



January 27, 2011

TO: Board of Education
FROM: Daniel A. Nerad, Superintendent
RE: Strategic Plan – Year Two Action Plans

I. Introduction

A. Title/topic: Strategic Plan – Year Two Action Plans

B. Presenter/contact person:
Susan Abplanalp, Deputy Superintendent
Chairpersons of each Strategic Objective

C. Background information:
MMSD is in Year 2 of the implementation of the Strategic Plan. On November 24, 2010, the BOE was provided with the following:

- a. The 2009-10 Status Reports which were provided to you last spring (set of color coded documents) followed by,
- b. a document outlining suggestions from the Strategic Plan Annual meeting,
- c. followed by an edited version to the end-of-the-year plan based on input from the Strategic Plan Annual Meeting,
- d. followed by a baseline document for Year Two with staff changes regarding administrative designees for each strategy. Staff changes were based on the reorganization plan and progress to date on year two action plans will be provided in January 2011.
- e. In addition to the Strategic Plan, the final document labeled "Strategic Priorities" is provided to you in draft form as an attempt to outline the major components of the Strategic Plan in simpler terms.

The information attached is an update on year one and two progress.

D. BOE action requested: For information only.

II. Summary of Current Information

A. Provide summary: The information attached is an update on year one and two progress.

B. Recommendations and/or alternative recommendation(s): None

C. Link to supporting detail: These documents are subsets to the Strategic Plan dated June 2009.

III. Implications

- A. Budget:** Strategic Plan Spring and Summer 2011 funding = \$185,000.
- B. Strategic Plan:** Documents are a subset of the original Strategic Plan.
- C. Equity Plan:** Continuous updates of this plan will include the priorities in the Equity Report.
- D. Implications for other aspects of the organization:** This plan interfaces with all aspects of the organization.

IV. Supporting Documentation

- A. Strategic Plan Priorities**
- B. Year Two Action Plans**

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Madison Metropolitan School District Strategic Plan Priorities

MMSD Mission Statement:

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.

To do this work we are committed to implementing the Strategic Plan and, in so doing, addressing six overarching areas for improvement.

1. Improving Achievement for All and Eliminating Achievement Gaps with a Focus on Excellence and Equity by:
 - a. identifying a system for involving families in a meaningful and ongoing manner
 - b. developing a system of academic interventions and enrichments to support needs of all students
 - c. committing to the implementation of Individual Learning Plans (goals for each student) to improve educational experiences and long-term outcomes
 - d. improving transitions for students and parents
 - e. reaching or exceeding grade level proficiency standards in reading and math
 - f. integrating research-based literacy instruction in all content areas PK-12
 - g. implementing culturally relevant practices that will increase student achievement
 - h. expanding innovative and alternative programs to meet the needs of our diverse learners
 - i. focusing on relationships and decisions that honor and respect students' race, heritage, and culture
 - j. ensuring a baseline level of funding to address curricular resources for all students while establishing equity based on need to ensure all students are learning at high levels
 - k. ensuring facilities and building environments are conducive to student learning

2. Improving Achievement for All and Eliminating Achievement Gaps with a Focus on Core Practice by:
 - a. ensuring a defined, rigorous, and consistent curriculum with a PreK-12 scope and sequence that engages all students
 - b. ensuring learning at high levels by implementing rigorous academic and social emotional standards through the curriculum
 - c. practicing inclusive and culturally relevant educational practices
 - d. implementing a consistent instructional framework
 - e. implementing a contemporary student assessment system aligned to rigorous standards that include frequent formative assessments

- f. committing to inquiry-based data analysis that focuses on improved student learning for all students
 - g. focusing on the civic mission of schools and service learning
 - h. implementing school cluster support teams in support of improvement of student achievement
3. Improving Achievement for All and Eliminating the Achievement Gap with a Focus on Early and Extended Learning and Intervention by:
 - a. implementing an inclusive, quality Four-Year-Old Kindergarten program in collaboration with community partners
 - b. communicating with the community about early and extended learning opportunities
 - c. ensuring implementation of research-based instructional strategies for 4K-3rd reading and math
 - d. ensuring after-school and summer school programming that provides accelerated learning opportunities aligned with the standards
4. Improving Achievement for All and Eliminating Achievement Gaps with a Focus on Staff by:
 - a. providing focused, job-embedded professional development to increase staff knowledge and skills to maximize academic achievement for all
 - b. using effective practices to recruit, select, and retain high quality staff
 - c. implementing supervision and evaluation practices that are tied to teacher and leadership standards
 - d. expediting recruitment and hiring
 - e. recruiting, selecting, and retaining staff of color
 - f. recruiting, selecting, and retaining culturally competent staff
 - g. supporting professional learning communities to improve district and school cultures
 - h. leveraging the staff recertification process, linking it to district priorities
 - i. supporting the development of instructional leaders
5. Improving Achievement for All and Eliminating Achievement Gaps with a Focus on Accountability by:
 - a. assuring consistency and alignment through a five-year cycle of culturally responsive curriculum planning and evaluation
 - b. implementing and evaluating district and school improvement planning aligned to the Strategic Plan
 - c. completing evaluation of district programs and interventions using disaggregated data information by race, income, and disability for all stakeholder groups
6. Improving Achievement for All and Eliminating Achievement Gaps with a Focus on Engagement and Communication by:
 - a. providing educational workshops and systems to encourage parent involvement in the schools

- b. enhancing and expanding partnerships with families and community organizations to align with critical work
- c. implementing stakeholder groups - Parent Council, Teacher Council, Support Staff Council, and Leadership Council
- d. enhancing community engagement practices
- e. communicating effectively with staff
- f. developing and utilizing a consistent and comprehensive system to communicate with all members of the community
- g. identifying what we do well and communicating that message to the community

November 22, 2010

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MADISON METROPOLITAN SCHOOL DISTRICT



Strategic Plan Action Plans Year Two 2010–2011 Progress to Date

Daniel A. Nerad, Superintendent
January 2011

.....Action Plans/Leaders.....

Student	Curriculum	Staff	Resource/Capacity	Organization/Systems	Facilitator (if needed)
Jennie Allen John Harper	Lisa Wachtel Pam Nash	Robert Nadler Brad Kose	Erik Kass Andrew Statz	Nancy Yoder Sue Abplanalp	Sue Gorud

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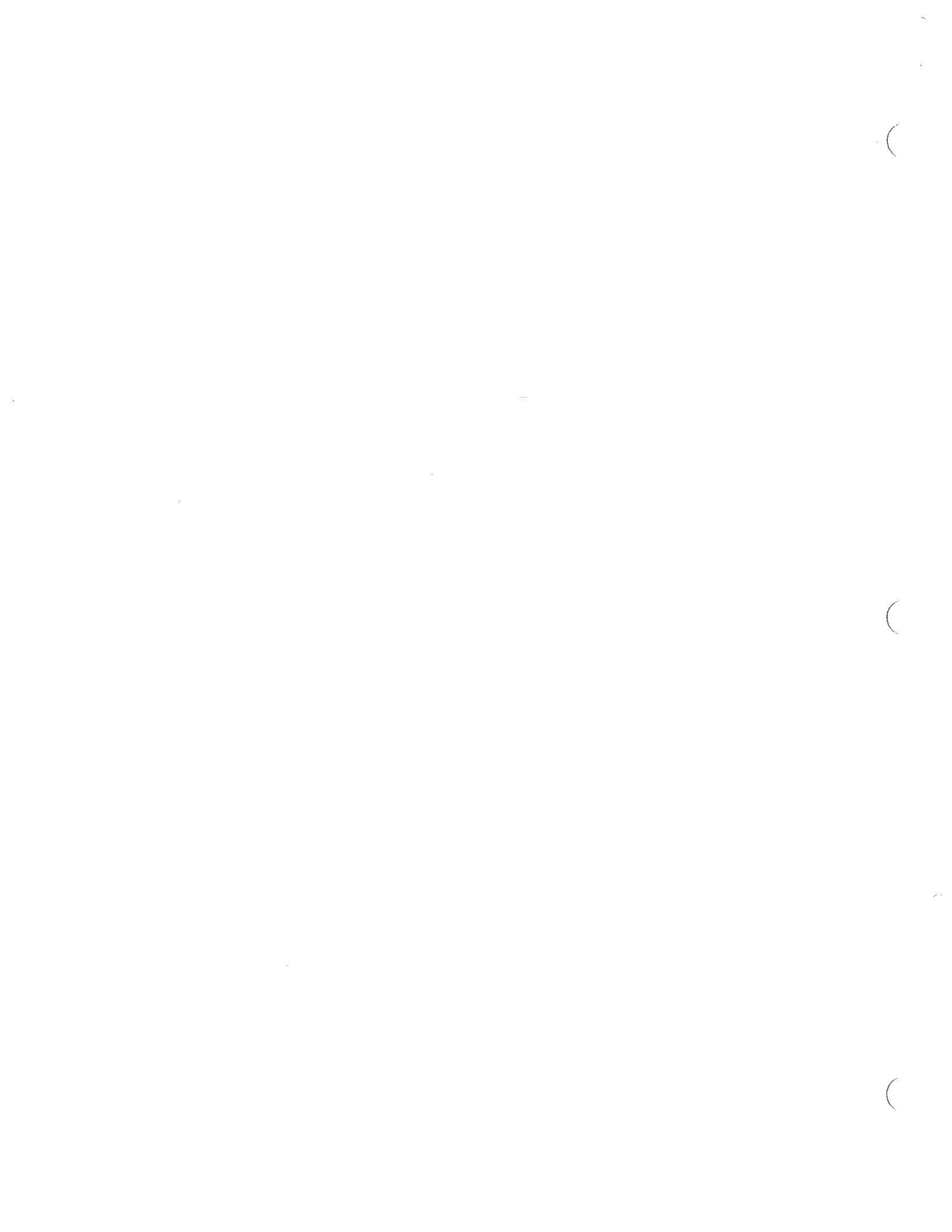
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Strategic Plan Action Plans Year Two 2010 – 2011 Progress to Date

