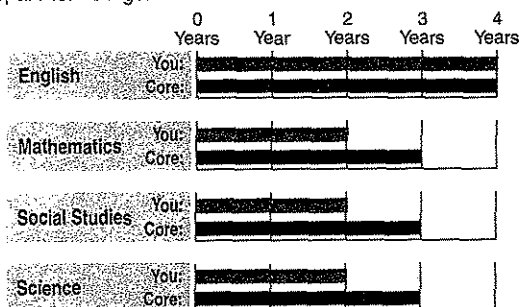
About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Mathematics, Social Studies, and Science. (Most successful college students completed all of these recommended courses when they were in high school.) You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

Your Reported Needs

✓ • Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my reading speed and comprehension
✓ • Improving my study skills
✓ • Improving my mathematical skills
- Improving my computer skills
✓ • Improving my public speaking skills

Your Plans for After High School

Educational Plans

4-Year College or University

Career Area Preference

Financial Transactions

College Readiness

Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	EXPLORE Benchmark Scores	Below	At	Above
English	13			✓
Mathematics	17	✓		
Reading	15			✓
Science	20	✓		

About Your Scores. One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It's not too early to start thinking about college.

TAYLOR, ANN C

Your Career Possibilities

Your Skills

English	Your English score suggests you are probably able to:	To improve your skills you can:
Topic Development	Decide and describe the purpose or role a given phrase or sentence serves in an essay Delete a sentence or part of a sentence that is clearly irrelevant to the essay	read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman describe the main idea of a paper you wrote read writing aloud; cut out sentences that don't fit the topic
Organization	Select the most logical place to add a sentence in a paragraph	draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like *because* or *therefore* try different ways to begin papers (present startling information, a question, main points, etc.); see how each changes the rest of the paper
Word Choice	Revise sentences that are clearly repetitive or wordy Revise wording that doesn't fit an essay's style	revise writing to delete clumsy repetition, as in changing "The *puppy dog* barked *noisily* and *loudly*" to "The *puppy* barked *loudly*." read a published essay and note the way words, details, and sentence lengths can create tone
Sentence Structure	Fix awkward run-on sentences and sentence fragments by using conjunctions (like *and* or *but*) and correct punctuation, as in "She tried out for the lead role [*but*] didn't win the part." Decide the appropriate verb tense and voice (active or passive) by considering the meaning of the entire sentence	write increasingly sophisticated sentences, handling effectively such elements as introductory clauses like "In the past, . . ."
Usage	Use adverbs and adjectives correctly ("stirred rapidly" and "a rapid heartbeat"); maintain grammatical agreement ("Tom/he is" and "Tom and Sue/they are"); use the right preposition in common phrases Use the right word in frequently confused pairs like *there* and *their*, *past* and *passed*	become familiar with commonly used idioms like "hold your horses" check each verb to make sure it matches the subject in number and person, even when other nouns are between them
Punctuation	Handle simple punctuation issues (for example, use commas to separate items in a series, as in "She ran along the diving board, jumped, sailed through the air, and landed in the pool.") Delete commas that disturb the flow of a sentence, as in "An elephant usually[,] is large."	use commas to set off expressions that aren't essential to the sentence (for example, "Bob, in spite of all the bad reviews, wanted to see the movie.") delete commas that create unnecessary pauses, as in "He walked[,] by quickly."

Reading	Your Reading score suggests you are probably able to:	To improve your skills you can:
Main Ideas and Author's Approach	See a clear intent (goal) of an author or narrator in uncomplicated literary narratives	decide whether a paragraph in a short story or novel has its own main idea or serves mainly to support another point study the writing style of different authors, noting how they show or hide their thoughts about a topic by what they say and don't say
Supporting Details	Find simple details in a sentence or paragraph in uncomplicated passages See clear purpose of a part of an uncomplicated passage	explain in your own words why certain facts or details are important to the meaning of an essay, a film, an ad, a picture, etc. decide what is most and least important to know and understand in a piece of writing
Relationships	See relationships between main characters in uncomplicated literary narratives See clear cause-effect relationships within a single paragraph in uncomplicated literary narratives	highlight words or phrases in a cartoon strip, short story, or novel that suggest what happened first, second, etc. make a list that shows how specific people, objects, events, or ideas in a text are alike and different list factors (like money, world events, a person's viewpoint) that clearly influence how a situation turns out pick an event in a piece of writing and find statements that clearly show the reason(s) it happened and the final result(s)
Meanings of Words	Use context to get the meaning of simple figures of speech (for example, "the cheapest part of the house" refers to specific seats in a theater)	figure out the meaning of words or descriptive phrases by looking for clues in the writing (for example, how the word is used [noun, verb, etc.], if other sentences define or provide hints about its meaning, if the word looks like other words you know)

Mathematics	Your Mathematics score suggests you are probably able to:	To improve your skills you can:

Operations	whole numbers and decimals (for example, $17 + 0.18 = 17.18$; $0.33 \times .50 = 0.165$) Solve problems in one or two steps using whole numbers Convert measurements using common units (inches to feet, etc.)	the Web and practice restating the problem in your own words (focus on what is given and what you are asked to find) work the three major types of percent problems (for example, What percent of 20 is 7? 18 is what percent of 72? What is 15% of 12?)
Probability	Determine the average of a set of positive whole numbers (for example, [12, 18, 6, 20, 4] has an average of 12) Do a single computation using data from a table or chart	make up lists of numbers that contain positives and negatives and find the average value (for example, 9, −1, 5, −3 has an average of 2.5) determine what probabilities, when added together, represent 100% (for example, 4 red and 3 blue chips are in a hat; the sum of the probabilities of drawing and of not drawing a red chip on any one draw is 100%)
Numbers: Concepts and Properties	identify fractions that are equivalent to a given fraction, including those in lowest terms	practice finding the factors of a number (for example, positive whole number factors of 32 are 1, 2, 4, 8, 16, and 32) rewrite multi-digit numbers as a sum of values based on place value (for example, $4,276.05 = 4,000 + 200 + 70 + 6 + \frac{5}{100}$)
Expressions, Equations, and Inequalities	Identify the meaning of basic symbolic expressions (for example, $b + g$ represents the total of b and g) Solve one-step equations in the form $x + a = b$, where a and b are whole numbers or decimals (for example, $x + 3.1 = 15$)	define each variable in multiple lists of formulas and practice substituting values into each formula to evaluate it practice identifying and combining like terms of an algebraic expression (for example, $3w^2 + 5w + 12w^2 = 15w^2 + 5w$)
Graphical Representations	Identify the location of a point with a positive coordinate on the number line	practice locating and describing objects in terms of their position on the number line and on a grid (for example, 4 right and 6 up)
Properties of Plane Figures		look for real-world examples of parallel lines like railroad tracks, etc.
Measurement	Given a geometric figure and some of its line segment lengths, estimate or calculate the length of other line segments	perform activities that require the computation of area and perimeter of geometric figures like your school building

