

Proposed Superintendent Goals

Madison Metropolitan School District

Superintendent Goals 2010-2011

Daniel A. Nerad

Originally Approved by the Board of Education: December 15, 2009

Progress Report/Update - July 5, 2010
January 4, 2011

Goals revised: March 31, 2011
Ongoing goals also have a progress report included

STATUS: Ongoing

Mission Related Goal

Goal Area: Increase the percentage of students who are proficient and advanced in reading.

Target Date for Completion: January, 2012. Benchmark annually.

Evidence of Need (test data, survey data, etc.) / **Baseline Data:** District performance in reading is basically flat and will need to increase relative to the No Child Left Behind Performance Goals.

Objectives: To provide leadership to ensure that all students are proficient and advanced readers in all grade levels using the WKCE, other district assessments or standards-based grade metrics, with a particular focus on early reading performance.

Results: Increase proficiency and advanced proficiency on WKCE or its replacement, other district assessments or standards-based tests. By 2013-14, 100% of students will meet this target. (See attached growth targets.) Reading goal not met for grade 4. Reading goal met for grade 8. Performance gaps remain for specific groups of students.

Benchmark 1A: By 2014-2015, 100% of MMSD students will perform at proficient or advanced on the WKCE reading test. The benchmark for 2009-10 was 74%. This benchmark was reached for assessed grade levels.

Description of the Benchmark: This benchmark is based on the percent of students considered proficient on the Wisconsin state test. It includes reading at grades 3, 4, 5, 6, 7, 8, and 10. The measure is calculated by taking the number of students scoring proficient or advanced on the test divided by the number of students eligible to take the test.

WKCE Reading Prof+ Adv 2007 to 2010



WINSS WKCE-WAA Combined FAY

Reading Results (all students) for 09-10:

- Grade 3= 72.65%
- Grade 4= 73.10%
- Grade 5= 74.54%
- Grade 6= 77.31%
- Grade 7= 83.37%
- Grade 8= 81.07%
- Grade 10= 72.49%

Achievement Gap Between Low Income and Non-low Income Students
Difference in percentage of subgroups scoring proficient or higher

Subject	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Reading	2009-10	36%	38%	33%	31%	30%	28%	42%
	2008-09	41%	36%	36%	38%	32%	31%	35%
	2007-08	37%	38%	35%	30%	30%	30%	43%
	2006-07	33%	34%	35%	28%	33%	30%	48%
	2005-06	35%	35%	34%	34%	30%	33%	44%

KEY ->

Decline	No Change	Improve
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Action Plan (updates noted in bold):

1. Plan and implement a thorough and objective review of MMSD reading programs at all levels, from struggling early readers to advanced readers, and including classroom, IRT, and Reading Recovery teachers. (February, 2011)

The evaluation of District reading programs is in progress with a February 2011 completion date.

2. Develop sustainable budget and staffing plans to enhance the quality of MMSD reading program delivery based on the results of that review.

Interventionists were placed in five middle and six elementary schools with the lowest performing test scores using Title I funds. Mid-year reports will be provided at the end of January, 2011.

3. Ensure a defined organizational focus on the improvement of reading for all students and the elimination of reading gaps for specific groups of students; develop strategies for creating a greater sense of urgency.

The evaluation of District reading programs will contribute to a redefined focus on the improvement of reading in the District. The District currently has a defined focus on reading at the K-5 level. Additional assistance is being provided at middle schools (interventionist). For the 2010-11 school year, we are also employing various “turnaround strategies” at our lowest performing elementary

schools. This work began at the end of the 2009-10 school year and continued into this summer and this school year.

4. Continue to implement the balanced literacy approach at the elementary level with tiered interventions as described in the SIMS framework.

We continue to implement a balanced literacy approach at the elementary level. We are piloting tiered interventions in our ten lowest performing elementary schools. In addition, for the 2010-11 school year, we have prioritized the need to define a comprehensive response to intervention system for the District.

5. Continue to provide classroom teachers professional development support through the Instructional Resource Teacher model pending the outcome of the review referenced in item #1 above.

We continue to provide weekly training as part of the imbedded professional development approach used by Instructional Resource Teachers, building principals, and district administrators. The evaluation of District reading programs will provide additional direction regarding what we need to do to support classroom teachers with their literacy instruction.

6. Maintain uninterrupted literacy block at the elementary level.

The District maintains a 90-minute block at the K-5 level.

7. Maintain low class sizes at the primary level.

The District has been able to maintain low class sizes at the primary level. The SAGE schools will have a 1:18 ratio. Non-SAGE schools have a 1:20 ratio in K-1.

8. Continue to assess early reading skills through the Primary Language Assessment and the measures of Academic Progress - assessment that is rooted in a method other than the Reading Recovery model and strategies.

The District continues to use the Primary Language Arts Assessment. During the 2009-10 school year, four schools participated in a pilot benchmark assessment process (Mendota, Lincoln, Marquette, Randall). The goal is to implement these assessments (measure of academic progress) this spring. A decision has been made to implement MAP grades 3-7 in spring 2011.

9. Investigate culturally relevant practices that engage learners in the reading process.

Our goal is to infuse culturally relevant instructional practices within the curriculum. Andreal Davis and our Equity Committee worked closely with our Literacy Department on professional development training for IRTs. During the 2009-10 school year, three elementary schools (Falk, Mendota and Hawthorne) were involved with pilots to help with this work. This past summer, Lowell also joined the three schools in a summer training session for teachers. This work will be used to expand to other schools. All four schools are connected with the CREATE program through DPI.

10. Continue preschool literacy project.

The District's preschool literacy project (Play and Learn) continues. The number of Play and Learn sites slightly expanded for the 2009-10 school year as did work during the summer of 2010 (a new six-week program).