January 2011

<i>Action Plan</i>	<i>Page</i>
Student Action Plan	1
Curriculum Action Plan.....	11
Staff Action Plan.....	28
Resource/Capacity Action Plan	34
Organization/Systems Action Plan	40



**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Define successful MMSD graduate outcomes: <ul style="list-style-type: none"> ▪ Content knowledge ▪ Civic-minded skills ▪ Life-enriching skills ▪ Social-emotional skills 	1	Opportunity for Success	Assistant Superintendent to identify a team consisting of: Middle/High school staff, T & L, Ed Services, Student Services Curriculum Action Team	November 2009	1. An Action Team is developed that includes leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students. Composition of team will include leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students.	Existing resources	Completed To be completed by mid February. Student & Teacher Council is being incorporated into final format.
2. Define successful MMSD graduate.	1	Opportunity for Success	Assistant Superintendent and Action Team	November, 2009 – May 2010	Definition of successful MMSD graduate aligned to mission with desired outcomes in the following areas: 1. Content knowledge based on ACT college/career readiness standards. 2. Civic-minded skills aligned to the standards outlined by the Partnership for 21 st Century Skills. 3. Life-enriching skills which may include but is not limited to: extra-curricular activities (athletics, clubs, organizations) and service learning opportunities. 4. Social-emotional skills based on the MMSD social emotional learning standards (SELS). 5. Career awareness which may include but is not limited to the student's knowledge of	1. Extended employment compensation for meetings/work time beyond contract day. Approximate cost estimate: 300 total hours x \$15.00/hr = \$4,500; 20 (1/2 day subs = \$2000; total = \$6,500. 2. Food costs when meetings take place during dinner hours. Approximate cost estimate: \$1,000 3. Possible consulting fee(s)	Completed a draft document (not yet ready for external dissemination).

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					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.		
3. Develop and implement an electronic-based individual learning plan (ILP) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	All Students; Opportunity for Success	Assistant Superintendents to identify an ILP Action Team.	Done	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)	Completed template for K-5 and 9 th grade. This is electronic and both are ready to begin in the fall.
	1		Assistant Superintendents, Instructional Council, and ILP Action Team.	Done	2. 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).	2. External evaluation cost is covered in the aforementioned consulting/programming development/evaluation fee listed above.	ILP will be translated into Spanish and Hmong and will start in January 2011.

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
	1		Assistant Superintendents and ILP Action Team.	October, 2009 – March, 2009	<p>3. ILP implementation plan will clearly articulate the following:</p> <ul style="list-style-type: none"> • district-wide communication plan • accountability measures to evaluate implementation/effectiveness Survey K-5 • initial introduction and ongoing professional development for staff • time to communicate with student(s) and parents relative to student progress 	<p>3. 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.</p> <p>Food costs when meetings take place during dinner hours. Approximate cost estimate: \$1,000.</p>	
	1		Assistant Superintendent, ILP Action Team, and building administrators.	2010-11 school year	<p>4. Implement the ILP professional development plan district-wide with fidelity.</p> <p>Elementary – Paper/pencil version of ILP began with Ready Set Goal and completed at Parent Teacher conference. Areas identified are:</p> <ol style="list-style-type: none"> 1. Student strengths 2. Growth areas 3. Suggested goals <p>Grade 6th - 12 – electronic version of ILP will be implemented in Fall 2011. Contracting with Career Cruizing.</p>	<p>Approximate total cost estimate = \$17,000</p> <p>This is dependent upon the implementation plan. Should the district opt to utilize early release or already scheduled professional development days, the costs can be significantly reduced.</p> <p>Alternative options include:</p> <ol style="list-style-type: none"> 1. Extended 	

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
						employment and or substitute release time for teachers/staff. 2. Food costs when meetings take place during dinner hours.	
4. Establish and implement a consistent system of measurable outcomes to determine student, school, and district progress in eliminating the achievement gap.	1	Achievement Gap; All Students; Opportunity for Success	Management Team	In progress to be completed by 2010 school year	<p>Develop a multi layer system of measurement to be established and implemented. Measurement system includes but is not limited to:</p> <ul style="list-style-type: none"> • Formal assessments (e.g., WKCE, Explore, Plan) • Student progress relative to ILP goals and success/ progress over time • High school completion rates <p>Student participation in continuing education opportunities beyond high school (two draft surveys have been completed: senior survey and post graduation outcomes survey)</p> <p>The following assumptions are used across all measures:</p> <ul style="list-style-type: none"> • All metrics will come from an existing source whenever possible, e.g., DPI WINSS, ISES, School Performance Report, etc. • All metrics related to students will be 	<p>Members of Management Team will participate in developing system of measurement. Staff from Research and Evaluation will need to be active participants.</p> <p>Additional Research Staff to support the multiple data measurements.</p>	Completed

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					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. <ul style="list-style-type: none"> 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. See attached document for complete list of measurements.		
4.1 Implement research-based instructional strategies to eliminate the achievement gap.	1		Assistant Superintendents and Department Executive Directors.	2009-10	Additional strategies to eliminate the achievement gap are defined and implemented using information from MSAN (Minority Student Achievement Network) school districts, High School Reform Research, Turnaround Models K-12 Literacy models. Examples of changes are: K-5 Turnaround Model Schools AVID expanded to Middle Schools, EPAS (Explorer Plan & ACT) usage ILP Implementation for K-5 and 9 th Grade High School Reform Initiatives	Existing resources	

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					PBS Coaches CEIS Interventionists PSTs in Schools Abeysance Program Comprehensive Literacy Model Rti (Response to Intervention)		
5. Develop and implement partnerships to prepare every student for kindergarten (EC options, Play and Learn, K-Ready Summer School, and universal 4-K)	1	Achievement Gap; Opportunity for Success	Superintendent and Assistant Superintendent for Elementary	Committee will be established once 4K is approved.	Continue partnership with United Way for Play and Learn. Continue to work with the 4K community group (40 members) until 4K is a reality. Continue quarterly meetings with After School programs (which also serve early childhood children) Developed a permanent Early Childhood Leadership Council from the existing 4K Committee, which is well representative 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 MMSSD.	Staff Time	Ongoing planning

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify and implement multiple strength-based measures of staff, student, and family relationships.	1	Safe and Welcoming	Management Team		<p>Establish internal MMSD group of staff, administration and parents to create strength-based measures that include the following:</p> <ul style="list-style-type: none"> • development of tools • communication plan, • accountability measures, • ongoing professional development for staff, • data review plan • connection to SIP and DIP <p>Gallup Poll inservice in 2/10 resulted in a new principal hiring tool (Insight) and provided an instrument for principals to use to determine their strengths and connect them to SIP and AGAs. This will be explored as a resource for student use.</p> <p>The use of the Gallup Poll will be utilized to assist in the hiring of highly qualified administrative staff.</p> <p>Schools use an annual questionnaire to determine the types of family involvement used in schools there are six types measured each year.</p>	Research and Evaluation and School Improvement Planning will need to commit considerable time and resources to this action step.	In process. Accountability measures are complete.