Generalizations and Conclusions	Form simple general ideas and conclusions about people, ideas, and so on in uncomplicated passages	make a general statement about an issue you care about, using evidence from one or more texts review a variety of materials, looking for statements that oversimplify ideas or stereotype people (for example, "All girls want to get married and have children.") identify details in a challenging text that support or challenge conclusions drawn by the author or narrator and by you or your friends

Science	Your Science score suggests you are probably able to:	To improve your skills you can:
Interpretation of Data	Choose one piece of information (words or numbers) from a simple data presentation (for example, a table, graph, or diagram) Understand basic features of a table, graph, or diagram (for example, headings, units of measure, axis labels)	locate several pieces of data in a simple table or graph (for example, a graph with a single straight line plotted on linear axes) talk with others about the major points of science articles read science articles to better understand common science words like star, force, etc. look at the data in a simple table or graph and tell how changing the value of one variable changes the value of another variable
Scientific Investigation		do simple experiments using basic lab procedures; collect and write your results as observations and/or numbers
Evaluation of Models, Inferences, and Experimental Results		find one or more hypotheses or conclusions in a newspaper or magazine article about a science topic

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided in 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things. Which Career Areas mostly involve working with people and data?

When you completed EXPLORE you were asked to:
• choose a Career Area you would like.
• complete an interest inventory.

Your results are shown on the World-of-Work Map below.
• You chose Career Area F: Financial Transactions.
• Your interest inventory results suggest that you may enjoy jobs in map regions 7, 8, and 9. See the Career Areas in those regions.

There are many jobs in these Career Areas. For example, Crime Lab Analysts use physical evidence to reconstruct crime scenes. They gather, examine, identify, and preserve evidence.

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially those that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the steps in your booklet, or go to www.explorestudent.org.

World-of-Work Map

Career Area List

A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer

B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker

C. Management
Executive; Office Manager; Hotel/Motel Manager

D. Regulation & Protection
Food Inspector; Police Officer; Detective

E. Communications & Records
Secretary; Court Reporter; Office Clerk

F. Financial Transactions
Accountant; Bank Teller; Budget Analyst

G. Distribution & Dispatching
Warehouse Supervisor; Air Traffic Controller

H. Transport Operation & Related
Truck/Bus/Cab Drive; Ship Captain; Pilot

I. Agriculture, Forestry & Related
Farmer; Nursery Manager; Forester

J. Computer & Information Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary

K. Construction & Maintenance
Carpenter; Electrician; Bricklayer

L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler

M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner

N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician

Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner

T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer

U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director

V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian

W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse

X. Education
Administrator; Athletic Coach; Teacher

Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy

Z. Personal Services
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

Information for Counselors

Scores: R6 I8 A5 S4 E4 C3
%Like, Indifferent, Dislike: 34—21—45

PLAN®

Your Score Report

TAYLOR, ANN C
1404 8TH ST
ANYTOWN, USA 00000

GRADE: 10
SORT CODE: 5

SCHOOL NAME: EXAMPLE HIGH SCHOOL   **SCHOOL CODE:** 000000   **TEST FORM:** 00A   **TEST DATE:** OCTOBER 23, 2006

Your Scores

ACT®

Percent of students scoring at or below your score

	Score Range (1-32)	In the U.S. (Fall 10th)	In Your School	In Your District	In Your State	College-Bound 10th
Composite Score	18	73%	54%	49%	71%	67%
English	20	83%	78%	74%	82%	79%
Usage/Mechanics (1-16)	11	90%	83%	80%	85%	87%
Rhetorical Skills (1-16)	10	81%	72%	66%	78%	77%
Mathematics	17	70%	49%	45%	70%	65%
Pre-Alg./Algebra (1-16)	08	69%	52%	47%	68%	64%
Geometry (1-16)	08	55%	38%	35%	64%	49%
Reading	20	85%	74%	68%	81%	81%
Science	16	41%	20%	20%	41%	33%

More Info at
www.planstudent.org

Your Estimated ACT Composite Score Range

18-22

Use this score range to help plan for college.

Your Educational Plans for After High School

4-Year College or University

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.

	0 Years	1 Year	2 Years	3 Years	4 Years	5+ Years
English	You: Core:					
Mathematics	You: Core:					
Social Studies	You: Core:					
Science	You: Core:					
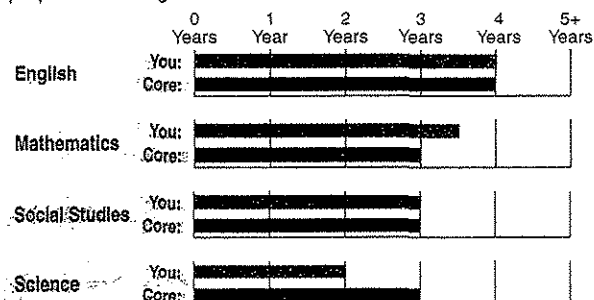
About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

College Readiness

Students scoring at or above these PLAN benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	PLAN Benchmark Scores	Below	At	Above
English	15			✓
Mathematics	19	✓		
Reading	17			✓
Science	21	✓		

About Your Scores. One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.

Admission Standards

Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16–21
Traditional	18–24
Selective	21–26
Highly Selective	25–30

Profile for Success

Your Career Area Preference

Management

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

21-25

See *Using Your PLAN Results.*

Your reported ... ✓ • Making plans for my education   • Improving my writing skills   ✓ • Improving my study skills   • Improving my computer skills

TAYLOR, ANN C

Your Skills

Ask for your test booklet so you can review the questions and your answers.
"+" = correct answer, "o" = no response, "＊" = marked more than one answer

Suggestions for improving your skills are based on your scores.