11. Implement four-year-old kindergarten.

The implementation of four-year-old kindergarten will occur the 2011-12 school year. Currently we are finalizing site locations for this program.

12. Continue and expand systems of support for non-readers (Reading Recovery, Title I, summer school, Community Learning Centers, Schools of Hope, classroom interventions) with modifications based on the results of the review referenced in item #1 above.

The District has continued current systems of support for non-readers pending the completion of the evaluation of District literacy programs. Schools of Hope has been re-shaped to target tutoring for kindergarten and 3rd grade students.

Next Steps:

Future direction, relative to the improvement of reading results, will be defined based on the evaluation of the District's literacy programs. A full report, including the alignment process for a comprehensive K-12 system will be part of this report, which is an outcome of the Strategic Plan goals.

STATUS: Ongoing

Mission Related Goal

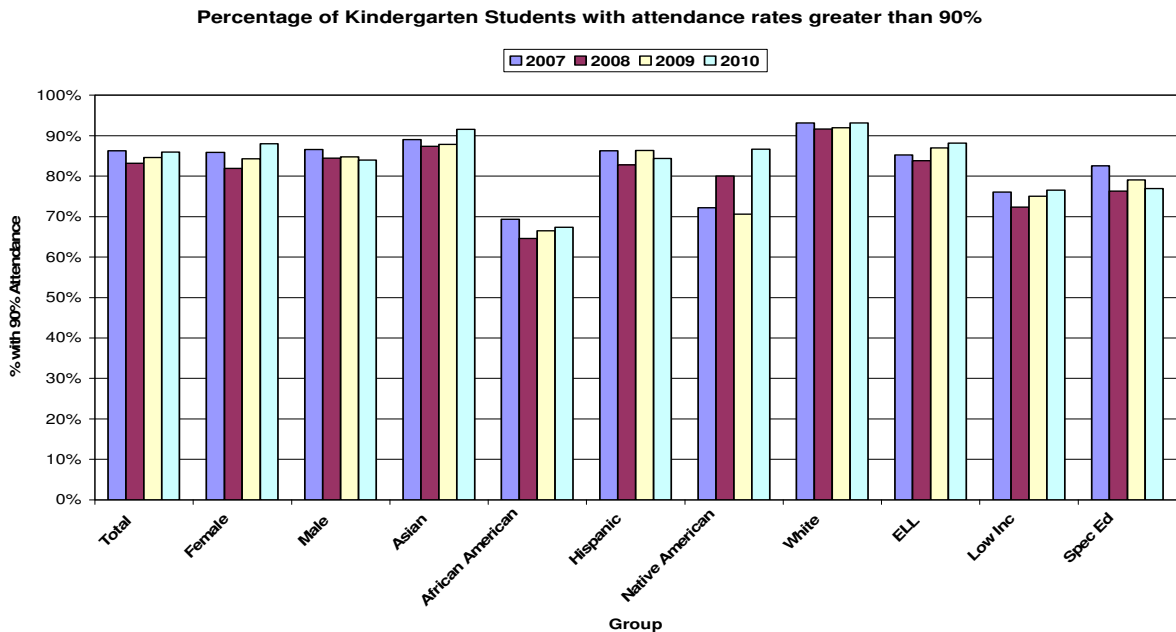
Goal Area: Increase the percentage of students at all grade levels who attend school at 96% or more.

Evidence of Need (test data, survey data, etc.) / Baseline Data: For the past three years, percentages of students meeting this benchmark has been flat. Also, the percentage of kindergarten students who achieved this benchmark during the 2008-09 school year was 92.8% for non-low income students. For free lunch eligible kindergarten students, 73.6% of students met the benchmarks.

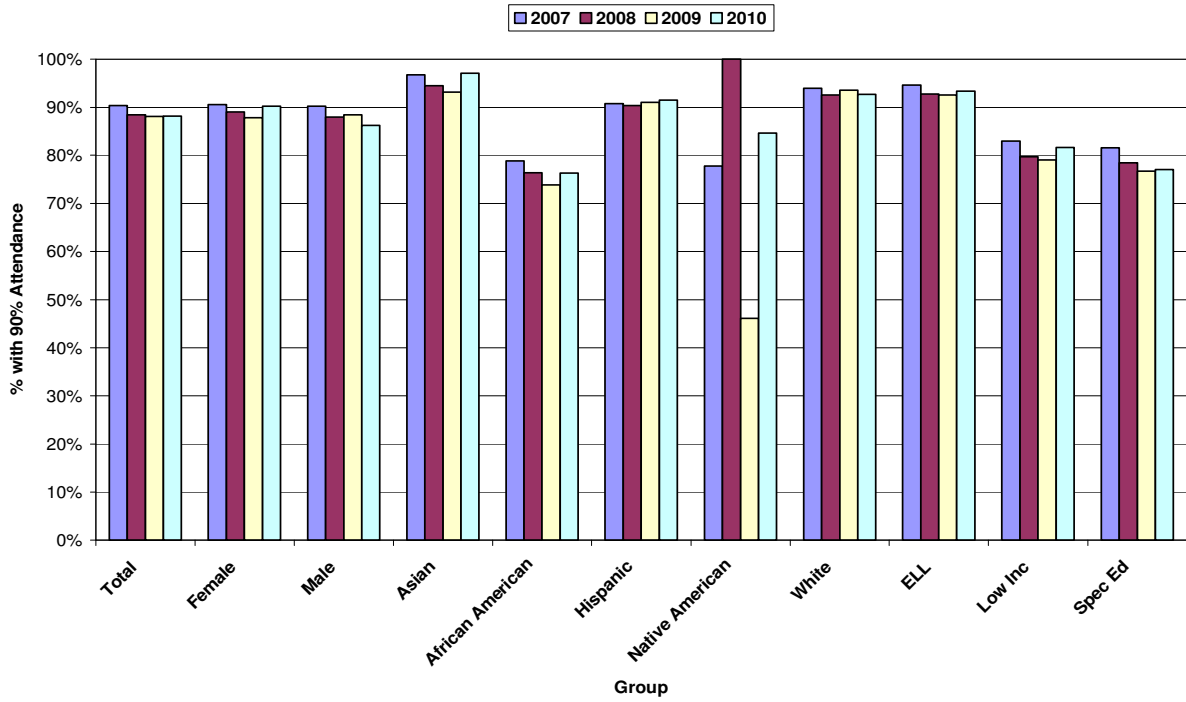
Target Date for Completion: January, 2012. Benchmark annually.