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					Adding Strength Finder Survey at secondary level		
2. A school communication plan is developed and consistently followed across all schools. (Examples may include Infinite Campus Parent portal, district and school web sites, school and teacher newsletters, and community meetings.)	2	Opportunity for Success	Instructional Council Susan Abplanalp Pam Nash Jennifer Allen	2010-2011	The most important result will be improved parental involvement of traditionally disengaged families. <ul style="list-style-type: none"> • Community mid-year meeting at Marquette. • Open Classroom meeting in May with parents. • Parent Council – monthly meetings • Teacher Council – monthly meetings 	District leadership will need to determine the best departmental assignment for this action step, encompassing the setting of the standard and developing processes for planning at the school level.	Year 2 development: On-going
3. Identify and implement a professional development plan for teaching relationship-building skills including overcoming barriers and creating high expectations for all students. This involves both staff-student and staff-staff relationships.	3	Improving Staff	Principals and Departments	2010-2011	Improved sense of community reported by students on selected Climate Survey items. <ul style="list-style-type: none"> • Reorganization will support this with a PD Department. 	This action step will rely on collaborative work including district and school-based expertise, MSCR, and other community resources.	
4. Analyze new and existing systems of support (e.g., Positive Behavior Support, problem-solving intervention teams, accelerated learning opportunities) and identify and implement a consistent set of community building activities and programs for use across all schools. (Examples Tribes, responsive classrooms, Fix-It Plans, and Caring Classrooms among others.)	2	Safe and Welcoming; Improving Staff	Student Services, Instructional Council, and Principals	2010-2011	Consistent implementation of activities and programs across schools. <ul style="list-style-type: none"> ▪ PBS Models across all of the schools. ▪ Responsive Classrooms – Elementary/Middle School levels 	Consistent evaluation plan and method of sharing results.	In process: On-going

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. Identify and implement innovative and effective school structures that enhance staff-student relationships. (Examples include multi-age classrooms, small class sizes, smaller learner communities, and houses among others.)	2	Achievement Gap; Safe and Welcoming	Principals and Instructional Council	2011-2012	Consistent implementation of structures across schools. <ul style="list-style-type: none"> ▪ HS Redesign ▪ Sennett School ▪ Instructional Design ▪ BOE Discussion on Magnets and Charters at end of year ▪ Multi-Age Work Group ▪ Ready Set Goal Conferences and ILP 	Consistent evaluation plan and method of sharing results.	
6. Identify existing school-community resources and partnerships. Establish common student achievement and social emotional outcomes. Determine gaps that may exist across schools. Coordinate programs equitably across schools.	3	Opportunity for Success; Resource Allocation	Principals, Departments, and Instructional Council	2010-2011	Plan in place <ul style="list-style-type: none"> ▪ Madison Foundation ▪ BOE Common School Measures <ul style="list-style-type: none"> ▪ Social Emotional Leadership Standards ▪ Equity Report 	Survey of schools	Year 3.

**Strategic Plan Action Steps – Year Two (2010-11)
Student**

Student Action Plan - Transitions							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The definitions of each transition category will be communicated across the district.	1	Opportunity for Success	Assistant Superintendents	October 31 of each year	All stakeholders are knowledgeable of the definitions of each category.	<ul style="list-style-type: none"> • Que Pasa • Web page 	In process. Will communicate at K-12 principal meetings.
2. District departments and each school will assess gaps and needs based upon the transition categories, leading to planned improvements and new strategies. A planning document will be developed to ensure that all relevant transition categories are addressed.	2	Achievement Gap; Opportunity for Success	Collaborative process with staff, parents, and community stakeholders	October 31 of each year	All stakeholders will be knowledgeable of the transition plans for each level to communicate needs of children to close the achievement gap.	<ul style="list-style-type: none"> • Sub release/ ext employment • Food/snacks • Supplies • Transportation • Adequate child care • Professional development for staff ▪ Marketing Plan (see #1) 	In process. Will process at K-12 principal meetings.
3. The district and school will develop instruments to determine levels of satisfaction for each transition category to reach the goal. School grade level staff, principal, and parents will be surveyed annually.	3	Opportunity for Success	Information Services Department: Research and Evaluation	Develop instrument that has benchmarks for satisfaction 6/30/10 and implemented in October of each year.	Survey is in place annually and the results of survey indicate satisfaction of the transition process across the district.	<ul style="list-style-type: none"> ▪ R&E staff to develop instrument 	Year 3.
4. Departments and schools will use the data from the instruments to determine transition plans for improvement for future years.	3	Opportunity for Success	Assistant Superintendents, and SIP Committees	October 31 of each year	SIP reflects improvement goals.	See #2	Year 3.

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Map current course sequences in all content areas K-12, identifying prerequisites and obstacles in order to improve achievement for all students and close the achievement gap, reduce barriers for all students and identify opportunity gaps. (See also TAG Plan, Goal 2) Align current course content in all content areas K-12 to the Common Core State Standards and the ACT College and Career Readiness Standards.	1	Achiev. Gap; All Students Curric. Rigor	Curriculum & Assessment, Research & Evaluation, School-based leadership	Fall 2009	K-12 course alignment in Eclipse	Dedicated time from Curriculum & Assessment, Research and Evaluation and school-based leadership	<p>Completed Middle and High school course maps, pre-requisites and common course names.</p> <p>In process Next steps to reduce barriers and obstacles due to pre-requisites and opportunity gaps in grades 9 & 10.</p>
2. Analyze course sequences and allocate resources to address inconsistencies and inequities across the district	1	Curriculum Rigor	Assistant Superintendents, Central Office, Principals	Winter 2009	Data available to inform restructured programs and accelerated learning systems prior to 2011-2012 budget cycle and staffing allocation.	<p>Dedicated time from Assistant Superintendents, Central Office, Principals</p> <p>Re-allocation of available resources as needed</p>	<p>Completed Middle and High school course maps, pre-requisites and common course names and 3 year plan to provide equitable advanced placement (AP) courses.</p> <p>In process Next steps to address inconsistencies and inequities across the district.</p>

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Work to ensure equitable access to reading instruction and interventions in K-12 middle school with particular focus on K & 6 th grade. Grade 9/10 English and Social Studies in 2011-12. Literacy Advisory Committee recommendations addressing K-12 Reading 2011-12.
3. Analyze course enrollment and successful completion for all student groups to determine baseline data for comparison and growth. (See also Cultural Relevance Step 1)	1	All Students; Culturally Relevant	Research & Evaluation, Curriculum & Assessment	2009-2010	Completed analysis	Staff time	Completed
4. Define rigor, accelerated learning and 21st Century skills to build common language and understanding.	1	21st Century; Curriculum Rigor	Curriculum & Assessment, Educational Services, School-based leadership	2009-2010	Document, to be updated periodically, detailing specific outcomes and the data showing results	Staff time	Completed
5. Use curriculum mapping (e.g., Eclipse) to determine standards-based outcomes and improve learning pathways and course sequence by identifying	1-2	Curriculum Rigor	Curriculum & Assessment Educational Services, School-based leadership	2009-2011	Revised elementary, middle and high school curricula	Professional development for teachers; Prof Services Contract: \$10,500	Completed Selected high schools have analyzed course

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
gaps and repetition. Focus initially at secondary level.						Materials: \$2,815 Extended Employment: Social Studies 25 staff x 18.6 hrs x \$50 = \$23,125 Language Arts 25 staff x 21 hrs x \$50 = \$23,125 Sub Teachers: Social Studies 10 teachers x 3 days x \$216/day = \$6,480 Teacher Leader Summer Curricular Work 6 Teacher Leaders x 40 hours x \$50/hr = \$12,000 Staff time	expectations based on College & Career Readiness Standards. 12 instructional leaders attended the Common Core Conference to gain District direction for implementation. Middle School World Languages K-6 Common Core Literacy standards 9-12 Common Core, College & Career Readiness Standards and ACT Quality Core Social studies course sequences for 9-10 th grade mapped at 3 high schools. In process District-wide use of curricular mapping aligned with ACT College and