English

SUBSCORE AREA
(u = Usage; r = Rhetorical Skills)

Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	u	18	D	+	r	35	A	+	r
2	C	+	u	19	D	C	u	36	B	C	r
3	A	+	u	20	A	+	u	37	D	o	u
4	D	+	r	21	C	+	r	38	D	o	u
5	B	+	r	22	C	B	r	39	A	+	r
6	B	A	r	23	A	+	r	40	B	+	r
7	D	+	u	24	B	+	u	41	C	B	r
8	A	+	u	25	B	+	u	42	D	+	r
9	C	+	r	26	A	D	r	43	C	+	u
10	B	A	u	27	C	+	r	44	A	+	u
11	A	+	u	28	D	+	r	45	D	B	r
12	D	C	r	29	B	+	u	46	B	C	r
13	D	+	r	30	D	+	r	47	A	+	r
14	B	o	r	31	A	+	u	48	A	+	r
15	A	+	r	32	C	+	u	49	B	+	r
16	B	A	r	33	C	+	u	50	B	A	r
17	C	+	u	34	C	B	r				

- You correctly answered 34 out of 50 questions.
- You omitted 3 questions.
- You incorrectly answered 13 questions.

Content Areas

To improve your skills you can:

Topic Development

challenge yourself by reading new kinds of books; experiment with new writing styles

rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic

add examples to illustrate or support major points

Organization

use transitions (like *similarly* or *to repeat*) to compare or emphasize ideas

have a classmate read your paper to see if sentences need to be reordered for clarity

try different openings and closings for a paper; say which works best and why

Word Choice

make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)

verify that each pronoun clearly refers to a noun or noun phrase

reread writing to make sure the words convey the same tone or vary in tone for a good reason

Sentence Structure

learn the difference between uses of coordinating conjunctions (like *and* or *but*) and subordinating conjunctions (like *after* or *though*)

make sure pronoun person is consistent in a sentence; for instance, avoid shifts from *one* ("When one sees . . .") to *you* (" . . . you are impressed.")

Usage

check possessive pronouns (like *her* or *his*) to make sure they are used correctly

use the word *have* (not *of*) following verbs like *could, would,* and *should*

Punctuation

use commas, dashes, or parentheses to set off nonessential information in a sentence

delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled."

check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[;] because he was late.")

Mathematics

SUBSCORE AREA
(a = Algebra; g = Geometry)

Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	a	15	A	+	a	29	B	C	g
2	C	+	a	16	B	A	a	30	D	+	g
3	A	+	a	17	C	+	a	31	A	+	a
4	D	+	a	18	D	+	a	32	C	+	a
5	B	+	g	19	D	C	g	33	C	B	g
6	B	A	g	20	A	+	g	34	C	B	g
7	D	+	g	21	C	+	a	35	A	+	g
8	A	B	a	22	C	B	a	36	B	C	g
9	C	+	a	23	A	+	g	37	D	B	a
10	B	A	g	24	B	C	g	38	D	o	a

Content Areas

To improve your skills you can:

Basic Operations

determine the discount price of items on sale (for example, an item that normally cost $10.00 is on sale for 13% off, so the sale price of the item is $8.70)

Probability

calculate the score value you need on your next math test to raise your overall grade by a certain percent

predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)

Numbers: Concepts and Properties

research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)

Expressions, Equations, and Inequalities

obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate

practice adding and subtracting algebraic expressions such as $(3h + 8k) - (5h - 2k) = -2h + 10k$

practice solving two-step equations such as $2x - 18 = -32; 2x = -14; x = -7$

Graphical

draw coordinate maps of your school, home, town, etc., labeling one point as the origin (0,0) and

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided in 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.

STEP 2: Your Interests

When you completed PLAN you were asked to:
• choose a Career Area you would like.
• complete an interest inventory.

Your results are shown on the World-of-Work Map below.
• You chose Career Area C: Management.
• Your interest inventory results suggest that you may enjoy jobs in map regions 3, 4, and 5. See the Career Areas in those regions.
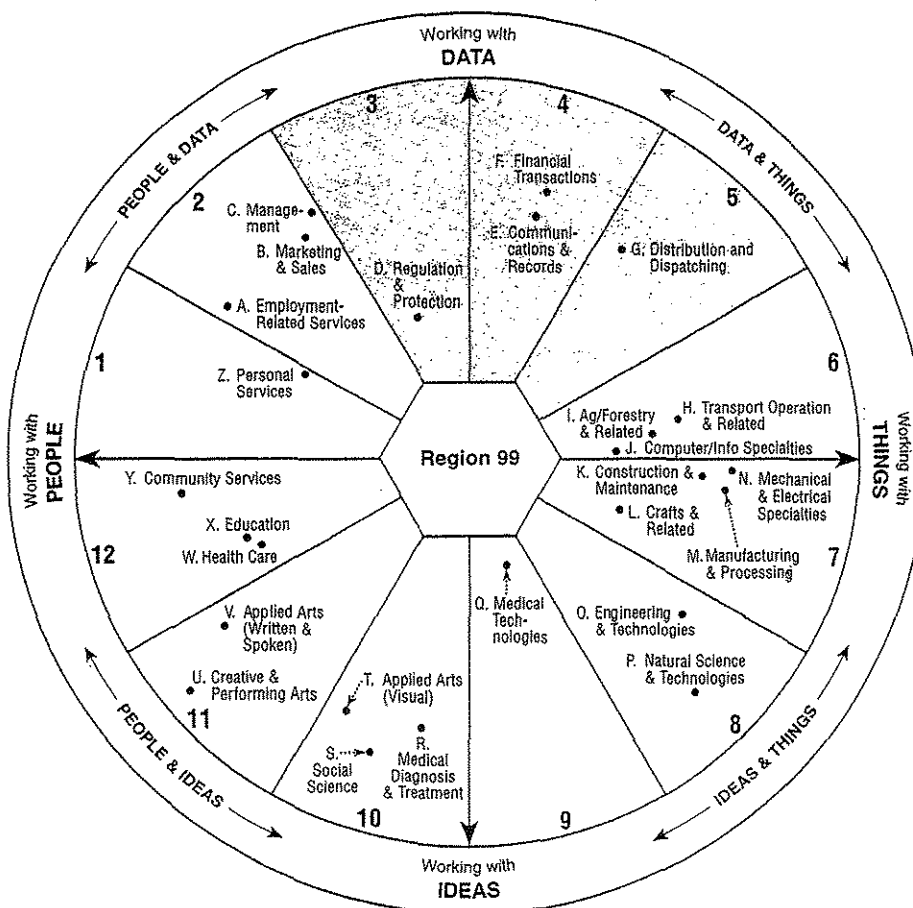
STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially those that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the steps in your booklet, or go to www.planstudent.org.