Objectives: To provide leadership to increase the attendance of students in every grade, with a specific focus on the percent of students in key transition grades (kindergarten, six and nine) that attend 96% or more.

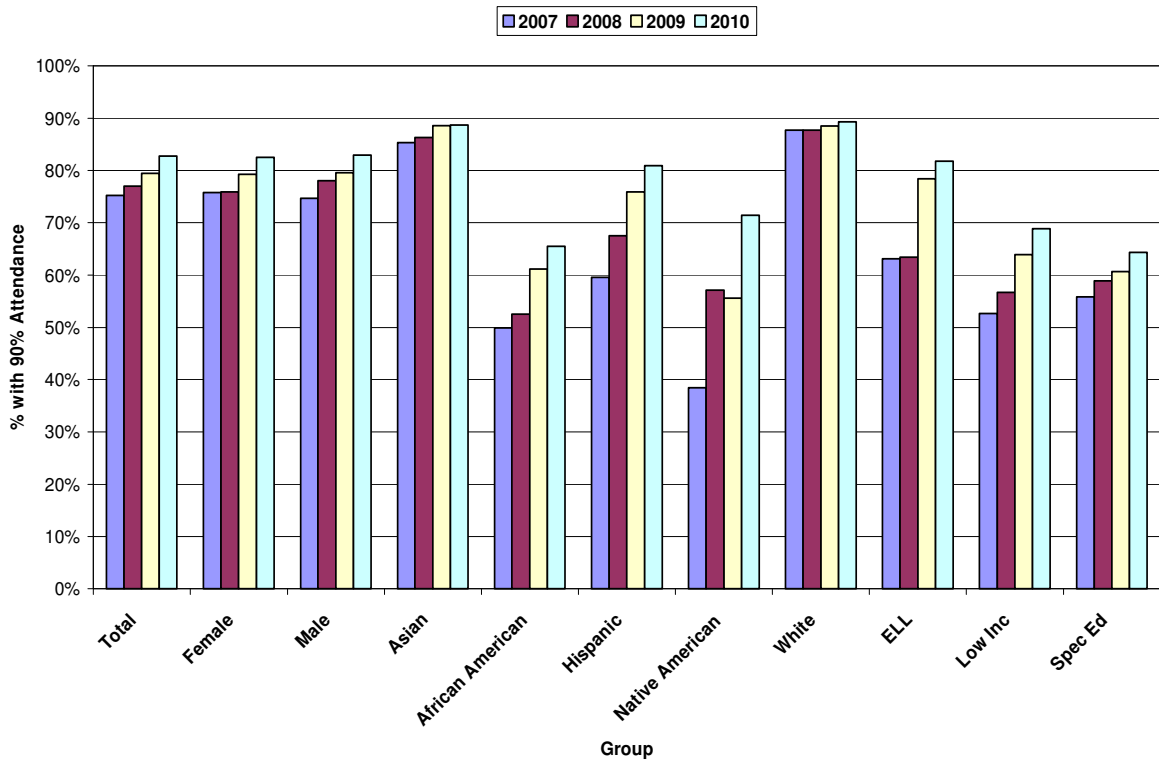
Results: Increased attendance for students in key transition grades. By 2014-15, 96% or more of students will meet this target (see attached growth targets). While there is fairly universal improvement in attendance, specific subgroups have not met the annual goal. These include students of color, low income, and special education.



Percentage of Grade 6 Students with attendance rates greater than 90%



Percentage of Grade 9 Students with attendance rates greater than 90%



The targets for 09-10 were as follows:

Kindergarten: 86.5%

6th Grade: 89.4%

9th Grade: 78.7%

The benchmark was reached for each targeted grade level

Action Plan:

1. Articulate and create a defined organizational focus on the improvement of attendance of students in every grade, with a specific focus on the percent of students in key transition grades.

Student Support and Intervention Team (SSIT) training is occurring in all K-5 schools to monitor patterns of student attendance and develop plans for improvement for families. A school social worker has been assigned specifically to address the need for attendance improvement and truancy prevention in the District. Through this position “Attendance Matters” information is sent monthly to schools, professional development on attendance is provided to school social workers and assistant principals, and data workshops are provided to assist school staff members in addressing attendance issues.

2. Continue attendance plans and safe arrival manuals for each grade.

These plans continue to be implemented. Letters are sent to parents following five unexcused absences and parent conferences are set for students meeting the definition of habitual truancy. This includes working closely with parents to determine root causes for chronic absences.

3. Implement specific attendance intervention protocols.

Individual plans are developed at SSIT meetings with families. Also, a “Knock and Talk” pilot was implemented during the 2009-10 school year at Leopold where the school social worker and neighborhood police officer visited homes to stress school attendance and to work to remove barriers to attendance.

4. Continue student services supports, including Engagement Coordinators, for students with attendance issues.

This work is ongoing. In addition, professional development is provided to student services groups on how to improve school attendance.