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Career Readiness Standards and/or Common Core Standards K-12 in Math and English, 2 nd semester 2010-11
6. Implement cross-level teacher teams to increase and improve advanced course options ensuring intentional transition plans for students as they move from elementary to middle to high school to post secondary.	1-2	21st Century; Curriculum Rigor	Educational Services, School-based leadership	2009-2011	1. Cross-level teacher teams established. 2. Improved advanced course options, with diverse student enrollment	Professional development; Staff time	On-going Interdepartmental teams and building teachers to align to Common Core Standards/ACT K-12 alignment 42 staff from 8 secondary schools participated in the 3-year DPI Advanced Placement Initiative Grant to build vertical alignment across grades.
11. Implement 2009 Board of Education approved TAG plan to improve academic outcomes and engagement for all students	1	Achievement Gap; All Students	TAG Division	2009-2010	Results as defined in the 2009 Board of Education approved TAG Plan	Resources as defined in the 2009 Board of Education approved TAG Plan.	Completed TAG Plan Updates to the Board of Education January and June, 2010.
12. Implement 2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students. Implement	1	Opportunity for Success	Curriculum & Assessment, Fine Arts Division	Spring 2010	Results as defined by Board of Education approved Fine Arts Task Force Administrative Recommendations.	Fine Arts Task Force Resources as defined in the approved plan.	Completed Fine Arts Task Force Updates to the Board of

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students							Education on January and June, 2010.
13. Implement the Math Task Force Recommendations as approved by the Board of Education to improve academic outcomes and engage all students.	1	Opportunity for Success	Curriculum & Assessment, Mathematics Division	2009-2012	Results as defined by Board of Education approved Math Task Force Administrative Recommendations.	Math Task Force Resources as defined in the approved plan.	Completed Math Task Force Updates to the Board of Education on November, 2009 and May, 2010.
7. Increase curriculum rigor and expectations of teachers and students in all MMSD classes and courses. (Consistent with Equity Task Force recommendations.)	2-3	Curriculum Rigor	Assistant Superintendents, Principals, Curriculum & Assessment, Educational Services, School-based Leadership	2010-2012	1. Increased rigor is evident in curricular maps. 2. Instructional walk-throughs provide evidence of increased rigor.	Professional development for teachers. Staff time	Alignment to CC/ACT knowledge & skills English/Math 2nd semester 2011
8. Increase the successful completion of courses that support college and career readiness. Target low income and minority student participation and achievement. (See also TAG Plan, Goal 2)	2-3	Achievement Gap	Curriculum & Assessment, Educational Services, Student Services, Principals, Teachers	2010-2012	Increase in the participation of low income and minority students in these courses Successful course completion data	Professional development	AVID – to all 4 HS, number of sections MS – embedding common skills into context areas
9. Establish systems to regularly monitor successful student achievement and growth in accelerated learning pathways. (See also TAG Plan, Goal 2)	2-3	Opportunity for Success	Research & Evaluation	2010-2012	Monitoring system established and implemented	Existing Resources	Defined advanced courses and reporting systems

*Advanced learning opportunities or systems refer to a sequence of learning options that address the next level of challenge for a student.

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Complete MMSD Balanced Assessment Plan to guide future implementation of assessment tools and strategies	1	21st Century Skills	Research & Evaluation, Curriculum & Assessment, Educational Services	2009-2010	MMSD Balanced Assessment Plan	Existing resources CogAT \$42,455	<p>Completed District-wide Assessment Committee formed and met regularly through 2009-10. MAP and SCANTRON Pilots, District-wide conducted. EPAS/Explore Test piloted at middle and high.</p> <p>In process Re-convene District-wide Assessment Committee for 2010-11. Confirm and implement benchmark assessment tools for grades 3-7.</p> <p>Charge for 2010-11</p> <ul style="list-style-type: none"> • ELI • PD model • Transitions <p>Spring 2011 MAP 3-6 CogAT 2-5 Explore grade 8-9</p>

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
2. Examine external assessments to analyze and inform MMSD curriculum, instruction and assessment.	1	21st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning outcomes	Professional Development, Staff Time	<p>Completed District-wide assessment team established in October, 2009.</p> <p>All Departments have identified assessment gaps and tools to address those gaps.</p> <p>150 staff members have engaged in book discussions around formative assessment and design</p>
9. Map big ideas in core content areas as a basis for development of common assessments	1	21 st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning outcomes		<p>In process <u>K-12 Alignment to Common Core/ACT identifies big ideas in English/Math</u></p> <p>Assessment pilots for: Benchmark Assessments TAG Assessments Reading Interventions</p>

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
3. Develop a consistent district-wide assessment plan (including formative assessments and progress monitors) to better inform classroom curriculum and instruction.	2-3	21 st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2010-2012	District-wide assessment plan		In process
4. Acquire or develop common assessments that measure individual student progress toward district K-12 learning outcomes. (Consistent with Equity Task Force recommendations.)	2-3	Achievement Gap, 21 st Century Skills	Research & Evaluation, Curriculum & Assessment, Educational Services	2010-2012	1. Conduct pilot to gather data about effectiveness 2. Data from common assessment pilots used to inform implementation of assessment plan	Professional Development Staff Time	In process

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Research effective, culturally relevant standards-based practices in Civic Engagement (e.g. service learning, participatory education and democratic classrooms)	1	21st Century Skills; Culturally Relevant	Curriculum & Assessment, Educational Services, Student Services	2009-2010	Recommend a definition of service learning for MMSD	Existing resources	In process Embed within K-12 alignment work
2. Implement social studies curricular recommendations to meet Wisconsin High School Graduation Requirements, insuring instruction in state and local government (PI 18.03(1)(a)2 is fully met within the required MMSD 3 credit social studies course sequence requirements.	1-2	Curriculum Rigor	Curriculum & Assessment	2009-2011	Clear course guides and syllabi descriptions of required secondary level social studies courses indicating PI 18 is fully met	Existing resources	Completed High school course sequence, Learning gaps are identified. Resources provided to all high schools to embed instruction in state, local, tribal and government into required courses. In process Steps to resolve inconsistencies across high schools. Initially focus on Gr 9 & 10
6. All staff will work collaboratively and assume responsibility as a community to support all students' learning and achievement in order to close achievement gaps.	1	Achievement Gap, All Students	Assistant Superintendents, Principals, Central Office	On-going	Teams implement strategies for culturally relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices: Early	Time for team collaboration Professional development	In process Professional collaboration time at the secondary level will include system-wide focus

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					Intervention Through Assessment.		on improving instruction for all students.
3. Analyze research to determine and develop productive civic engagement strategies for MMSD to implement.	2	21 st Century Skills; Curriculum Rigor	Curriculum & Assessment, Educational Services, Student Services, School-based Leadership	2010-2011	Recommendations to embed civic engagement strategies into required course sequences	Professional Development Staff Time	In process Exploring connections with Sustainability Plan
4. Develop and implement a pilot at the secondary level within the required social studies course sequence focusing on the civic engagement strategies designed. Use data from the pilot to modify and then expand the use of effective strategies.	2	21 st Century Skills; Curriculum Rigor	Curriculum & Assessment, School-based Leadership	2010-2011	Data from pilot Electronic system is developed to support sharing civic engagement approaches	Curricular resources, Professional Development Grants as available	Social Studies grant submitted, not funded

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Analyze course enrollment and successful completion by student groups to determine baseline data for comparison and growth. (See also Accelerated Learning Step 3).	1	All Students; Cultural Relevance	Research & Evaluation, Curriculum & Assessment	2009-2010	Completed analysis	Staff time	Completed
2. Standards-based curriculum will reflect the cultural backgrounds of all students (e.g. contemporary concerns and historic struggles of a variety of cultural groups). MMSD classrooms will evidence positive images and cultural references (arts, curricular materials, teaching resources) for all learners.	1	Cultural Relevance	Principals, Curriculum & Assessment, Educational Services	2009-2010	Cultural relevance walk through(s) will document the presence of standards-based curricula and classroom evidence that reflects the cultural backgrounds of the students present.	Budget for instructional resources	Completed Intensive work at pilot schools (K-5). A series of walk throughs based on culturally relevant practices and data have been conducted (K-5) In process Expansion to 4 elementary schools in 2010-11.
3. Expand professional development for teacher cohorts around culturally relevant curriculum, instruction and assessment.	1	Cultural Relevance; Improving Staff	Curriculum & Assessment, Division of Equity & Family Involvement, Educational Services	2009-2010	The cohort of teachers will become more culturally responsive in their teaching practices as measured by pilot evaluation plan and walk throughs (see Step 2).	Salary for Instructional Resource Teacher(s) for Cultural Relevance (ARRA funding) Professional development for cohort teachers, other staff, principals and parents Partnership with	Completed A year-long series of six strands of professional development have been provided at Falk and Mendota (K-5). In process Analysis of pre and post data from pilot schools (K-5)