World-of-Work Map

Career Area List

A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer

B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker

C. Management
Executive; Office Manager; Hotel/Motel Manager

D. Regulation & Protection
Food Inspector; Police Officer; Detective

E. Communications & Records
Secretary; Court Reporter; Office Clerk

F. Financial Transactions
Accountant; Bank Teller; Budget Analyst

G. Distribution & Dispatching
Warehouse Supervisor; Air Traffic Controller

H. Transport Operation & Related
Truck/Bus/Cab Drive; Ship Captain; Pilot

I. Agriculture, Forestry & Related
Farmer; Nursery Manager; Forester

J. Computer & Information Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary

K. Construction & Maintenance
Carpenter; Electrician; Bricklayer

L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler

M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner

N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician

Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner

T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer

U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director

V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian

W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse

X. Education
Administrator; Athletic Coach; Teacher

Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy

Z. Personal Services
Waiter/Waltress; Barber; Cosmetologist; Travel Guide

Information for Counselors

Scores: R5 I4 A3 S4 E7 C6
%Like, Indifferent, Dislike: 22—38—40

Question	Correct Answer	Your Answer		Question	Correct Answer	Your Answer		Question	Correct Answer	Your Answer
12	D	C	g	26	A	D	a	40	B	+	g
13	D	B	g	27	C	+	a				
14	B	o	a	28	D	C	g				

Content Areas	To improve your skills you can:
Properties of Plane Figures	determine how the sum of the interior angles of polygons are related (for example, cut the angles off of a triangle and arrange them to make a line; cut the angles off of a quadrilateral and arrange them to make a circle)
Measurement	quiz yourself and practice using the basic area and perimeter formulas for various polygons

- You correctly answered 21 out of 40 questions.
- You omitted 3 questions.
- You incorrectly answered 16 questions.

(top right, partially visible)
...locating all other points appropriately; recognize lines that are vertical or horizontal and increasing and decreasing slopes of lines

use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick and mentally calculate the distance between the two points)

Reading

Question	Correct Answer	Your Answer		Question	Correct Answer	Your Answer		Question	Correct Answer	Your Answer
1	A	+		10	B	A		19	D	C
2	C	+		11	A	+		20	A	+
3	A	B		12	D	C		21	C	+
4	D	+		13	D	+		22	C	B
5	B	+		14	B	o		23	A	+
6	B	A		15	A	+		24	B	C
7	D	+		16	B	A		25	B	+
8	A	B		17	C	+				
9	C	+		18	D	+				

Content Areas	To improve your skills you can:
Main Ideas and Author's Approach	take notes on a challenging text; decide how the information fits together as a whole
	practice writing brief summaries of books you have read
	decide who is telling a story (a child, an adult, etc.) and if that viewpoint relates the story well
Supporting Details	understand textual details and how they contribute to the author's or narrator's message (for example, strengthening or clarifying it)
	write an essay about something you've read, supporting your ideas with evidence
Relationships	use a chart or web to connect a series of events in a text or film, or from an everyday occurrence, justifying your chosen sequence
	decide whether comparisons made by the author or narrator help you understand relationships
Meanings of Words	look up word meanings and determine how the words an author or narrator uses affect people's impressions of a topic or issue
Generalizations and Conclusions	defend or challenge the author's or narrator's claims in a text by locating key pieces of information in other sources
	make accurate generalizations (avoiding oversimplifications) based on details in the text (for example, "You live *there*—in that polka-dotted house?" suggests disbelief)

- You correctly answered 15 out of 25 questions.
- You omitted 1 question.
- You incorrectly answered 9 questions.

Science

Question	Correct Answer	Your Answer		Question	Correct Answer	Your Answer		Question	Correct Answer	Your Answer
1	A	+		11	A	+		21	C	+
2	C	+		12	D	C		22	C	B
3	A	C		13	D	+		23	A	+
4	D	A		14	B	o		24	B	C
5	B	+		15	A	+		25	B	C
6	B	A		16	B	A		26	A	D
7	D	+		17	C	+		27	C	+
8	A	B		18	D	A		28	D	B
9	C	A		19	D	C		29	B	C
10	B	A		20	A	+		30	D	C

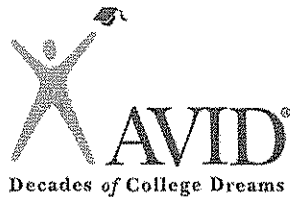| Content Areas	To improve your skills you can:
Interpretation of Data	know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increase by powers of ten)
	take data from an experiment you or others did and use it to make a line graph and a bar graph
	describe how the values of several pieces of data from a line graph are different (for example, larger or smaller)
Scientific Investigation	do an experiment that includes a *control group* (something used as the basis for comparison) and that uses procedures with several steps
	create a one-step experiment that will answer a specific question
	tell how two experiments are the same or different
Evaluation of Models, Inferences, and Experimental Results	read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis
	read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion

- You correctly answered 12 out of 30 questions.
- You omitted 1 question.
- You incorrectly answered 17 questions.

AVID (Advancement Via Individual Determination) is a college-readiness system designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

Today, AVID has been adopted by nearly 4,000 schools in 45 states, the District of Columbia and 15 countries, and serves more than 320,000 students, grades 4-12. Schools and districts have taken methodologies and strategies from the elective course and implemented them schoolwide and districtwide to impact their entire communities and create articulated programs of college success.