5. Work with the municipal court truancy judge and relevant government and community agencies to ensure collaborative approaches for addressing attendance issues within the community.

Truancy courts are held biweekly at West and La Follette allowing a multidisciplinary team to attend court with involved students in order to provide information and to assist in developing individual plans to improve attendance.

6. Implement the Strategic Plan Student strategy dealing with transitions (Priority 1): Communicate the definition of each transition category across the district.

In progress, the plan is being implemented during the 2010-11 school year to improve how students transition across grade levels within the District. The school cluster support teams, when implemented, will focus on student transitions as one theme involving this work. In addition, we are increasing our focus on the importance of good school attendance at the kindergarten level (posters and flyers regarding the importance of attendance is available to parents during kindergarten registration).

7. Implement the Strategic Plan Organization/Systems strategy dealing with climate (Priority 1):
 - a. Actively support schools in successfully meeting climate goals as stated in school improvement plans.

The existing climate survey continues to be implemented annually and results are used in school improvement planning. Positive Behavior Support (PBS) coaches meet monthly with each school team and/or school-based PBS coach to support PBS implementation. In addition to the Climate survey, students participated in a Gallop survey, which measured engagement, hope, and well-being in October 2010.

- b. Assist schools in developing and implementing behavior and discipline practices that are consistent, systematic, positive, restorative, and data driven.

PBS implementation currently at 5 high schools, 11 middle schools and 19 elementary schools. The additional thirteen elementary schools are being trained in 2010-11.

- c. Assist schools in developing systems that promote student engagement.

This work is ongoing. Specific examples of work that focus on engagement include:

- **Work being done through the REaL (Relationships, Engagement and Learning) grant at the high school level.**
- **The implementation of individual learning plans grades K-5 and 9 for the 2010-11 school year with the K-5 piece being incorporated into Ready, Set, Goal conferences.**
- **Adding interventions to the Student Intervention Monitoring System (SIMS) to improve attendance and engagement.**
- **1.0 FTE social worker for attendance improvement and truancy intervention new in 2008-09.**
- **Auto alert e-mails sent when student has fourth unexcused absence.**
- **Principals utilizing engagement-related data in school improvement planning.**

Next Steps:

The work regarding the improvement of attendance in the District will continue with a focus through the Strategic Plan on student engagement and improving transitions. Given the data, additional focus needs to be placed on grade 9 transitions and specific populations of students not meeting the eventual end target for this goal. Transition plans from pre-school to K, 5th to 6th, and 8th to 9th are being developed by the principals and will be completed in February, 2011.

STATUS: Ongoing

Mission Related Goal

Goal Area: Increase the percentage of students on track for credit attainment for graduation in four years.

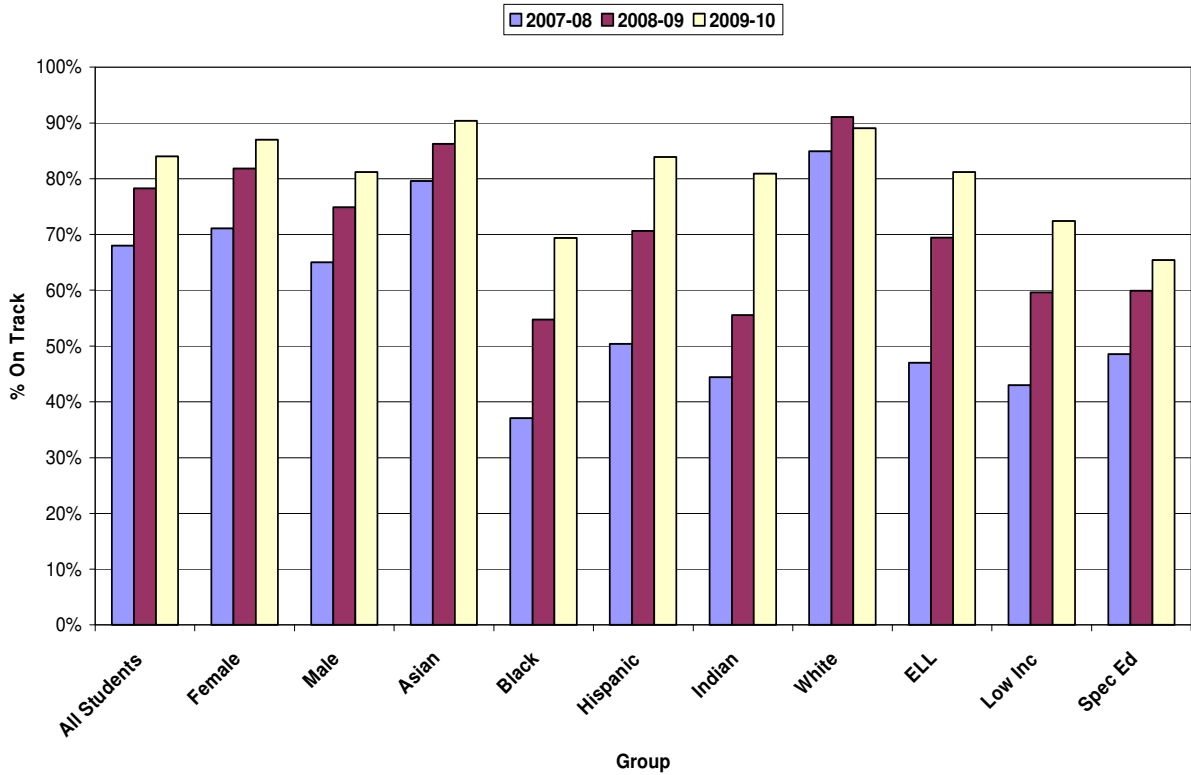
Target Date for Completion: January, 2012. Benchmark annually.