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
						higher education.	<ul style="list-style-type: none"> • Secondary teachers 2010-11 • IRT Literacy Model Launched multi-year professional development with secondary staff representing 7 middle and 4 high schools (6-12)
4. Create and implement a data management system to monitor student behavior (e.g. disaggregated Climate Survey) and differences in the experiences and perceptions of students and families.	1	Cultural Relevance; Safe and Welcoming	Student Services, Research & Evaluation	2009-2010	Baseline data collected district-wide as well as in pilot school(s) Explore community partnerships in evaluation plan, data analysis and monitoring	Support of Student Services and Research and Evaluation Department to design plan, collect data, and analyze results.	Completed New behavior management web based reporting system this school year. Training provided by PBIS team to school teams. Climate survey data analyzed and reported. Data workshop provided May 2010 to all schools.
5. Establish district infrastructure to support and sustain cultural relevance (administrative re-organization).	1	Cultural Relevance	Superintendent, Senior Management	2009-2010	District infrastructure for cultural relevance.	Allocation of resources for cultural relevance infrastructure.	Completed The Re-organization Plan has created a Division of Equity and Family Involvement within the Department of Curriculum &

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Assessment. The Division brings together an Assistant Director, Minority Services Coordinators, Cultural Relevance IRT's, Title VII, Latino and Hispanic IRT's
7. Create a set of sample lesson plans that infuse the principles of cultural relevance into standards-based, cross-disciplinary curricula.	1	Cultural Relevance	Curriculum & Assessment, Division of Equity & Family Involvement, Educational Services	2009-2010	Examples of standards-based, culturally relevant curricula are available for use in professional development	Staff Time Professional development	Completed Culturally relevant lesson plans for elementary literacy (K-5). In process High school history and English exemplars ((6-12).
9. Develop goals to support cultural relevance within School Improvement Plans (SIP) that specifically target the underserved population(s) of the school.	1	Achievement Gap; All Students; Cultural Relevance	Assistant Superintendents, Principals	2010-2011	School Improvement Plans will include measurable objectives addressing the needs of underserved populations in the school	Existing SIP resources	In process
10. Establish school-based student equity teams at the middle and high school levels to discuss, monitor, and problem-solve issues related to race and other equity concerns.	1-2	Cultural Relevance	Principals, School-based leadership	2009-2011	Site-based student equity teams and minutes from meetings that record ideas and efforts	Staff leadership at each site	Completed Interviews have been conducted with student groups and equity teams. Student Senate

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>Chose Equity as a priority for 2010-11</p> <p>In process</p> <p>Analysis of interview data and development of plan for next steps.</p>
11. Expand the role of community members in supporting and sustaining culturally relevant practices.	1	Cultural Relevance	Division of Equity and Family Involvement, Curriculum & Assessment	2010-2011	Advisory group established that has diverse membership.	Existing Resources	<p>Completed</p> <p>Read Your Heart of Literacy Day (K-5) Established relationship with MMSD, Umoja Magazine, and MTI to publish family empowerment articles (K-12).</p> <p>In process Equity Advisory Group Superintendent's Human Relations Advisory Board Revisit goals and new membership</p>
6. Increase staff awareness of the linguistic and cultural needs of all students, including students who are English Language Learners or Standard English Language Learners, and students who have had reduced exposure to	2	Improving Staff	Curriculum & Assessment, Equity & Family Involvement Division, Educational Services	2010-2011	Specific strategies to build oral and written language comprehension and production across cultures are identified and implemented.	Professional Development	<p>In process</p> <p>Research models in exemplar schools</p>

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
language because of poverty as a key to mastering standards in all content areas.							
8. All staff will work collaboratively and assume responsibility as a community to support all students' learning and achievement in order to close achievement gaps.	2-3	Achievement Gap; All Students	Assistant Superintendents; Principals; Central Office	On-going	Teams implement strategies for culturally relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices; Early Intervention Through Assessment	Staff Time Professional Development	In process

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Implement best practices in flexible instruction (e.g. differentiation, universal design).	1	Opportunity for Success	Professional Development Department, Curriculum & Assessment, Educational Services, School-based leadership	2010-2011	Research-based working definition of flexible instruction made explicit in professional development for staff	Existing resources	In process
2. Curriculum, instruction and assessment design and decisions require teacher teams to collaborate in order to meet the needs of all students in a classroom environment. Teams will include representation from regular education, special education, ESL and gifted programming.	1	All Students; Improving Staff	Assistant Superintendents, Principals, School-based leadership	On-going	<p>Instruction will include multiple options for student learning (e.g. open ended tasks), range of instructional methods (e.g. simulations, project-based), and assessment strategies (e.g. demonstration, portfolio) in all classrooms</p> <ul style="list-style-type: none"> Evidence of co-planning and co-teaching during classroom walk-throughs Increased academic success of all students as measured by district and state assessments Positive results on assessments that measure individual student progress over time (value added) 	<p>Professional development will be designed and implemented to reflect the importance of flexible instruction as core practice in MMSD.</p> <p>Time and structures for team collaboration; Extended employment and/or sub release</p>	<p>Completed</p> <p>75 staff attended differentiation lesson planning professional development in May 2010.</p> <p>In process</p> <p>Elementary math pilot to extend assessment practices for ELL and students with disabilities</p>
3. Students and teachers collaborate to ensure there is a range of learning activities that are engaging and multiple ways to demonstrate learning.	2-3	All Students; Opportunity for Success	Assistant Superintendents, Principals, School-based leadership	2010-2012	Classroom walk-throughs document flexible learning and assessments in all classrooms, including the presence of student voice and options	Professional Development Staff Time	<p>In process</p> <p>K-12 Alignment to Common Core/ACT. Include representation from</p>

**Strategic Plan Action Steps – Year Two (2010-11)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					<ul style="list-style-type: none"> • Decreased number of expulsions and suspensions • Increased attendance rates • Increased credit attainment 		ESL, etc.
5. Identify alternative education and innovative program needs and develop a plan to expand alternative programs and educational options.	2	21 st Century Skills; Opportunity for Success	Director of Student Services and Alternative Programs, Director of Educational Services	2010-2011	Alternative Program Plan	Time to assess alternative program needs and develop a plan.	In process Committee established convening work 2 nd semester with to BOE

**Strategic Plan Action Steps – 2010-2011 School year
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The district will develop site-based and district-wide professional learning communities/teams to foster continuous improvement in leadership and in quality instructional practices for all students in all curricular areas, including cultural relevance.	1	Improving Staff	Superintendent, assistant superintendents.	January 2010	1. Effective learning communities/teams are in all schools 2. District-wide team created consisting of central office administrators, teachers, principals, and school-based instructional leaders	Extended employment and/or sub release Professional development	1. Embedded professional development will be implemented at middle schools and high schools in 2010-11. 2. Reorganization plan calls for this "Leadership Team" to be in place for 2010-11.
2. All staff members will regularly collaborate within one or more established professional learning community (ies)/team(s) to engage in a continuous cycle of improvement focused on student learning and engagement and work –place culture.	1		Superintendent, Assistant Superintendents, District-wide team	September 2009 on-going thereafter	Students will: 1. attain or exceed grade level proficiency in core subject areas 2. acquire and apply critical thinking, problem solving and communication skills 3. engage in civic activity 4. be active participants in shaping their learning experiences 5. acquire and apply skills needed to live and contribute in a diverse local and global community 6. acquire and apply skills needed for personal growth and well-being and creative expression	Staff time Professional development	SIP plans are collaborative and done by feeder pattern so middle and high schools are "on the same page". Continued emphasis on K-12 articulation, scope and sequence will occur at joint principal, IRT, Learning Coordinator, and HS Department chair meetings and professional development opportunities.
3. The district will collaborate with the community to develop inclusive culturally responsive schools	1	Culturally Relevant, Improving Staff	Superintendent, Assistant Superintendents, and/or management team members will create a team consisting of: district-wide	2009-2010	1. District-wide leadership team established 2. See visible results for step	Staff time Extended employment and/or sub release	Hired secondary level culturally responsive expert to work with schools. This mirrors the elementary position already in place.