At the high school and middle level, AVID students are enrolled in a school's toughest classes, such as Advanced Placement®, and receive support in an academic elective class—called AVID—taught within the school day by a trained AVID teacher. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

Schoolwide achievement results from the professional development received by subject area teachers, counselors, administrators, district administrators, and especially through the success of the students targeted for the AVID elective. Use of AVID methodologies, such as Cornell note-taking, and group collaboration, in all classes helps create a college-going culture across the campus.

AVID Elementary is a foundational program for elementary sites (grades 4-6), designed as an embedded sequential academic skills program. It is intended for non-elective, multi-subject, multi-ability level classrooms. This is the newest part of building a districtwide pipeline to create college-ready students.

What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 65,300 AVID students graduated from high school and planned to attend college. Of the 2008 AVID graduates, 97% planned to attend a post secondary institution; 66% in four-year institutions and 31% in two-year institutions.

The mission of AVID is to ensure that all students, and most especially students in the middle capable of completing a college preparatory path:

> ➢ Will succeed in the most rigorous curriculum.
> ➢ Will enter mainstream activities of the school.
> ➢ Will increase their enrollment in four-year colleges.
> ➢ Will become educated and responsible participants and leaders in a democratic society.

AVID is a good program for those students who could make it in a challenging curriculum if they had some support. The AVID program plans to place its students into accelerated, honors, and AP classes as they are ready.

AVID recognizes that the only way students can get into and through college is by perseverance, hard work, and, as the program name reveals, "individual determination." AVID students do not receive any special breaks. AVID does provide what first generation college students usually lack: high expectations, encouragement, academic support, a vision that college is attainable, and guidance in ways to negotiate the system. AVID involves students in a strong group of peers and adults who share a commitment to academic achievement and who work together to help the group succeed.

The AVID elective teacher fills three roles: teacher, academic coach, and mentor. AVID is an elective course of study taught within the school day, so the teacher has regular contact with the AVID students throughout the school year.

The AVID Goal

The AVID program's objective is to prepare its students for enrollment and successful participation in four-year universities such as those found in the UW system and private universities. Meeting the enrollment requirements for these schools often supersedes admission requirements for many out-of-state colleges and universities.

What does AVID accomplish?
AVID is designed to achieve specific objectives:

> ➢ To support students in rigorous college preparatory programs and to enroll students in advanced placement classes and other upper level courses in High School.
> ➢ To develop good study habits and academic survival skills, such as, note taking, essay writing, and time management.
> ➢ To support students in maintaining grade point averages that will be competitive in applying to four-year colleges and universities.
> ➢ To foster positive attitudes toward school and higher education.
> ➢ To help students become knowledgeable about colleges, develop a plan to get in college, and apply to appropriate colleges and for financial aid.
> ➢ To enroll 100% of AVID graduates in colleges and universities including 80% in four-year institutions

Did You Know That...
In California (where the AVID program started), the statewide average for seniors completing the University of California college entry requirements is 34.8%?

<div align="center">

AVID seniors completed those requirements at an 84% rate.

</div>

Over 50% of students who enter college do not make it to their sophomore year?

> **AVID students are successful in college - 89% of those who entered college were still enrolled two years later. In 1999 more than 70% of AVID seniors enrolled in four-year colleges or universities. The national average was 24.6%.**

Who Qualifies for AVID?

The criteria for AVID are:
1. **Ability**
   - ❖ Academic potential to succeed in college preparatory courses and in college with tutorial support, typically a GPA of 2.0 – 3.5 (C to B+) average is required.
2. **Desire and Determination**
   - ❖ A desire to attend college.
   - ❖ A willingness to undertake demanding preparation for college.
3. **Special consideration**
   - ❖ Traditionally under represented students in college
   - ❖ Those in low socioeconomic households (as determined by eligibility for free or reduced price lunch).
   - ❖ First generation in their family to attend college
   - ❖ Students who are historically unlikely to attend college
   - ❖ Students who face some challenge or possible block to attending college.

NOTE: A student does not have to meet all of the criteria, a student may have other circumstances that merit participation in the program.

Some Final Considerations

The AVID program requires hard work and perseverance. It is effective only if student participation is voluntary. Students must sign a contract agreeing to:
- ❖ Enroll in AVID for at least three years or until they complete high school
- ❖ Study at least two hours a day and complete all assignments
- ❖ Maintain an AVID binder in which to take class notes
- ❖ Participate in AVID tutorial groups
- ❖ Take a rigorous course of study
- ❖ Participate in AVID field trips and activities
- ❖ Take the PSAT, PLAN, SAT, and/or ACT

Parents also must sign agreeing to:
- ❖ Support all AVID academic requirements
- ❖ Encourage and support their children's academic success
- ❖ Attend AVID parent meetings

AVID students are also encouraged to take part in school sports, on-campus clubs, student government, and/or community service. Students are provided with the opportunities to participate in Advanced Placement and other rigorous college preparatory courses.

NOTE: Students who have a history of attendance problems, low motivation, poor academic performance, or discipline problems are not suited for this program. AVID is not a remedy for these issues. The target student should be willing to work and have a positive outlook. Consider that most AVID students have near perfect attendance and citizenship. Many of the typical AVID students are the 'good kids' who generally get overlooked at school because they do their work and they don't cause problems.

One Last Thought...

...95% of AVID students reported enrolling in college, 78% in four-year institutions and 17% in community colleges.

AVID is an international program that has been adopted by 3,500 middle and high schools in 45 states, Canada, and 15 countries. It has received recognition and honors from several state and national organizations. If you are interested in more information about AVID, please speak with your AVID Site Coordinator Kate Brien 204-1832 (East), Phonekeo Siharath 204-3738 (La Follette), Stacy Eslick 663-6061 (Memorial), Lee Ann Johnson 204-3350 (West). You may also contact David Watkins Madison Metropolitan School District AVID Coordinator at 663-1975 or visit the AVID website at http://www.avidonline.org/.