Evidence of Need (test data, survey data, etc.) / **Baseline Data:** Over the past five years, the percentage of students on track for credit attainment for graduation in four years has increased overall in grades 9-12. Our goal is to achieve 100% in 2014-15 (see attached growth targets). Gaps exist though as 93% of non-low income students in grade 9 are on track while only 60% of low income students are on track for graduation.

Objectives: To provide leadership to ensure that students are on track credit-wise for graduation.

Results: Increased percentage of students on track for credit attainment for graduation: by 2014-15, 95% or more will meet this target (see attached growth targets). While there is improvement, generally speaking, in the increase of students on track for credit attainment for graduation, it may be a few years before we see results for this goal.

Percent of Grade 9 Students On Track for Graduation (Based on Credits Earned)
at End of Grade 9 Year



Action Plan:

1. Articulate and create a defined organizational focus on increasing the percentage of students on track for graduation.

The individual learning plan is viewed as a primary way to ensure an organizational focus on increasing the percentage of students on track for graduation. Our intent is to use the plan to monitor the progress of students and to assist students and parents/guardians in developing plans that will allow for success while in school and with post high school planning. Work is also being done to define the District’s involvement with the ACT Common Core Curriculum and the Educational Planning and Assessment System (EPAS) of student assessment to support consistent rigor within the curriculum at the high school level and to have more quality assessments of and for student learning. In addition, now having the Advancement through Individual Determination (AVID) program in each of our comprehensive high schools will assist with getting more students prepared to graduate and for postsecondary education.

2. Implement the Strategic Plan Student strategy dealing with achievement for all students (Priority 1).

a. Define successful graduate outcomes. (in process)

District Innovation Teams, as part of the REaL grant award, are working to identify appropriate outcomes and optimum course loads and patterns for students.

b. Implement research-based instructional strategies to eliminate achievement gaps at the earliest possible grade, with a specific focus on preparing students for high school during eighth grade and the summer before 9th grade.

The District's work with the Minority Student Achievement Network will continue to assist in defining appropriate research-based practices to eliminate our achievement gaps. Additional strategies that we are focusing on include:

- K-5 turnaround school models
- Plans to expand AVID to the middle schools
- Implementing ACT Common Core Curriculum and EPAS assessment system
- Implementing the individual learning plan for K-5 and 9th grade in 2010-11
- Continuing high school planning initiatives
- Continuing Positive Behavior Support (PBS) initiatives
- Implementing Coordinated Early Intervening Services (CEIS) Interventionist
- Creating a plan for innovative and alternative programs
- Implementing the expulsion abeyance program
- REaL grant continues to be a focal point for identifying research-based practices
- Creating an articulated curriculum scope and sequence that creates greater consistency in learning school by school

- c. Develop and implement individual learning plans and implement strategies to prepare students to enter the work force, pursue vocational or trade training programs, or successfully enter an institution of higher education.

The individual learning plan is being developed and is being implemented this school year at the K-5 and 9th grade levels. In addition, there is a need to conclude our planning regarding the ACT Common Core Curriculum and EPAS student assessment system as tools to prepare students for the work force, post secondary learning, and other options. As part of this, there is a need for more defined focus on career and technical education and creating curriculum-based models aligned to specific industry/career clusters. Implementation of the Education for Employment Plan is a primary focus of this work.

- d. Develop and implement partnerships to prepare every student for kindergarten.

As part of the reorganization plan, the partnership division has moved to the Office of the Superintendent with the goal of creating additional partnerships and specifically, here, to assist in preparing every student for kindergarten. Pertaining to this latter point we are focusing on the following:

- **Continue partnership with the United Way for Play and Learn and Schools of Hope.**
- **Continue to work with early childhood, community-based providers to implement four-year-old kindergarten programs for the 2011-12 school year.**
- **Continue quarterly meetings with After School programs which also serve early childhood centers.**
- **Key parent partnerships include Ready, Set, Goal and the implementation of the Individual Learning Plan (ILP). Additional plans for parent involvement will be created through the Office of Equity and Family Involvement.**
- **Transition plans are being developed for pre-K to K programming.**

3. Implement the Strategic Plan Curriculum strategy dealing with accelerated learning (Priority 1)

- a. Analyze course enrollment and successful completion by student groups to determine baseline data for comparison and growth.

A review of current course offerings at the four comprehensive high schools was completed during the 2009-10 school year. This data is being used to create greater consistency across the high schools in terms of core course offerings. The goal is to have recommended changes for grades 9 and 10, beginning the 2011-12 school year.

4. Articulate and create a focus on ninth grade students who are showing early signs of not progressing toward graduation.

The REaL grant award has created opportunity for each of the comprehensive high schools to define a focus on ninth grade students who are showing early signs of not making progress toward graduation. Each of these high schools now has a defined approach to address ninth grade students who are demonstrating these early signs.

5. Align the goal of progress toward graduation with the goal related to attendance.

There is a need for K-12 alignment at the District level with these two goals. In the future, we will correlate data involving on track for graduation with students experiencing attendance issues. The two main resources that deal with these issues at the school level involve the SSIT teams, who monitor student attendance, and the engagement coordinators, who focus on student engagement issues. We will need to focus on coordination between these two school-based resources.

Next Steps:

Key areas of focus, moving forward, include the implementation of professional collaboration time at middle and high schools to allow for curriculum revision, professional development to improve instructional practices, and collaborative activity such as school cluster support teams and instructional rounds. We will also work with Madison College, Edgewood College and the University of Wisconsin-Madison to provide dual credit opportunities.

STATUS: Ongoing

Mission Related Goal

Goal Area: Implement Strategic Plan action steps targeted for year two as approved by the Board of Education.