**Strategic Plan Action Steps – 2010-2011 School year
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			leadership committee which includes community stakeholders, Assistant Director of Curriculum & Assessment— Equity & Parent Involvement and Culturally Relevant Resource Teachers				
4. The district will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers. This will facilitate high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21 st Century technologies, content, and skills so as to ensure high levels of learning by <i>all</i> students. (Consistent with TAG Plan and Equity Force Recommendations)	1	Improving Staff	Superintendent, Deputy Superintendent Assistant Superintendents, Director of Human Resources	2009-2010	See visible results action step 2.	Existing Resources	Adoption of the Act Career & College Readiness Standards and the ACT EPAS assessments. Ongoing discussions regarding use of new tools and methods to make supervision and evaluation more timely, more relevant, and more useful (ie: Instructional Rounds, Critical Friends, Gallup 360 Degree model)
5. All instructional staff (teachers, pupil services staff and administrators) will implement their Professional Development Plans (PDP) with integrity for individually targeted continuous professional growth aligned to school improvement goals and the district's strategic priorities	2	Improving Staff	PDP Review Teams	2010-2011	See visible results action step 2.	Professional development Extended employment and/or substitutes	Increased panel reviewer member base. Improvements of ePDP tool/process, website, communication & ongoing courses, Annual statistical analysis.
6. The district will ensure that its school improvement processes and professional development systems and	2	Improving Staff	Superintendent, Assistant Superintendents	2010-1011	1. Attain or exceed grade level proficiency in core subject areas	District staff (particularly the professional development team) will	Professional Development Director and the new department will be in place in August 2010.

**Strategic Plan Action Steps – 2010-2011 School year
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
practices align with effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.			and/or Management Team members will create a district professional development team comprised of: administrators/teachers representing all major departments and school-based staff when appropriate.		2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being 7. Technology literacy	need professional learning opportunities in the development/ implementation of effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development. Possible needs: 1. Extended employment. 2. Subs for teacher release. 3. Possible NSDC conference attendance	Management Team will be involved in professional development training centered on central office becoming more responsive to the schools needs.
7. The district will develop systems and approaches to coordinate and link professional development initiatives.	1	Improving Staff	Superintendent and Deputy Superintendent Assistant Superintendents, Director of Prof. Development	2009-2012	Professional development plan aligned with strategic priorities.	Existing Resources	Reorganization plan creates PD department.
8. Foster partnerships with university and college pre-service teacher preparation programs so that quality program offerings that are a match to MMSD's needs are available to staff. (Consistent with Math Task Force recommendation.)	2	Improving Staff	Superintendent, assistant superintendents, and or management team members will create a team consisting of: central office administrators, Human Resources, principals, Select Government	2010-2012	Partnerships are established with institutions of higher education to provide continuing education aligned to strategic priorities.	Existing Resources	Ongoing meetings with the Office of Professional Outreach at U.W. Madison and Edgewood College to establish stronger partnerships.

**Strategic Plan Action Steps – 2010-2011 School year
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			Programs, teachers, mentors, and partnerships with higher education agencies/DPI.				

**Strategic Plan Action Steps – 2010-2011 School year
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Establish a plan similar to Future Teachers of America to attract high school students of color into the field of education and teaching in MMSD—Teach for Madison.	1	Staff Reflects Students	Assistant Superintendent-Secondary	2010-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Staff time	La Follette will start a program with Edgewood College in fall. La Follette and Edgewood College partnership promoting teaching as a career through a mentoring and scholarship program.
2. Establish strong relationships with university and college pre-service teacher preparation programs similar to the Professional Development School model used by UW Madison.	1	Staff Reflects Students	Assistant Superintendents and Director of Professional Development	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	Ongoing conversations with U.W. School of Ed and Outreach about structural changes to the way practicum and student teachers are placed and supported.
3. Enhance a hiring preference system for positively evaluated student teachers and administrative interns, and teacher/interns who are employed during summer school.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	DONE: HR has developed a system to capture this information and to add to the ranking of positively evaluated summer school staff, student teachers and interns.
4. Establish earlier hiring deadline.	2	Staff Reflects Students	Director of Human Resources	2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	This is dependent on budget and allocations.
5. Create an early hire pool of teachers as a means to attract highly qualified candidates, including staff of color, and increased applicants in shortage areas.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Travel Expenses	Early hire committees are established for bilingual positions, 4K and candidates of color in any areas that we are certain we will hire.
7. Expedite the advertisement of open positions and offer/acceptance procedure.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2011	Streamlined recruitment and hiring procedures	Existing Resources	We advertise teacher positions year round.

**Strategic Plan Action Steps – 2010-2011 School year
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
8. Annually review and evaluate the recruitment and hiring process.	1	Staff Reflects Students	Director of Human Resources	2009 and on-going thereafter	Streamlined recruitment and hiring procedures	Existing Resources	A report was submitted to the BOE on May 10 detailing the recruitment and hiring results of the District. This will be updated annually. <u>Annual internal review of the hiring process was completed.</u>
9. <u>Reinstitute the Grow Our Own Administrator Program</u>	2	Staff Reflects Students	Superintendent	2011	<u>MMSD has a workforce of highly trained staff.</u>	<u>A number of positions to release staff from current positions (3.0-4.0 FTE)</u>	<u>No progress on this goal to date.</u>
10. Develop a formal mentoring system for principals to mentor new principals – peer assistance system.	1	Staff Reflects Students	Assistant Superintendents	2009-2010	Formal mentoring/peer assistance program for administrators.	Existing Resources Plus a Small Stipend for Mentors	In discussion phase.
11. <u>Survey administrators after the initial year of employment to gain feedback regarding first year experiences. Use the data to identify areas of need and provide support for those areas via the peer assistance system.</u>	2	Staff Reflects Students	Director of Human Resources, Assistant Superintendents	2010	<u>Data from New Administrators</u> <u>Formal mentoring/peer assistance program for administrators.</u>	Existing Resources	<u>New administrators have been surveyed in the fall of 2009 and 2010 to determine their needs. A stronger mentoring program has been established in the principal ranks to achieve this.</u>
12. Develop a culture that embodies the belief that retention of staff of color is every staff person's responsibility; include communities of color in retention efforts.	1	Staff Reflects Students	Assistant Director-Curriculum & Assessment-Equity & Parent Involvement	2009-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Additional Clerical Resources	New emphasis on community partnerships and engagement.
13. Provide professional development for administrators to learn how to interview in a culturally competent manner.	1	Staff Reflects Students	Director of Human Resources, Director of Professional Development, Assistant Director-Curriculum & Assessment-Equity & Parent Involvement	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Consulting Fees	<u>Human Resources is coordinating training for hiring administrators related to cultural competency.</u>

**Strategic Plan Action Steps – 2010-2011 School year
Resource / Capacity**

Resource/Capacity Action Plan – Prioritize and Allocate Resources							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Tie budgetary decisions to a system-wide measurement tool (i.e., make funding decisions based on data, e.g., Madison Measures – City of Madison). Begin with business and non-instructional operations as a pilot. Use data from pilot to revise and make decisions about expansion.	1	Budget	Superintendent, Assistant Superintendents, Other Administrators	On-going	Measurement tool developed and implemented.	Staff time External Partners \$125,000 for Action Step 1 plus Action Steps 1,2,3 under Rigorous evaluation.	Completed Facility Assessment. Studying and reviewing Madison Measures for long term planning tool.
2. Evaluate current use of technology resources to identify where resources are underutilized and determine methods for how technology resources can be used to improve effectiveness.	1	Resource Allocation	Chief Information Officer	2009-10 school year	1. Effective use of current technology in classrooms and offices 2. Technology Plan is deployed.	Resources for Technology (See Technology Plan)	Implementing several tech plan goals including electronic documents, automating tasks, utilizing cloud-based systems & software
3. Develop a five-year district budget and roadmap to determine how we would get there	1	Budget	Assistant Superintendent Business Services, Director of Budget, Planning & Accounting	2010-11	Five Year Budget Plan exists and is transparently communicated.	Existing Resources	This item has been completed as of December 2010. The decision was made to maintain our relationship with our current vendor, and we have begun to utilize the model for improved planning.
4. Conduct secondary research to determine what is effective, focusing on rigorous research models; draw upon UW resources for learning about what other districts have done.	2	Resource Allocation	Directors of Teaching & Learning, Educational Services, Student Services and R&E	On-going	Every plan for program implementation will be accompanied by a bibliography of high quality current research	Existing resources External partners	