Math Courses

Grade (may vary by school)				Course Length	Name of Course	Credit		School			
9	10	11	12					East	La Follette	Memorial	West
◆				Year	Algebra 1 (E,M,W) Algebra I (L)	1		◆	◆	◆	◆
◆				Year	Algebra 1 Honors	1				◆	◆
◆				Year	Integrated Math 1	1		◆			◆
◆	◆			Year	Geometry	1		◆	◆	◆	◆
◆	◆			Year	Geometry Honors (E,M,W) Honors Geometry (L)	1		◆	◆	◆	◆
	◆			Year	Integrated Math 2 (E) Integrated Mathematics 2 (W)	1		◆			◆
		◆	◆	Year	Algebra 2 – Trigonometry (L) Algebra 2 – Trig (E,W) Algebra 2/Trig (M)	1		◆	◆	◆	◆
		◆	◆	Year	Algebra 2 – Trig Honors (W) Algebra 2/Trig Honors (M) Honors Algebra 2 – Trigonometry (L)	1			◆	◆	◆
		◆	◆	Year	Integrated Math 3 (E) Integrated Mathematics 3 (W)	1		◆			◆
		◆	◆	Year	Pre-Calculus	1		◆	◆	◆	◆
		◆	◆	Year	Integrated Math 4 (E) Integrated Mathematics 4 (W)	1		◆			◆
			◆	Year	Advanced Algebra – Analytic Geometry (E) Algebra 3 (M,W)	1		◆		◆	◆
			◆	Year	Algebra 3 Honors	1				◆	
			◆	Year	Functions, Statistics, and Trigonometry	1			◆		
		◆	◆	Year	Algebra/Geometry Survey	1				◆	
		◆	◆	Year	Statistics	1				◆	
	◆	◆	◆	Year	Statistics AP	1		◆	◆	◆	◆
	◆	◆	◆	Year	Calculus AB – AP (M) AP Calculus AB (E) Calculus I AP (L) Calculus AB AP (W)	1		◆	◆	◆	◆
		◆	◆	Year	Calculus BC – AP (M) AP Calculus BC (E) Calculus II AP (L)	1		◆	◆	◆	
			◆	Year	Algebra Concepts TC* (E) Algebra Concepts TC (L) Algebra Concepts for Transcripted Credit (M,W)	1		◆	◆	◆	◆
◆	◆	◆	◆	Year	Introduction to Programming	1			◆		
	◆	◆	◆	Year	Computer Science AP	1			◆		◆

Madison Metropolitan School District – Curriculum Mapping Template

School:					
Master Course:	Grade/Level:	Content Area(s):	Unit/Concept:	Month(s):	Duration:

Desired Results

Enduring Understandings *(What is the Big Idea?)*	Essential Questions *(What provocative questions foster inquiry, understanding, and transfer of learning?)*
Add Enduring Understandings	Add Essential Questions

Knowledge
(Students will know…)

Add Knowledge

Skills *(Students will be able…)*	Applications *(Students will show…)*
Add Skills	Add Applications

Assessment Evidence

Assessments
(What tools are used to determine student understanding?)

Add Assessments

Learning Plan

Learning Activities
(What activities will students engage in?)

Add Activities

Madison Metropolitan School District – Curriculum Mapping Template

Curricular Resources
Resources
Add Resources

Standards
(What Standards will be assessed?)

National Standards:
Add Grade Level/Course Standards:

State Standards:
Add State Standards

WKCE Framework Standards:
Add WKCE Framework Standards

Report Card Standards:
Add Report Card Standards:

Summary of the Individualized Learning Plan
(As prepared by the ILP steering committee)

GOAL: Success for all MMSD students and teachers.

Success is defined as *the achievement of something desired and planned.* As a steering committee, our desire and plan is to promote a strategic hub of **principles, learning standards, skills** and **activities** that connect, support and sustain all students and school professionals, in order to maximize students' K-12 success and help them and school staff identify and achieve their personal, civic and work aspirations.

Our conclusions and, therefore, our starting points:

➤ The Madison community has expectations for schools to offer customized learning experiences and personalized educational programming.

➤ Individualized Learning Plans are "shovel-ready" tools by which the district can accomplish much of its strategic plan.

➤ Individualized Learning Plans are at the hub of the district's REaL commitment to relationships, engagement and learning.

➤ The REaL commitment is readily sustained through ILPs.

➤ ILPs, with several other considerations, share the strategic hub of the district's vision for student and staff success.

➤ The ILP documents academic achievement, career awareness and education, and life-management skills—the whole child.

➤ The ILP is a school-wide process in which all staff plays a crucial part, since all staff are involved in educating the whole child.

➤ The ILP helps staff consider students in holistic terms, and it helps staff consider their courses in the larger context of preparation for life.

ILP Action Plan Strategies

S/N	Action Plan Strategies	
1	Goal 1	By June, 2011, all stakeholders (staff, administrators, students, parents, MTI, and community) will have the opportunity to become knowledgeable about the purpose of ILPs and the K-12 application of the planning process and tool.
2	Action Plan 1.1	Create and distribute the means to communicate the ILP purpose, process, and tool for all stakeholder groups.
3	Action Plan 1.2	Create a professional development plan for all staff groups to be implemented by the end of the 2010-11 school year.
4	Goal 2	By June, 2011, the necessary infrastructural changes will be in place in order to integrate the ILP into K-12 practice.
5	Action Plan 2.1	Each level (elementary, middle, high) will organize a planning team to create a developmentally appropriate and consistent ILP blueprint and related elements and processes concurrently and with consideration of the other K-12 levels.
6	Action Plan 2.2	The district-wide implementation plan will account for organizational considerations such as time for students to work on their ILPs, and delivery structures like RSG Conferences and advisory programs. The plan will be presented to and discussed with MTI.
7	Action Plan 2.3	The ILP information will be merged with the appropriate databases in Infinite Campus in order to enable greater access and efficient use of data by staff.
8	Action Plan 2.4	A central problem-solving team will be organized to address issues that arise during the implementation and on-going development of the ILP.
9	Goal 3	By June, 2013, 80% of staff will express positive perspectives on their interest, skills and knowledge in using the ILP system.
10	Action Plan 3.1	Create an evaluation that will gather data from staff regarding their interest, skills, and knowledge in using the ILP system. The evaluation system will be used to measure progress over subsequent years.
11	Action Plan 3.2	Based on staff perceptions as measured by Action Plan 3.1 evaluations, a professional development/support system will be implemented to address identified needs.
12	Goal 4	By September, 2016 all students will have developed an ILP.
13	Action Plan 4.1	All 9th-grade students will begin an ILP during 2010-2011, and each succeeding 9th-grade class will begin an ILP as they enter high school.
14	Action Plan 4.2	All 6th-grade students will begin an ILP during 2011-2012, and each succeeding 6th-grade class will begin an ILP as they enter middle school.
15	Action Plan 4.3	All incoming kindergarten students and their families and all elementary students new to the MMSD and their families will meet with the teacher to develop goals for the school year using the ILP as the guide during 2010-2011. Each succeeding kindergarten class will begin an ILP as they enter school.

