# Strategic Objective:  Student
# Year 1 Priorities

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

## Student Action Plan Focus Areas

- Achievement for All Students
- Relationships
- Transitions

**Madison Metropolitan School District Strategic Plan**

# Madison Metropolitan School District Strategic Plan

## Student Action Plan—Achievement for All Students

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

**Objective:** With support from staff, family, and community every MMSD student (pre-K – 12) will annually participate in planning his/her educational experience so that the MMSD:

- Responds flexibly to his/her needs and aspirations
- Provides support and resources needed for academic achievement

**Performance Measures:**

| Action Step | Priority | Responsible Personnel | Time Frame | Visible Result | Resources Needed |
|---|---|---|---|---|---|
| 1.1. **Define successful MMSD graduate outcomes:**<br>▪ **Content knowledge**<br>▪ **Civic-minded skills**<br>▪ **Life-enriching skills**<br>▪ **Social-emotional skills** | 1 | Assistant Superintendent to identify a team consisting of: Middle/High school staff, T & L, Ed Services, Student Services Curriculum Action Team | November, 2009 | 1. An Action Team is developed that includes leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students.<br>Composition of team will include leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students. | Existing resources |

| Action Step | Priority | Responsible Personnel | Time Frame | Visible Result | Resources Needed |
|---|---|---|---|---|---|
| 1.2. Define successful MMSD graduate. | 1 | Assistant Superintendent and Action Team | November, 2009 – May 2010 | Definition of successful MMSD graduate aligned to mission with desired outcomes in the following areas:<br>1. **Content knowledge** based on ACT college/career readiness standards.<br>2. **Civic-minded skills** aligned to the standards outlined by the Partnership for 21st Century Skills.<br>3. **Life-enriching skills** which may include but is not limited to: extra-curricular activities (athletics, clubs, organizations) and service learning opportunities.<br>4. **Social-emotional skills** based on the MMSD social emotional learning standards (SELS).<br>5. **Career awareness** which may include but is not limited to the student's knowledge of personal interests/skills/values; understanding of the 16 Career Clusters which describe the world of work; developmentally-appropriate mastery of 21st-Century Skills; a plan which incorporates the student's knowledge of personal interests/skills/values, his/her understanding of the world of work, and his/her mastery of 21st-Century Skills into a career pathway identifying appropriate post-secondary education and employment options. | 1. Extended employment compensation for meetings/ work time beyond contract day. Approximate cost estimate: 300 total hours x $15.00/hr = $4,500; 20 (1/2 day subs = $2000; total = $6,500.<br>2. Food costs when meetings take place during dinner hours. Approximate cost estimate: $1,000<br>3. Possible consulting fee(s) |
| 4. Implement research-based instructional strategies to eliminate the achievement gap. | 1 | Instructional Council with ad hoc members as needed | 2009-2010 | Additional strategies to eliminate the achievement gap are defined and implemented using information from MSAN school districts and research priorities as well as other research-based strategies. | Existing resources |

| Action Step | Priority | Responsible Personnel | Time Frame | Visible Result | Resources Needed |
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| 5.1. Develop an electronic based individual learning plan (ILP) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation. | 1 | Assistant Superintendents to identify an ILP Action Team. | 2009/10 – 2010/11 school years | 1. The electronic based ILP will be developed in collaboration with University of Wisconsin staff to meet the unique needs of the MMSD. The ILP will be based off of the WisCareers platform which will interface with Infinite Campus, the District's information management system. | 1. Consulting/programming development/evaluation fee to enable the ILP to interface with Infinite Campus ($ 17,000) |
| 5.2. Implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation. | 1 | Assistant Superintendents, Instructional Council, and ILP Action Team. | 2009/10 – 2010/11 school years | 1. Identify a subgroup of the ILP Action Team to create an ILP implementation plan that includes a mechanism for feedback and evaluation (e.g., Survey instruments, external evaluation conducted by the Wisconsin Center for Educational Research). | 1. External evaluation cost is covered in the aforementioned consulting/programming development/evaluation fee listed above. |
| 5.3 Implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation. | 1 | Assistant Superintendents and ILP Action Team. | October, 2009 – March, 2009 | 1. ILP implementation plan will clearly articulate the following:<br>• district-wide communication plan<br>• accountability measures to evaluate implementation/ effectiveness<br>• initial introduction and ongoing professional development for staff<br>• time to communicate with student(s) and parents relative to student progress | 1. Extended employment and or substitute release time for teachers/staff. Approximate cost estimate: 400 total hours x $15.00/hr = $6,000; 20 (1/2 day subs = $2000; total = $8,000.<br>2. Food costs when meetings take place during dinner hours. Approximate cost estimate: $1,000 |