Evidence of Need / Baseline Data: The strategic plan provides the road map by which the district's priorities are to be determined. It was developed with input from diverse members of the community, and the objectives, strategies for implementation, performance measures, and action steps were all approved by the Board of Education.

Target Date for Completion: January, 2012. Benchmark annually.

Objective: Move the district forward in a timely manner toward full implementation of the strategic plan by focusing on year two action steps.

Results: A report in June 2010 outlining progress toward implementation of the action steps including any evaluation of new programs that has occurred using the approved performance measures.

Action Plan:

1. Prioritize action steps of the strategic plan for immediate implementation.
2. Determine personnel and resources needed for implementation.
3. Present any items requiring a budget in excess of 415,000 to the Board of Education for approval.
4. Move forward with programs.
5. Measure results of implementation using approved performance measures.
6. Report results to the Board of Education and community.

Summary and Next Steps:

The District's revised Strategic Plan was approved September 29, 2009. Outcome measures to define the success of the Plan were created shortly thereafter. Lead administrators are assigned to each of the five key strategies to assist with the implementation of the Strategic Plan. The first annual review of the Plan occurred on May 26, 2010. The Board of Education has been provided with the materials that were reviewed at the first annual review meeting which describes the status with the various action plans. In February 2011, the Board will be presented with a proposed reprioritization of the various action plans in order to better

define key priorities in the District. Reports on the status of the Plan will be provided two times a year. One of these reports will document progress in meeting the key performance measures.

STATUS: Completed

Organization Goal

Goal Area: Completion of a review of the District's organizational structure and organizational systems/processes and develop a plan to align the work of the administration to the District's mission and Strategic Plan.

Evidence of Need (test data, survey data, etc.) / **Baseline Data:** Upon completion of the District's Strategic Plan, it is imperative to align the work of the administration with the intentions of this Plan. In addition, it is necessary to periodically review the organization's structure and processes to ensure they align with the work of quality school districts and organizations.

Target Date for Completion: February 1, 2010 for plan. Assess implementation annually.

Objectives: To provide the leadership to ensure the District's organizational structure is aligned with the mission and Strategic Plan and to define a Plan that addresses the need for this alignment.

Results: (For each objective, state the progress.)

This goal will be assessed by board approval and successful administrative implementation of a Plan that aligns the work of the administration to the District's mission and Strategic Plan and to principles of quality organizations, and is fiscally sustainable over time.

Action Plan: (Steps to be taken, including training, parent involvement, instructional interventions, community assistance, etc.)

1. Provide leadership in support of the completion of the District's Strategic Plan.
2. Seek input from the District's leadership team and the Board of Education on current organizational structures/processes and needed areas of change.
3. Review literature on quality school districts/other organizations.
4. Consult with experts on quality school district structures/processes.
5. Develop and implement a Plan to align staff strengths and skills, and the work of administration, to the District's mission and Strategic Plan.
6. Present the Organizational Plan to the Board of Education for approval.

Summary and Next Steps:

The action plans identified in this goal have been completed. The Board of Education approved the reorganization plan on March 1, 2010. The current focus is on the implementation of the reorganization plan. Examples of key elements involved in the implementation include supporting new positions, implementing the work of new departments, developing effective school cluster support teams, and implementing a series of councils approved in the reorganization plan.

STATUS: New

Proposed Organization Goal

Goal Area: Implementation of the 4-year-old kindergarten program.

Evidence of Need / Baseline Data: The plan to implement 4-year-old kindergarten has been approved, with the exception of the need to approve final sites and the community provider contract. There is a need to ensure, given the complexity of this plan, effective implementation of 4-year-old kindergarten in the District.

Target Date for Completion: September 1, 2011. Assess implementation annually.

Objective: To provide the leadership to ensure effective implementation of 4-year-old kindergarten.

Results: (For each objective, state the progress.) This goal will be assessed by ensuring proper student registration, outfitting of classrooms, hiring of staff, and preparing staff to implement this program.

Action Plan: (Steps to be taken)

1. Provide leadership in the overall implementation of 4-year-old kindergarten.
2. Implement student recruitment and registration processes.
3. Ensure classrooms have appropriate supplies and equipment.
4. Implement staff recruitment and hiring procedures.
5. Provide for the professional development of staff.
6. Finalize contract with providers and sites.
7. Monitor 4-year-old kindergarten budget.

Summary and Next Steps:

STATUS: New

Proposed Organization Goal

Goal Area: Completion of a plan defining District Innovative and Alternative Programs.

Evidence of Need / Baseline Data: The Strategic Plan calls for the development of an innovative and alternative program plan.

Target Date for Completion: June, 2011.

Objective: To provide the leadership to ensure the completion of an innovative and alternative program plan.

Results: (For each objective, state the progress.) This goal will be assessed by the completion of an innovative and alternative program plan.

Action Plan: (Steps to be taken)

1. Provide leadership in the development of an innovative and alternative program plan.
2. Implement committee to develop plan.
3. Review plan proposals and finalize plan.
4. Present plan to the Board of Education.

Summary and Next Steps:

STATUS: New

Proposed Organization Goal

Goal Area: Completion of the District High School Plan.

Evidence of Need / Baseline Data: Over the past 2 ½ years, the District has focused on the implementation of a Federal Smaller Learning Community grant across the four comprehensive high schools. In addition, the Strategic Plan calls for the development of a high school curriculum that is aligned to the common core and to the ACT Career and College Ready standards.

Target Date for Completion: The work for this goal is anticipated to be completed for the 2012-13 school year. This timeline will need to be assessed on an ongoing basis.

Objective: To provide the leadership to ensure the completion of the High School Plan.