Action Plan Tasks

Project Management Plan					
S/N	Goal/ Activity	Description	Planned Start Date	Planned End Date	Responsibility
1	Goal 1	By June, 2011, all stakeholders (staff, administrators, students, parents, MTI, and community) will have the opportunity to become knowledgeable about the purpose of ILPs and the K-12 application of the planning process and tool.			Steering Committee
1.1	Action Plan 1.1	Create and distribute the means to communicate the ILP purpose, process, and tool for all stakeholder groups.			Steering Committee
1.1.1	Task 1.1.1	District-wide team meetings	March 2010		Steering Committee
1.1.2	Task 1.1.2	On-going communication and PR	September 2010		Steering Committee
1.1.3	Task 1.1.3	PD for community partners by level teams	10-11		Steering Committee
1.1.4	Task 1.1.4	Community awareness for all stakeholders	10-11		Steering Committee
1.1.5	Task 1.1.5				
1.2	Action Plan 1.2	Create a professional development plan for all staff groups to be implemented by the end of the 2010-11 school years.	July 2010		Steering Committee, School based and leveled teams, CEW staff
1.2.1	Task 1.2.1	District-wide team meetings	March2010		Steering Committee
1.2.2	Task 1.2.2	Create school-based teams	September 2010		Steering Committee, Teacher Leaders
1.2.3	Task 1.2.3	WisCareers led PD with implementation team	April 2010		WisCareers
1.2.4	Task 1.2.4	Summer PD for high school transition pilot	May 2010		
1.2.5	Task 1.2.5	Back-to-school orientation presentations at all levels	September 2010		Teacher Leaders, Steering Committee
1.2.6	Task 1.2.6	Annual MMSD staff led development (run by REaL, T&L, NESC)	October 2010	Ongoing	Steering Committee
1.2.7	Task 1.2.7	Expand district-wide team to include more staff	Spring 2010		Steering Committee,

Project Management Plan					
S/N	Goal/ Activity	Description	Planned Start Date	Planned End Date	Responsibility
		and community members			Teacher Leaders
2	Goal 2	By June, 2011, the necessary infrastructural changes will be in place in order to integrate the ILP into K-12 practice.			Steering Committee, Teacher Leaders, Research and Evaluation, Management team, Instructional Council
2.1	Action Plan 2.1	Each level (elementary, middle, high) will organize a central problem-solving team to address issues that arise during implementation, as well as the on-going process of creating a developmentally-appropriate and consistent ILP blueprint.	Spring 2010		Steering Committee, Project REaL Teacher Leaders
2.1.1	Task 2.1.1	Create district-wide team			Steering Committee, Teacher Leaders
2.1.2	Task 2.1.2	Needs assessment of infrastructure	October 2011	Ongoing	Steering Committee, School based and leveled teams, CEW staff
2.1.3	Task 2.1.3	Response to needs assessment by steering committee	Spring 2011	Ongoing	Steering Committee, Teacher Leaders, Research and Evaluation, Management team, Instructional Council
2.2	Action Plan 2.2	As the implementation plan is developed, organizational considerations will be accounted, for including time, structures (RSG and Freshman Advisories), and the plan will be presented to MTI.			Central problem-solving team, Teacher Leaders,
2.2.1	Task 2.2.1	Ongoing funding / lobbying conversations	March 2010	Ongoing	Steering Committee, Research and

S/N	Goal/ Activity	Description	Planned Start Date	Planned End Date	Responsibility
					Evaluation, Management team
2.3	Action Plan 2.3	The ILP information will be merged with the data bases associated with appropriate aspects of Infinite Campus in order to enable greater access and efficient use for staff.	Spring 2010		Research and Evaluation and CEW staff
3	Goal 3	By June, 2013, 80% of staff will express positive perspectives on their interest, skills and knowledge in using the ILP system.			Research and Evaluation and Steering Committee, School based and leveled teams, CEW staff
3.1	Action Plan 3.1	Create an evaluation that will gather data in relation to staff's interest, skills and knowledge in using the ILP system. The evaluation system will be used to measure progress over subsequent years.	September 2010	June 2013	Steering Committee, School based and leveled teams, CEW staff
3.2	Action Plan 3.2	Based on staff perceptions as measured by Action Plan 3.1 evaluations, a professional development/support system will be implemented to address needs.	June 2013	Ongoing	Steering Committee, Teacher Leaders, Research and Evaluation, Management team, Instructional Council
3.2.1	Task 3.2.1	Staff surveys to assess change readiness in October and March	October 2010	March 2010	CEW staff, Research and Evaluation and school based problem-solving team.
3.2.2	Task 3.2.2	Steering Committee evaluates 3.2.1 results	June 2011		CEW staff, Research and Evaluation, school based and Steering Committee.

S/N	Goal/ Activity	Description	Planned Start Date	Planned End Date	Responsibility
					Project Management Plan
3.2.3	Task 3.2.3	Create surveys of pilot programs	Fall 2010		CEW staff, Research and Evaluation, school based and Steering Committee.
3.2.4	Task 3.2.4	Staff surveys of pilot programs	June 2011		CEW staff, Research and Evaluation, school based and Steering Committee.
3.2.5	Task 3.2.5	Steering Committee reviews staff surveys of pilot programs	June 2011		CEW staff, Research and Evaluation, school based and Steering Committee.
4	Goal 4	By September, 2014, all students will have developed an ILP.			School based and Steering Committee.
4.1	**Action Plan 4.1**	All 9th-graders students will begin development of an ILP in September 2010			School based and Steering Committee.
4.1.1	Task 4.1.1	Year-long pilot ILP use in High schools with CTE and Counselors			School based and Steering Committee, relevant high school staff.
4.1.2	Task 4.1.2	Pilot with select 9th graders semester 2	January 2010		School based and Steering Committee, relevant high school staff.
4.1.3	Task 4.1.3	Summer school transition course with 8-9th graders	Summer 2010		School based and Steering Committee, relevant high school staff.