**Strategic Plan Action Steps – 2010-2011 School year
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify appropriate quantitative and qualitative evaluation methods to answer questions related to the key district goals.	1	Resource Allocation	Director of Research & Evaluation	Fall 2009	Matrix of programs and methods with capacity to conduct defined analyses	Staff, external partners \$125,000 for Action Step 1 under Prioritize and Allocate Resources plus Actions Steps 1,2,3 under Rigorous Evaluation Services from Hanover Research total about \$37,500 for 2011.	Presented an evaluation protocol model to the Board at the June 2010 meeting. Contract with Hanover Research for 2011 is going to the Board of Education for approval. Services include primary and secondary research, data analysis, benchmarking, and best practice review.
2. Inventory the existing data sources in curricular areas, program areas, and business functions	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data map	Staff Technology External partners	Review of existing data occurring as we deploy a new data warehouse system (by December 2010)
3. Identify data gaps from existing sources in relation to key district priorities (reading, math, and science), and devise systems to collect data to fill any gaps	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data needs are identified and systems created to gather information needed	Staff Technology External partners	Deploying key performance measure in a dashboard format (Fall/Winter 2010)
4. Allocate time for school staff and departments to analyze data and strategize appropriate responses to that data.	1	Resource Allocation	Superintendent, Assistant Superintendents	On-going	Building-specific plans would be created in response to the data.	Release time for school staff; Data discussion facilitators	Quarterly data workshops, school data profiles, progress monitoring walls, Wallace Foundation teacher leadership development workshops

**Strategic Plan Action Steps – 2010-2011 School year
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. Conduct value added analysis in appropriate content areas (reading, math) by grade level and student subgroups. Correlate these results with best instructional practices and professional development strategies.	1	Resource Allocation	Director of Research & Evaluation, consultants	On-going	Report produced that includes interpretation	Staff External partners	Conducted school valued added for year 3, developing classroom value added now, exploring what instructional practices data to collect Value added results presented by WERC to the Student Achievement and Performance Monitoring Committee in January 2011
6. Conduct analysis of non-academic functions, (e.g., energy use, transportation, Fund 80, and calendar) to identify cost efficiency options.	1	Resource Allocation	Assistant Superintendent Business Services	2009-10 school year	Report produced including comparison of district with other Wisconsin districts	Staff External partners	Hired Energy Management Company to help control energy usage, streamlined transportation for regular and special education, working to create long term strategy for Fd 80. The administration continues to identify other non-academic functions for analysis.
7. Identify appropriate rigorous standards (i.e., commonly accepted national standards, NAEP) and benchmark comparisons (e.g., the district against itself over time, State of Wisconsin, large Wisconsin districts, etc.) for all key student outcomes.	1	Resource Allocation	Superintendent, Assistant Superintendents, Director of Research & Evaluation	2009-10 school year	Standards and benchmarks approved	Staff External partners	Future discussions about benchmarks pending changes in state assessments
8. Conduct cost analysis by subject, grade level, school, (cost per student), and then correlate this data with student outcomes; conduct this as a longitudinal analysis. Explore implications for site-based planning and resource allocations.	1	Resource Allocation	Assistant Superintendent Business Services, Director of Budget, Planning & Accounting, Director of Research & Evaluation	2001-11 school year	Report produced that includes interpretation	Staff, external partners	Development in this area is ongoing.

**Strategic Plan Action Steps – 2010-2011 School year
Resource / Capacity**

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

**Strategic Plan Action Steps – 2010-2011 School year
Resource / Capacity**

Resource Capacity Action Plan – Pursue Necessary Resources and Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Develop ongoing strategies to identify resources needed to achieve desired outcomes	1	Resource Allocation	Superintendent, Assistant Superintendents, Other Administrators	On-going	Increased resources that are aligned to priority outcomes.	Re-orient existing structures if possible. External partners	ARRA funds, new grants (e.g., Sherman CLC)
2. Analyze possible partnerships and achieve collaborations (private, public, state) which might aid in more efficient delivery of service and funding strategies. (Consistent with Fine Arts Task Force recommendations.)	1	Budget	Administrators	On-going	The number of partnerships will increase.	Existing resources External partners	The review team considered partnerships to be critical in meeting district goals. The team recommended a wording change to the item. In addition to analyzing partnership opportunities the team added the term "and achieve" to the action statement. It is not only important to identify partnerships, but to actually implement them during the coming year as well. Re-organization moves partnerships to superintendent's office, food program partnership, Madison CATS (technology)
3. Use data to develop marketing and/or branding mechanisms and strategies (e.g., in order to retain current students and recruit students to MMSD) (Consistent with Organization/Systems Action Plan, Communication, Action Step 3.)	1	Budget	Superintendent, Coordinator for Public Information, consultants	2009-10 school year	Retention of MMSD students will increase. A plan with defined strategies for marketing MMSD brand is developed.	External partners	See Organization/Systems Action Plan, Communication, Action Step 3

**Strategic Plan Action Steps – 2010-2011 School year
Resource / Capacity**

Resource Capacity Action Plan – Pursue Necessary Resources and Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
4. Develop joint lobbying agendas with municipalities and other school districts. (Consistent with Equity Task Force recommendations.)	2	Budget	Superintendent, Legislative Liaison	On-going	BOE support and approval of lobbying agenda, especially those items involving partnerships with other municipalities or districts.	Existing resources External partners	
5. Analyze fiscal impact of state laws affecting education (e.g., open enrollment, attachment or annexation of property).	2	Budget	Assistant Superintendent Business Services	On-going	Comprehensive analysis of all state funding is completed and made public	Existing resources	

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan--Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The district will actively support all schools in successfully meeting climate goals as stated in school improvement plans. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; School Principals	2009-2010 and ongoing	<ol style="list-style-type: none"> 1. All schools use data to continuously improve the climate within their buildings 2. Schools meet annual climate goals included in their school improvement plan 3. Student and Parent Climate Surveys report increased satisfaction with feeling safe, welcome and included 	Increased time for schools to collaboratively develop and implement school improvement plans.	<p>Ongoing: Increase sub time middle & high for collaboration. Yearly SIP review with schools</p> <p>Data workshops K-12 have Climate Survey as their spring topic.</p>
4. All schools in the district will develop and implement behavior and discipline practices that are consistent, systematic, positive, restorative and data driven. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; Director of Alternatives and Student Services; School Principals	2009-2011	<ol style="list-style-type: none"> 1. Reduction in disciplinary referrals, suspensions, and expulsions. 2. Reduction in staff needed to manage behavior issues. 	Existing resources Continued professional development for school staff and support for Behavior Coaches.	<p>Ongoing: 5 H.S, All Middle & 19 Elem. trained at the Universal Level (80-85% of students) 13 Elem. Summer/fall 2010. Each school PBS leadership Team</p> <p>Code of Conduct revisions and expulsion abeyance options being developed</p> <p>All schools now have PBS Leadership Teams and ARRA funds have been used to increase support in schools.</p>
6. All schools will develop systems that promote student engagement.	1	Safe and Welcoming	Assistant Superintendents; Director of Student Services and Alternative Programs	2009-2010 and ongoing	<p>Improved attendance rates</p> <p>Increased participation in school-sponsored activities</p>	Existing resources	<p>Ongoing: Responsive Classroom Training 179 teachers summer 2010 (classroom management, tone for the day) 4 high school engagement coordinators. Extremely positive response.</p> <p>MMSD piloted the Gallup survey</p>

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan--Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							for 5 th -8 th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5 th -12 th grade.
3. All schools in the district will have a welcoming main entrance with clear signage in multiple languages.	2	Safe and Welcoming	Assistant Superintendents, Director of Building Services	2010-2011	Walk through of each building indicates that the goal is met	Financial support for signage	Developing Survey to go out second semester to see if all schools have this done and to provide support for those who do not.
5. MMSD will improve the content and use of Climate Surveys.	2	Safe and Welcoming	R&E	2010-2011	Revised Climate Survey	Existing resources	MMSD piloted the Gallup survey for 5 th -8 th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5 th -12 th grade. Youth Risk Behavior Assessment was given in High Schools.