Results: (For each objective, state the progress.) This goal will be assessed by the completion of the High School Plan.

Action Plan: (Steps to be taken)

1. Provide leadership in the development of the High School Plan.
2. Ensure the implementation of identified processes to develop the High School Plan.
3. Review plan proposals and finalize plan.
4. Present report(s) to the Board of Education.

Summary and Next Steps:

STATUS: New

Proposed Organization Goal

Goal Area: Implementing Task Force Recommendations.

Evidence of Need / Baseline Data: Over the past three years, major Task Force reports have been completed. There is a need to ensure the implementation of the recommendations in these reports.

Target Date for Completion: January, 2012 and ongoing.

Objective: To provide leadership, supervision, and direction to MMSD staff in implementing board-approved Task Force recommendations [Fine Arts, Mathematics, TAG, Equity and Mental Health (to be define April 2011)] and Board directives.

Results: (For each objective, state the progress.) This goal will be assessed by the implementation of key report recommendations and an annual summary of progress-to-date for each report.

Action Plan: (Steps to be taken)

1. Work with direct report staff to develop specific implementation actions with specific timelines for recommendations where such detail does not exist.
2. No later than September 30, 2011 and January 1, 2012, provide written, detailed, progress reports containing specific information on concrete steps that have been taken to implement Task Force recommendations. The reports should identify the next steps, budget, and timeline for actions that will be taken in the coming 12 months.
3. Identify the names of staff and units that are responsible for the steps taken to date and the steps that will be taken in the future.
4. Incorporate accountability for progress toward implementation of Task Force recommendations and Board directives, into evaluation of direct report staff and the superintendent's performance self-study.

Summary and Next Steps:

STATUS: New

Proposed Organization Goal

Goal Area: Development of 2011 - 12 District Budget.

Evidence of Need / Baseline Data: There is a need to implement a budget process and develop a proposed budget consistent with the Governor's proposed budget and the reduction of aid.

Target Date for Completion: June, 2011.

Objective: To provide leadership, supervision, and direction to MMSD staff in a budget planning exercise that anticipates and prepares for reduction in state aid for 2011-12.

Results: (For each objective, state the progress.) This goal will be assessed through the implementation of a budget process (budget timeline) and by the development of a proposed 2011-2012 District budget plan.

Action Plan: (Steps to be taken)

1. Implement the five-year budget model forecast to identify the impact of budget scenarios under consideration.
2. At the earliest date after the Governor releases his budget, work with department leaders to identify potential efficiencies and/or savings, taking into account Board priorities and District needs.
3. Use staff recommendations to develop a list of possible cuts for Board review no later than April 1, 2011. Said list must be reviewed and vetted to address mathematical and other errors before it is provided to the press, the Board, or MMSD staff. Said list must be vetted to remove any items that administration would not or could not implement before it is given to the Board for consideration.
4. Work to ensure that all spending for new programs with cumulative costs over \$50,000 in property tax revenue be incorporated into the proposed budget and presented to the Board before it votes to approve the preliminary budget.
5. Identify the users of unexpended or unencumbered revenue, by source, as part of the budget materials presented to the Board.

Summary and Next Steps:

STATUS: New

Proposed Organization Goal

Goal Area: Improving District Culture.

Evidence of Need / Baseline Data: Quality organizations including quality school district understand the importance of positive culture and good morale. Key elements of quality culture include evidence of shared visioning, collaboration among staff members, tolerance of differences, and effective problem solving strategies. There is a need to assess our school district to understand our culture and to identify specific strategies to improve school and District culture.

Target Date for Completion: January, 2012 and ongoing.

Objective: To provide leadership to assess District culture and to develop a plan aimed at the improvement of District culture.

Results: (For each objective, state the progress.) This goal will be assessed by the implementation of an assessment of school and District culture and the development of a plan to improve District culture.

Action Plan: (Steps to be taken)

1. Review current school culture/climate tool and identify a specific tool(s) to assess school and District culture.
2. Implement school and District culture assessment tool.
3. From school and District culture assessment tool, identify a plan to improve school and District culture.
4. Create a consistent framework process for the implementation of District initiatives; and communicate the framework to stakeholders.
5. Create a process to formally recognize minority opinions in the development of report recommendations.
6. Create a plan to celebrate key initiatives and accomplishments in the District.

Summary and Next Steps:

STATUS: New

Proposed Organization Goal

Goal Area: Improving Communication and Engagement.

Evidence of Need / Baseline Data: There is a need to implement more effective strategies for communications and engagement.

Target Date for Completion: January, 2012 and ongoing.

Objective: To provide leadership to assess current communications and engagement strengths and weaknesses and to develop a plan to improve how we communicate and engage with stakeholders.

Results: (For each objective, state the progress.) The goal will be assessed through the implementation of an external communications/engagement survey and internal culture/climate survey. Baseline data will be established to identify improvement strategies.

Action Plan: (Steps to be taken)

1. Assess current strengths/weaknesses of current communications and engagement strategies (external survey and internal culture/climate survey).
2. Create a plan to improve communications and engagement.
3. Finalize reorganization of Department of Community and Engagement and Public Information (align to reorganization plan and survey results).

Summary and Next Steps:

STATUS: Completed

Leadership Development Goal

Goal Area: Board Relations

Evidence of Need / Baseline Data: In the Superintendent Performance Evaluation, Section II - "Board Relations" scores were lower than scores in other areas. The 3 main areas identified are listed below. This was discussed in the August 20, 2009 evaluation meeting and is summarized in the September 2, 2009 Superintendent Performance Evaluation Confidential Memorandum.

1. Presents information to the Board that is timely, accurate, understandable and sufficient;
2. Provides the Board with information needed for the Board to make decisions and carry out its responsibilities;
3. Responds to Board member requests in an accurate, thorough and timely manner.