Project Management Plan					
S/N	Goal/ Activity	Description	Planned Start Date	Planned End Date	Responsibility
4.1.4	Task 4.1.4	Annual curriculum development by level teams and community partners	Summer 2010		School based and Steering Committee, relevant high school staff, Julie Koenke and Kathy Price.
4.1.5	Task 4.1.5	Steering Committee to create pilot evaluation tool	November 2010		Steering Committee, relevant high school staff,
4.1.6	Task 4.1.6	Steering Committee evaluates pilots in June.	June 2010		CEW staff, Research and Evaluation, Steering Committee and relevant high school staff.
4.2	Action Plan 4.2	All 6th-grade students will begin development of an ILP in September 2011.	September 2011		CEW staff, Research and Evaluation, School based and Steering Committee, relevant middle school staff.
4.2.1	Task 4.2.1	Year-long pilot ILP use in middle schools with CTE and counselors			CEW staff, Research and Evaluation, School based and Steering Committee, relevant middle school staff.
4.2.2	Task 4.2.2	Evaluate pilot.	May 2011		CEW staff, Research and Evaluation, School based and Steering Committee, relevant middle school staff.

4.2.3	Task 4.2.3	Annual curriculum development by level teams and community partners	Summer		
4.3	**Action Plan 4.3**	All elementary school students will begin development of an ILP in September 2012.	September 2010		Reach teachers and elementary level team.
4.3.1	Task 4.3.1	Staff implement ILP with Ready, Set, Goal conferences	September 2010		Reach teachers and elementary level team.
4.3.2	Task 4.3.2	Annual curriculum development by level teams and community partners	Summer		School based and Steering Committee, relevant school staff and community partners.

Madison Metropolitan School District Survey Systems & the National Student Clearinghouse StudentTracker System

One of the many things the Madison Metropolitan School District (MMSD) does to assess its performance is to conduct an annual graduation survey to determine student readiness for success beyond high school. The MMSD Senior Survey is distributed to all high school seniors at the end of the school year. This annual survey is designed to obtain information from seniors on a variety of issues related to their high school experience, as well as their future plans. This survey's administration, although it has been modified somewhat over time, has been conducted for several years. Students' responses have been aggregated to provide data for all participating seniors. In addition, responses are analyzed for individual schools and for the following subgroups: gender; ethnicity; meal program eligibility; participation or non-participation in work-based learning opportunities; and students planning to enter a four-year college after graduation. However, an insufficient number of surveys were completed over time to provide reliable data that could be analyzed.

To address the above concern MMSD received a U.S. Department of Education Smaller Learning Communities Supplemental Grant Award of 28,625 dollars. This additional grant award will help the district to continue the implementation and data analysis of the current MMSD Survey Systems. Each high school site staff would examine how to connect the current MMSD Survey Systems with the National Student Clearinghouse and their StudentTracker System. Establishing the connection of the MMSD Survey System and the National Student Clearinghouse (NSC) as data collection tools is crucial to the use of our post-graduation survey data. It has been well publicized that as states and school systems work to align expectations in high school with the demands of post-secondary education, their needs to be better data on student success when they leave the PreK-12 system and enter post-secondary options. MMSD currently does not have a data system that enables this two-way communication.

With the ability to connect, the current MMSD Survey Systems with the National Student Clearinghouse and their StudentTracker System would allow MMSD to:

- Continue the implementation and data analysis of the current MMSD Survey Systems.
- Examine how to connect the current MMSD Survey Systems with the National Student Clearinghouse StudentTracker System.
- Determine the percentage of each high school graduates who enrolled in college within 15 months after graduation.
- Determine the percentage of last year's graduates from each high school who needed remediation in college, and how this percentage varied by student income and ethnicity.
- Determine the percentage of students who met the proficiency standard on the state high school test (WKCE) and still needed remediation in the same subject in college.
- Examine how students' ability to stay in and complete college is related to their high school courses, grades, and test scores.
- Address the need for a standardized method for measuring the actual educational outcomes of students once they finish high school.
- Identify key information on graduates' family backgrounds, high school activities and methods of college preparation that cannot be determined from our current school records.
- Developed a detailed statistical analysis plan for the four-year project.
- Provide our schools with a comprehensive, longitudinal view of what high school graduates are doing after high school.
- Integrate the NSC data with other decision support systems within the district including the data warehouse and the data portals
- Provide evidence-based best practices through workshops, seminars and applied research.
- Examine how MMSD high schools compare to Wisconsin schools with similar student demographics.
- Examine the data to determine how the schools would use the data in the school improvement plan (SIP) as it relates to the district strategic action plan.
- Share the results annually with MMSD staff, local post-secondary educators, and local business leaders to improve educational practices for future cohorts of high school students.

Student Action Research (StAR)

Student Questions

Students have developed questions based on their own interests and observations. Students are following the action research process as they develop understanding for the complexity of the issue and how their own behavior can impact the outcome of the issue. Below are some examples of questions students have generated:

1. What can we do to ensure that all students are reading at the proper grade level at all times? – Tia

2. How can I influence students to succeed in the classroom? - Brittany

3. How can what I learn about student-teacher relationships be helpful to others? - Dwayne

4. What is a student leader…and how do the behaviors/mannerisms/characteristics that teachers/administrators exhibit contribute to/subtract from a student becoming a leader? - Filippo

5. What is causing students to not meet the reading and writing requirements of their grade level? Does it differ by "racial/ethnic" group? - Kweku

6. How can I encourage students to use their voice to solve problems in the school district? - Mitch

7. Why do certain groups of students in the MMSD take more AP/Honors classes than other groups? - Nathan

8. How can I influence students to take high school classes more seriously? - Taylor