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Study trends in out-of-school district transfers; continue initiatives toward surveying families leaving; gather information about MMSD and its programs and students from residents who do not have children attending school.	1	All Students	R&E	2009-2010 and ongoing	<ol style="list-style-type: none"> The number of families leaving MMSD will decrease. A report is published annually that summarizes information from families leaving the district beginning in 2009-2010. 	Resources for data collection and analysis. Possible purchase of services from outside research consultant. \$10,000	Ongoing: Yearly fall review of inter-transfer pattern. 2008/09 Open Enrollment Report.
2. Survey recent graduates about their experiences; use the information to identify needed improvements.	1	All Students	R&E	2010 and semi-annually beyond that date	Graduate surveys show increased satisfaction with MMSD experiences.	Resources for data collection and analysis. Possible purchase of services from outside research consultant. \$10,000	Ongoing: Senior surveys completed across all schools. 2010/11 Grant to follow up on Status the following year. Review National Student Clearing House data Through DPI.
3. Develop a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback. Within this process, develop an annual communication plan based on data collected in steps 1 and 2.. <ul style="list-style-type: none"> • Focus on telling the story of the MMSD school experience and publicize the benefits of graduating from MMSD • Include specific strategies that target specific media • include outreach to specific groups, such as realtors, opinion leaders, neighborhood associations and business 	1 - 2	All Students	BOE, Management Team Superintendent; Central Office Administrators; School Administrators	2009-2010 and annually thereafter	Communication Plan <ol style="list-style-type: none"> The strategic plan will be available in a variety of languages and reported annually The budget will be presented in an understandable way Principals will regularly provide information about MMSD's strategic plan, SIP, school and student achievement to all stakeholders, and ask for feedback MMSD will share results of systematic, rigorous, evaluation of programs and policies with stakeholders 	Consultant to assist in developing the communication plan. \$2000 Space rental for annual meeting or engagement sessions. Support from school PTOs.. Realign public information office staff to support	Hold: Re-visiting alternatives. Community Conversations in October 2010 and State of the district report in January 2011. Distinguished Service Awards for staff and students. Student Recognition

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
<p>leaders in developing and implementing the plan.</p> <ul style="list-style-type: none"> • Include strategies for celebrating, promoting, and disseminating information about student and staff achievements. 					<p>5. MMSD will be in compliance with legal standards and share results with stakeholders</p> <p>6. MMSD will identify and annually report on top measures of its performance</p> <p>7. Regular public engagement sessions will be held by the BOE and the Superintendent</p>	<p>implementation of the plan (administrative reorganization)</p>	<p><u>Ceremony.</u></p> <p><u>Strategic Plan Brochure for distribution is being developed.</u></p>
<p>4. Develop best practices for school-family communication that are sensitive to language, culture, and literacy differences.</p>	2	Safe and Welcoming	<p>Director Educational Services; Assistant Director ESL/Bilingual Division Public Information Office Teaching and Learning; Student Services</p>	Spring 2010-fall 2011	Best practice guidelines established and used	Existing resources	

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify best practices in curriculum and instruction, behavior, safety, inclusion, and cultural relevance; routinely provide opportunities for staff to share implementation of these practices across schools.	1	Culturally Relevant; Improving Staff	Director Teaching and Learning; Director Educational Services; Content Area Leadership Teams; Professional Development Leaders	Fall 2009 and ongoing thereafter	1. Electronic tools to support sharing of practices are created and available to staff. 2. All staff Leadership Conference regularly held and devoted to sharing best practices. 3. PD incorporates sharing best practices.	Resources for staff to develop and maintain electronic tools. Funds for annual Leadership Conference Staff time \$40,000	Ongoing: PBS Web Page(Fix It Plans, Cool Tools; School Wide Rules and Expectations) High school cultural relevance teacher hired, Classroom Action Research MSAN students, share out late May Additional elementary school added to the pilot school program. Add part of re-organization, new process for curriculum identification and implementation being developed. Equity and Parent Involvement Division was created as part of the Reorg. Literacy Evaluation Report will be completed in

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Cooperation/Collaboration							
							February, 2011
2. Make resources available to school staffs and administrators to share effective practices within a school.	2-3	Improving Staff	School Principals and Teacher Leaders	2010 and ongoing thereafter	Effective practices are shared and implemented school-wide	Increase in school resources for sharing. Staff time	School visitations are being coordinated within and across schools to share best practices. Instructional Rounds plans and training of staff are being developed.
3. Expand, improve, and build systems so that students can access course selections from other schools.	2-3	21 st Century Skills: Opportunity for Success	Director Teaching and Learning, Director of Research and Evaluation	2010-2012	1. New and/or improved course selection systems are in place 2. Course catalogues are published electronically 3. Electronic registration process is developed	Resources to create and access synchronous and asynchronous virtual learning options. Expand Madison Virtual Campus offerings. Student transportation when needed to provide access	Course catalogues are in place electronically. Electronic registration was implemented fall, 2010.
4. Expand technology or virtual classes and options to increase the district's ability to meet diverse learning styles, the needs of accelerated learners, and the needs of students requiring additional time and practice to acquire knowledge and skills.	2-3	21 st Century Skills: Opportunity for Success	Teaching and Learning	2010-2012	Increase in the number and variety of virtual classes; increase in student participation in virtual classes.	Resources to create and access synchronous and asynchronous virtual learning options. Expand Madison Virtual Campus	A plan was developed in fall, 2010 to increase access of students taking virtual classes.

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Cooperation/Collaboration							
						offerings	
5. Increase the use of systems and structures that support coordinated and efficient team discussion of student needs and planning for ways to meet the needs identified.	2-3	Achievement Gap Improving Staff	Assistant Superintendents, Director of Research and Evaluation	2010-2012	Expansion in use of SIMS, Basecamp and other electronic tools to support efficient and effective team communication.	Resources to expand technology access and use	Basecamp, and a Google Email were implemented in 2010.

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Decision-Making							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The Board of Education, Superintendent, and other MMSD administrators will directly link decisions and priorities to the strategic plan.	1	All Students; Budget	MMSD Administrative staff	2009-2010 and ongoing thereafter	All major decisions and policies will clearly state how they are linked to the strategic plan.	Existing resources Develop a system to track funding sources	Ongoing: Board of Education Presentation format included implications for Strategic Plan and Equity Plan in all reports.
4. Systematically meet with parents at every school to make sure all schools and groups have input into decisions.	1	All Students	Superintendent; Assistant Superintendents for Elementary and Secondary Schools; School Principals, BOE	2009-2010 and ongoing thereafter	Increase in BOE member and MMSD Administrator opportunities to engage with parent/family groups	Existing resources	Not Started Parent Council Monthly meetings with a representative from each school; 2010 Community conversations and State of the District Report 2010-11
2. Create and support a variety of advisory groups that provide ongoing input to district prior to making final decisions (e.g., district-wide parent advisory council, parent empowerment groups, other parent groups, business advisory council, student advisory council, technology advisory group).	2	All Students	Superintendent, Assistant Superintendents and other administrative staff as appropriate	2010-2011	1. Increase in the number of advisory councils or groups. 2. MMSD will have defined ways of measuring input into decision-making, and explaining how input affects decisions made	Existing resources	Parent and Teacher Council, Innovative and Alternative Programs began in January, 2011 TAG Advisory Group, Fine Arts Committee, High School Parent Meetings, and Special Education Advisory Committee is in place Student Senate Request for city-wide

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Decision-Making							
							PTSO to begin this year.
3. Broadly communicate major changes in policies or procedures to stakeholders.	2	All Students	Superintendent, other administrative staff as appropriate, BOE	2010-2011	Increase in the number of community engagement opportunities	Existing resources	Website, community conversations, MMSD TV, Parent and Teacher Council
5. Develop clear guidelines for: <ul style="list-style-type: none"> gathering input prior to making a decision from stakeholder groups including students; making decisions; and communicating decisions. 	2	All Students, Safe and Welcoming	Members of Management Team, BOE	2010-2012	1. Increased positive responses to Climate Survey items from parents and students about their role in decision-making 2. Guidelines for decision-making developed and used 3. Communication about major decisions include information about the decision making process used	Existing resources	A template is being developed to address major decisions and the process used for decision making.
6. District work groups and committees will use clear guidelines for determining participation and membership.	2	All Students	Members of Management Team	2010-2012	Guidelines for district work group composition are created and implemented	Existing resources	Not Started.

**Strategic Plan Action Steps – Year Two (2010-11)
Organization/Systems**

Organization/Systems Action Plan—Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. MMSD will seek to develop and support additional partnerships that are mutually beneficial to both the district and the partnering individual or group, that add value to and meet one of the district's goals and priorities.	1	21 st Century Skills	Superintendent's office	2009-2010 school year and ongoing	1. Current partnerships are identified and mapped 2. Template for creating new partnerships is developed	Coordinate and monitor partnership activities Existing Resources	Ongoing: Children's Mental Health Collaborative (Grief Groups, Trauma Groups) 4-K Council, Schools of Hope, Truancy Court in 2 High Schools
4. Teachers and staff will take advantage of grant funding and foundation donations or gifts to advance teaching and learning.	2-3	21 st Century Skills	Assistant Superintendents for Elementary and Secondary School Principals	2010-2012	Increase in the number of grants submitted	Existing resources	A process is in place for the Grant Writer of the District to meet with each Department and coordinate better participation