| Action Step | Priority | Responsible Personnel | Time Frame | Visible Result | Resources Needed |
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| 5.4. Implement individual learning plans (ILPs) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation. | 1 | Assistant Superintendent, ILP Action Team, and building administrators. | 2010-11 school year | 1. Implement the ILP professional development plan district-wide with fidelity. | This is dependent upon the implementation plan.  Should the district opt to utilize early release or already scheduled professional development days, the costs can be significantly reduced.<br><br>Alternative options include:<br> 1. Extended employment and or substitute release time for teachers/staff.<br>2. Food costs when meetings take place during dinner hours. |
| 6.1  Develop and implement partnerships to prepare every student for kindergarten (EC options, Play and Learn, K-Ready Summer School, and universal 4-K) | 1 | Superintendent and Assistant Superintendent for Elementary | Committee will be established once 4K is approved. | Continue partnership with United Way for Play and Learn.<br><br>Continue to work with the 4Kcommunity group (40 members) until 4K is a reality.<br><br>Continue quarterly meetings with After School programs (which also serve early childhood children)<br><br>Develop a permanent Early Childhood Leadership Team from the existing 4K Committee, which is well represented of the community. The purpose of the committee is to review the 4K programs in the schools and the community and enhance early childhood communication with MMSD. | Staff Time<br>Existing resources |

# Madison Metropolitan School District Strategic Plan

## Student Action Plan—Relationships

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

**Objective**:  Relationships between:
- staff and students
- staff and family
- students and students, and
- staff and staff

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

**Performance Measures**:

| Action Step | Priority | Responsible Personnel | Time Frame | Visible Result | Resources Needed |
|---|---|---|---|---|---|
| 1. Identify and implement multiple strength-based measures of staff, student, and family relationships. | 1 | Management Team | | Establish internal MMSD group of staff, administration and parents to create strength based measures that includes the following:<br>• development of tools<br>• communication plan,<br>• accountability measures,<br>• ongoing professional development for staff,<br>• data review plan<br>• connection to SIP and DIP | Research and Evaluation and School Improvement Planning will need to commit considerable time and resources to this action step. |

# Madison Metropolitan School District Strategic Plan

## Student Action Plan--Transitions

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

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

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

**Performance Measures**:

| Action Step | Priority | Responsible Personnel | Time Frame | Visible Result | Resources Needed |
|---|---|---|---|---|---|
| 5.1 Establish and implement a consistent system of measurable outcomes to determine student, school, and district progress in eliminating the achievement gap. | 1. | Management Team | In progress to be completed by 2010 School Year | Develop a Multi layer system of measurement to be established and implemented. Measurement system includes but is not limited to:<br>▪ Formal assessments (e.g., WKCE, Explore, Plan)<br>▪ Student progress relative to ILP goals and success/ progress over time<br>▪ High school completion rates<br>Student participation in continuing education opportunities beyond high school<br><br>The following assumptions are used across all measures:<br><br>• All metrics will come from an existing source whenever possible, e.g., DPI WINSS, ISES, School Performance Report, etc.<br><br>• All metrics related to students will be disaggregated by the following groups if the data are available: gender, DPI or MMSD race/ ethnicity categories, income status (i.e., low income vs. not low income), special education status, English Language Learner (ELL) status.<br><br>• Up to three years of data will be used for an historical analysis. Some measure will not have that much history as they are recent or being created for the first time with this project.<br>See attached document for complete list of measurements. | Members of Management Team will participate in developing system of measurement. Staff from Research and Evaluation will need to be active participants.<br><br>Additional Research Staff to support the multiple data measurements. |