Target Date for Completion: February, 2010 for plan. Benchmark annually. (See attached plan).

Objective: Develop and implement sustainable system for improving and demonstrating effective communication with the Board of Education.

Results: Development and implementation of a plan to address stated objective. I have worked to provide information in a timely manner through e-mails and the Weekly Update.

Action Plan:

1. Develop and implement sustainable system for improving and demonstrating effective communication with the Board of Education that focuses on a minimum of the following communication aspects:
 - a. Providing information to the Board of Education in a useful, easy-to-understand, accurate and complete format to make decisions and carry out its responsibilities.

Administration is using a common report format.

- b. Ensuring Board of Education is updated on announcements and projects before community and media.

E-mails are used to inform the Board in a timely manner.

- c. Ensuring all Board of Education members receive the same information in response to questions.

Regardless of form, information is provided to all Board members.

- d. Providing information to the Board of Education in a timely manner (Weekly Update versus other means of communication).

(see results above)

- e. Determining was Board of Education can get quick answers to questions.

I have relied on the use of e-mails for more time sensitive information.

- f. Developing timely follow-through on information commitments made to the Board of Education.

Summary and Next Steps:

To address this goal, a Superintendent/Board of Education Communication Plan was developed. The Board approved this Plan on April 12, 2010. Areas within the Plan that have been implemented, to date, include a standard reporting format to the Board of Education, providing e-mails to the Board regarding media stories, Board member requests for information provided to all Board members and responses sent to all Board members, continuing the Weekly Update, providing e-mails regarding more time sensitive information, creating a summary of follow-up requests from Board meetings and discussing the follow-up items with Board officers. Areas needing to be implemented include presenting the Board with alternative recommendations as needed; creating a communication and engagement plan; when possible, prioritizing information requests; and distributing the Board meeting summary to all Board members.

STATUS: New

Proposed Leadership Development Goal

Goal Area: 360 Degree Feedback.

Evidence of Need / Baseline Data: A recent 360 feedback survey tool, implemented by Gallup, Inc., was completed. Overall, 109 surveys were sent electronically.

Relative Strengths: Areas of strength identified from this survey include:

- Diversity (shows openness and sensitivity to people from other cultures and different backgrounds; is open to the points of view of those with different ethnic and cultural backgrounds; respects those with different values and preferences).
- Challenging experience (takes on significant leadership challenges).
- Mentoring (helps others know their contribution to the team is valued).
- Maximizing values (has made values clear to others).
- Collaborative Leadership (demonstrates an ability to adapt and work outside of cultural boundaries, initiates action, and makes business decisions that take into account multiple points of view).

Relative Weakness: Areas of weakness identified from this survey include:

- Mentoring (understands what motivates others).
- Building Constituency (makes work fun, builds the kind of team others want to be on).
- Visioning (helps others prepare for the changes which will affect our business, communicates to those within the organization what the future will look like).
- Making Sense of Experience (helps others generate alternative solutions to problems/issues).
- Knowing Self (has a management philosophy that is clear).

Target Date for Completion: January, 2012.

Objective(s): Focus on building constituency and visioning. To develop skills and practice that address team building and visioning.

End of Year Results: This goal will be reassessed by the completion of the 360 degree feedback tool (December, 2011).

Personal Development Plan:

1. Continue reading and workshop attendance in areas of building constituency and visioning.
2. Complete team building assessment and activities.
3. Develop visioning process and vision statement as part of the second annual review of the Strategic Plan.

Summary and Next Steps:

STATUS: Completed

Leadership Development Goal

Goal Area: 360 Degree Feedback

Reflection: What are my strengths?

My strengths are in providing strategic, collaborative and participative leadership within the organization. Additional strengths include facilitation skills, communication skills, leading change, working with complex and difficult issues, multi-tasking, addressing diversity and resolving conflicts. Leadership practices inventory indicate strengths in the areas of inspiring a shared vision and modeling the way. My strengths remain stable over time.

Leadership Self-Development Goal: In what area(s) do I need to "grow"?

To focus on encouraging the heart in others and challenging the process. Areas needing developing remain stable over time.

Kouzes and Posner profile used for this assessment

Objectives: What are the desired end results? (How will my leadership look different in the future? What building level changes, interventions would occur?)

To further develop skills and practice in encouraging the heart in others and challenging the process.

End of the Year Results: For each objective, state the progress.

This goal will be assessed by the completion of the 360 degree feedback tool and a review of the perceptions of others related to my personal skills in encouraging the heart in others and challenging the process.

Personal Development Plan: What will I do? (Steps to be taken, including focused reading, study group membership, conference attendance, peer partnerships, reflective journaling, other.)

1. Continue to read and learn about leadership in contemporary organizations.
2. Attend workshops/conferences consistent with needed leadership development areas.
3. Practice skills developed through various learning experiences.

Summary and Next Steps:

Recent readings about leadership in contemporary organizations include *How Leaders Learn* (Gordon A. Donaldson, Jr., *The School Leaders Our*

***Children Deserve*; George Theoharis, *Instructional Rounds in Education* (Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel). I have not recently attended workshops/conferences consistent with the need to develop additional skills in encouraging the heart and challenging the process. Given this assessment, I see a need to continue to specifically work on skills related to challenging the process. Specific skills needing to be worked on include searching for opportunities to seek innovative ways to change and experimenting and taking risks. I believe I have made improvements in my skills related to encouraging the heart by recognizing the contributions of others. We are also in the process of identifying a 360 degree feedback tool for all administrators that will be completed prior to my summative performance evaluation in January.**

There is a need to finalize the 360 degree tool for all administrators including me. This work is being developed by the Human Resources Department.